



**Eaton Primary School**  
National Curriculum Mapping  
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# National Curriculum Mapping

## How this document works:

This is a whole school overview, demonstrating where the objectives, laid out in the National Curriculum, are covered.

## EYFS

This table demonstrates how each unit of work links to the Early Learning Goals and the Development Matters 2021 statements.

## KS1 & 2

These tables identify the National Curriculum objectives for each year group and how they are mapped to each unit taught.

# EYFS

<p>Early Years Foundation Stage (Reception)</p> <p>Unit of Work</p>	<p>Early years outcomes: Prime Areas Development Matters 2021 statements <i>Early Learning Goals</i></p>	<p>Early years outcomes: Specific Areas Development Matters 2021 statements <i>Early Learning Goals</i></p>
<p>Structures – Junk Modelling</p>	<p><b>Physical development –</b> Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Fine Motor Skills&gt; Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Expressive Arts and Design –</b> Explore, use and refine a variety of artistic effects to express ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. -ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -ELG: Creating with materials&gt; Share their creations, explaining the process they have used.</p>
<p>Food - Soup</p>	<p><b>Communication and language</b> Learn new vocabulary. -Use new vocabulary throughout the day. – ELG: Speaking&gt; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <b>Personal, social and emotional development</b> Know and talk about the different factors that support their overall health and wellbeing: healthy eating. ELG: Managing self&gt; Manage their own basic hygiene and personal needs, including... understanding the importance of healthy food choices. <b>Physical development</b> Develop small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Understanding the world</b> Explore the natural world around them. ELG: The Natural World&gt;Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>Expressive Arts and Design</b> Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

Textiles – Bookmarks	<p><b>Physical development</b>          Develop small motor skills so that they can use a range of tools competently, safely and confidently.          -ELG: Fine Motor Skills&gt; Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Expressive Arts and Design</b>          Explore, use and refine a variety of artistic effects to express ideas and feelings.          -Return to and build on their previous learning, refining ideas and developing their ability to represent them.          -ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.          -ELG: Creating with materials&gt; Share their creations, explaining the process they have used.</p>
Structures – Boats	<p><b>Communication and language</b>          Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.          ELG: Speaking&gt; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.          ELG: Speaking&gt; Offer explanations for why things might happen.</p>	<p><b>Understanding the world</b>          -Explore the natural world around them. -ELG: The Natural World&gt;Explore the natural world around them, making observations and drawing pictures of animals and plants.  <b>Expressive Arts and Design</b>          -Explore, use and refine a variety of artistic effects to express ideas and feelings.          -ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.          -ELG: Creating with materials&gt; Share their creations, explaining the process they have used.</p>

# Year 1

National Curriculum Objectives	Mechanisms Making a moving story book	Structures Constructing a windmill	Textiles Puppets	Mechanisms Wheels & axels	Food Fruit and vegetable smoothies
Design purposeful, functional, appealing products for themselves and other users based on design criteria	✓	✓	✓	✓	
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	✓	✓	✓	✓	✓
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	✓	✓	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	✓	✓	✓	✓	✓
Explore and evaluate a range of existing products	✓	✓		✓	

Evaluate their ideas and products against design criteria	✓	✓	✓	✓	✓
Build structures, exploring how they can be made stronger, stiffer and more stable		✓			
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	✓	✓		✓	
Use basic principles of a healthy and varied diet to prepare dishes					
Understand where food comes from					✓

# Year 2

National Curriculum Objectives	Mechanisms Making a moving monster	Structures Baby Bear's Chair	Textiles Pouches	Mechanisms Fairground wheel	Food A balanced diet
Design purposeful, functional, appealing products for themselves and other users based on design criteria	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	✓	✓	✓	✓	
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	✓	✓	✓	✓	
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	✓	✓	✓	✓	
Explore and evaluate a range of existing products	✓		✓	✓	✓

Evaluate their ideas and products against design criteria	✓	✓	✓	✓	✓
Build structures, exploring how they can be made stronger, stiffer and more stable		✓		✓	
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	✓			✓	
Use basic principles of a healthy and varied diet to prepare dishes					✓
Understand where food comes from					✓



# Year 3

National Curriculum Objectives	Food Eating seasonally	Structures Constructing a castle	Textiles Cross-stitch and applique cushions or Egyptian collars	Mechanical Systems Pneumatic toys	Electrical Systems Electric Poster	Digital World Electronic charm
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups		✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design		✓	✓	✓	✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately		✓	✓	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		✓	✓	✓	✓	✓
Investigate and analyse a range of existing products		✓		✓		
Evaluate their ideas and products against their own design criteria and consider		✓	✓	✓	✓	✓

the views of others to improve their work						
Understand how key events and individuals in design and technology have helped shape the world				✓		✓
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		✓				
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]				✓		
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]					✓	
Apply their understanding of computing to program, monitor and control their products						✓
Understand and apply principles of a healthy and varied diet	✓					
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques	✓					
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	✓					

# Year 4

National Curriculum Objectives	Structures Pavilions	Food Adapting a recipe	Textiles Fastenings	Mechanical Systems Making a slingshot car	Electrical Systems Torches	Digital World Mindful moments timer
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	✓	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design	✓	✓	✓	✓	✓	
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	✓	✓	✓	✓	✓	✓
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	✓	✓	✓	✓	✓	
Investigate and analyse a range of existing products	✓	✓	✓	✓	✓	✓
Evaluate their ideas and products against their own design criteria and consider	✓	✓	✓	✓	✓	✓

the views of others to improve their work						
Understand how key events and individuals in design and technology have helped shape the world				✓	✓	
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	✓					
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]				✓		
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]					✓	
Apply their understanding of computing to program, monitor and control their products						✓
Understand and apply principles of a healthy and varied diet						
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques		✓				
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed						

# Year 5

<b>National Curriculum Objectives</b>	<b>Food</b> What could be healthier?	<b>Mechanical Systems</b> Making a pop-up book	<b>Textiles</b> Stuffed toys	<b>Electrical Systems</b> Doodlers	<b>Structures</b> Bridges	<b>Digital World</b> Monitoring devices
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	✓	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design	✓	✓	✓		✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	✓	✓	✓	✓	✓	
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities		✓	✓		✓	
Investigate and analyse a range of existing products	✓	✓	✓	✓	✓	
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	✓	✓	✓	✓	✓	✓

Understand how key events and individuals in design and technology have helped shape the world	✓					✓
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures				✓	✓	✓
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		✓				
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]				✓		
Apply their understanding of computing to program, monitor and control their products	✓					✓
Understand and apply principles of a healthy and varied diet	✓					
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques	✓					
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	✓					

# Year 6

National Curriculum Objectives	Food Come dine with me	Mechanical Systems Automata toys	Electrical Systems Steady hand game	Structures Playgrounds	Digital World Navigating the world	Textiles Waistcoats
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	✓	✓	✓	✓	✓	✓
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design	✓	✓	✓	✓	✓	✓
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	✓	✓	✓	✓	✓	✓
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	✓		✓	✓		✓
Investigate and analyse a range of existing products		✓	✓	✓		✓
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	✓	✓	✓	✓	✓	✓

Understand how key events and individuals in design and technology have helped shape the world		✓	✓			
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures				✓		
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		✓				
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]			✓			
Apply their understanding of computing to program, monitor and control their products					✓	
Understand and apply principles of a healthy and varied diet	✓					
Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques	✓					
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	✓					