



Glen Hills Primary School S.M.S.C. Curriculum Map – Design and Technology with Route to Resilience links

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences. 	<u>Moral</u> The moral development of pupils is shown by their: <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<u>Social</u> The social development of pupils is shown by their: <ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<u>Cultural</u> The cultural development of pupils is shown by their: <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
EYFS	Beginning to evaluate products such as fruit skewers and houses. Reasoning	Knowing there are rules when preparing food (hand washing). Respect/Listening/Honesty/Co-operation	Being respectful of other children's choices and different tastes when making their fruit skewer. Co-operation/Respect/Friendship	Designing and making fruit skewers, thinking about which fruit (global) they liked the most/least. Bravery/Respect/Reasoning
Year 1	Children developing sense of enjoyment in tasting fruits for their fruit/vegetable salad/meal. Self-management Learners being creative and creating a variety of	Beginning to understand the importance of following hygiene rules in order to prepare fruits safely. Respect/Listening/Honesty/Co-operation Making sure that puppet work is	Being respectful of other children's choices and different tastes when making their dish. Co-operation/Respect/Friendship/Empathy Having respect for others' views and different puppet designs.	Designing and making fruit and/or vegetable dish, thinking about which fruit (global) they liked the most/least. Bravery/Respect/Reasoning Learning about variety of kites involves in other cultures (China, Korea, Japan (Carp Kite), India, Malaysia, America, Europe) and how Guatemalan

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	different fruit/vegetable salads. Reasoning/Curiosity	carried out safely with regard to others in the room. Respect/Co-operation Understanding peers have free choices to make (liberty). Listening/Respect	Respect/Empathy	people used kites to send messages to spirits in the heavens on All Saints day. Respect/Curiosity
Year 2	Evaluating their sleighs. Reasoning	Following basic safety rules. Co-operation/Listening/Respect/Self-management	Taking turns with equipment. Co-operation/Self-management	Linking the making process to Santa's success criteria. Good humour
Year 3	Evaluating their sandwich packaging. Reasoning/On Fire/Good thinking Tasting a range of sandwich ingredients Curiosity/Bravery Evaluating sandwich as homework. Honesty/Self-management	Following safety rules. Co-operation/Listening/Respect/Self-management Understanding the importance of - and following - food hygiene rules. Honesty/Respect/Listening	Taking turns with equipment. Co-operation/Self-management Working in teams to investigate how to strengthen paper. Listening/Co-operation/Respect/Empathy	Considering what information is needed on packaging. Reasoning Understanding that different people may prefer different foods and there may be cultural reasons for this. Respect/Empathy
Year 4	Designing a bread roll or scone. Good thinking Evaluating finished bread roll or scone. Reasoning/On Fire/Good thinking Peer-evaluations of instruments. Respect/Empathy/Honesty	Following food hygiene rules. Self-management/Empathy/Respect Evaluating someone else's work. Friendship/Listening/On Fire/Honesty	Working in small groups to make bread/scones. Co-operation/Friendship/Respect	Considering different types of bread eaten in different cultures. Respect/Curiosity Recognising that not all people celebrate Christmas. Respect/Curiosity
Year 5	Evaluating their completed products. Reasoning/On fire/Good thinking/Honesty	Evaluating someone else's work. Friendship/Listening/On Fire/Honesty/Respect Following food hygiene rules. Self-	Working in small groups to evaluate pre-existing products. Listening/Respect/Co-operation/Self-management	Considering where different foods and vegetables grow. Gratitude Finding out about a successful BAME business man. Respect

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	Making moving parts books. Resilience/Perseverance/ Self-esteem/Optimism	management/Empathy/ Respect/Honesty		Understanding who a Christmas produce would be aimed at and why it wouldn't be aimed at everyone. Respect/Reasoning
Year 6	Evaluating completed slipper against original plan. Honesty/Self-esteem/Resilience	Following safety rules. Co-operation/Listening/Respect/ Self-management	Taking turns with equipment. Co-operation/Self-management	Thinking about the different requirements for slippers around the world. Reasoning

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