

Scheme of Learning Kapow	EYFS Nursery	EYFS Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge Food (Food a Fact for Life)	<p>Select appropriate resources Use gestures, talking and arrangements of materials and components to show design Use contexts set by the teacher and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p> <p>Construct with a purpose, using a variety of resources Use simple tools and techniques *Build / construct with a wide range of objects Select tools & techniques to shape, assemble and join Replicate structures with materials / components Discuss how to make an activity safe and hygienic Record experiences by drawing, writing, voice recording *Understand different media can be combined for a purpose.</p> <p>Adapt work if necessary Dismantle, examine, talk about existing objects/structures *Consider and manage some risks Practise some appropriate safety measures independently Talk about how things work Look at similarities and differences between existing objects / materials / tools Show an interest in technological toys *Describe textures</p>	<p>Creating an appropriate breakfast.</p> <p>Name different foods and drinks consumed at breakfast.</p> <p>Understand the importance of breakfast.</p> <p>Sort selections of foods into their origins (plants / animals)</p> <p>Know and understand the hygiene procedures when preparing food.</p>	<p>Arranging party food</p> <p>Give examples of party food and food for different occasions.</p> <p>Describe skills used to make the dish such as cutting and mixing.</p> <p>Know the different steps to cooking certain foods.</p> <p>Know different utensils used such as knives, forks and spoons.</p> <p>Know and understand the hygiene procedures when preparing food.</p>	<p>Bread Baking</p> <p>Name and identify different types of breads.</p> <p>Understand kneading and that dough requires this step.</p> <p>Name other products made from dough.</p> <p>Know that bread is baked in an oven and understand the temperatures required.</p> <p>Know and understand the hygiene procedures when preparing food.</p>	<p>Foods around the World</p> <p>Be able to explain where certain foods come from geographically.</p> <p>Understand the background of certain dishes / ingredients.</p>	<p>Healthy Eating - Serve a Salad</p> <p>Name and identify different fruits and vegetables.</p> <p>Recall different types of salads.</p> <p>Identify salad ingredients</p> <p>Understand the importance of healthy eating</p> <p>Understand the importance of a balanced diet.</p> <p>Understand how to prepare a meal with hygiene and safety in mind.</p>	<p>Grab and go food, ready to eat</p> <p>Understand what is meant by nutrients and the different nutrient groups - fats, proteins, carbohydrates, vitamins, minerals, fibre, water.</p> <p>Understand that water and fibre are essential in meals for life.</p> <p>Understand how to prepare food safely and hygienically using methods such as cutting, peeling and grating.</p> <p>Explain where certain ingredients come from eg plants and animals.</p> <p>Understand a recipe and how to create one.</p>	
Disciplinary Knowledge		<p>Design - Design an appropriate breakfast meal using foods that would be typically eaten at breakfast. Consider the fact that breakfast is our energy boost for the start of the and that certain foods provide this better than others.</p> <p>Make - Prepare their design safely and hygienically.</p>	<p>Design - Design their party food around the understanding of preparation. Cook or prepare the food required. Consider the arrangement of the final product.</p> <p>Make Make their dish following the criteria they have set out in their design.</p>	<p>Design - Map out how they will create their bread including a list of ingredients as well as techniques and cooking times.</p> <p>Make - Bake their bread with safety and hygiene in mind. Use mixing, kneading and proving to make their bread dough. Bake their bread for the</p>	<p>Design Design a product using their knowledge learnt of world ingredients and dishes.</p> <p>Make - Prepare their design safely and hygienically.</p> <p>Evaluate - Consider their meal would be breakfast appropriate. Ask opinions of peers to gauge the success of their product.</p>	<p>Design Design a product with knowledge of salad foods. Understand how these can be prepared and arranged.</p> <p>Make Make their product with a consideration for safety and hygiene. Use appropriate tools to prepare salad foods.</p>	<p>Design - Design their product around the understanding of ease of use. Cook or prepare the food required. Consider the arrangement of the final product.</p> <p>Make Make their dish following the criteria they have set out in their design.</p>	

		<p>Evaluate - Consider their meal would be breakfast appropriate. Ask opinions of peers to gauge the success of their product.</p>	<p>Arrange their dish with shown consideration.</p> <p>Evaluate Self evaluate and evaluate with their peers to understand the strengths of their product. Identify whether or not they have used appropriate ingredients and arranging techniques in respect of the criteria.</p>	<p>appropriate time at the appropriate temperature to ensure thorough baking.</p> <p>Evaluate - Consider if their bread has been successful through taste-testing. Know their bread is baked through sight. Is it pale or burnt on the outside? Tough or stodgy on the inside?</p>		<p>Evaluate Evaluate their product against their design criteria.</p>	<p>Arrange their dish with shown consideration.</p> <p>Evaluate Self evaluate and evaluate with their peers to understand the strengths of their product. Identify whether or not they have used appropriate ingredients and arranging techniques in respect of the criteria.</p>
Key Vocabulary		breakfast, hygiene, prepare, arrange, ingredients		knead, mix, dough, bread, bake, mixing bowl / spoon, oven, temperature			
Substantive Knowledge Structures		<p><u>Creating a freestanding structure</u></p> <p>To know and understand structures and what they are for.</p> <p>Describe a strong structure.</p> <p>Understand what a net is in the process of design.</p> <p>Know how to create a stable structure.</p> <p>Understanding that shapes can be changed to alter a structures' strength.</p> <p>Know that windmills are powered by wind turning a turbine.</p> <p>Understand axles are used to help wheels turn.</p>		<p><u>Creating a strong fort structure</u></p> <p>Recognise and understand how 2D and 3D shapes can be combined to form a strong structure.</p> <p>Identify different aspects of fortified structures.</p> <p>Explain why certain structures need to be strong and fortified.</p> <p>Understand 3D nets and their purpose in creating 3D structures.</p> <p>Know a range of 3D nets that form different shapes.</p> <p>Know that nets require tabs to be joined together.</p>	<p><u>Creating pavilions</u></p> <p>To know what a pavilion is</p> <p>Explain and understand the purpose of pavilions and world expos.</p> <p>Know and identify a variety of frame structures.</p> <p>Know how to reinforce corners to make them strong and reliable.</p> <p>Understand different materials so they can be chosen appropriately for their project.</p> <p>Understand cladding and its purpose on a structure and finishing.</p>		
Disciplinary knowledge		<p>Design - Design a strong structure that can stand on its own.</p>		<p>Design - Design a fortified structure using their knowledge of 3D nets. Include tabs on their</p>	<p>Design - Design their product with a knowledge of frame structure and how they work. Consider the</p>		

		<p>Make - Make a sturdy structure that is freestanding.</p> <p>Use tools such as scissors and glue to help create their structure.</p> <p>Evaluate - Evaluate their product by testing it and having it stand on its own.</p>		<p>design to ensure it can be joined effectively.</p> <p>Make - Measure accurately with rulers and other tools to ensure their net will fit cleanly.</p> <p>Cut and fold clean lines.</p> <p>Create appropriate tab sizes.</p> <p>Construct their net using glue.</p> <p>Evaluate - Evaluate their product based on the strength and accuracy of the joined net.</p>	<p>materials to be used including their strength and other properties.</p> <p>Make - Use joining techniques and equipment such as glue guns to join their frame structure together. Use their designs and templates to help them join different sections of their products together accurately.</p> <p>Evaluate - Test their product to ensure that it is strong and stable. Evaluate their joining techniques and consider whether they have been accurate and sufficient enough. Consider any changes they may need to make on a future project..</p>		
Key Vocabulary		Structure, freestanding, axle, strong, sturdy		shell, structure, net, three dimensional, sturdy	frame structure, cladding, finishing, strengthen, reinforce,		
Substantive Knowledge Mechanisms		<p>Make a moving picture</p> <p>Understand different mechanisms such as levers and sliders. Know that sliders can make things move.</p> <p>Be able to recall different stories to aid their project design.</p> <p>Know that sliders can move side to side and up and down.</p>	<p>Make a moving vehicle</p> <p>Understand how wheels move.</p> <p>Know that a wheel must be attached to an axle to move.</p> <p>Understand what makes a vehicle roll forwards including forces.</p> <p>To know what stops wheels from moving.</p> <p>Name different vehicles that have wheels.</p>				
Disciplinary Knowledge		<p>Design - Design a moving picture, taking note of which aspects they want to move by sliders and in which directions. Consider the distance and</p>	<p>Design - Design a vehicle that uses an axle to move forwards.</p> <p>Make - Be able to join wheels and axles together</p>				

		<p>measurements closely for the sliders to work effectively.</p> <p>Make - Use tools like scissors and card to create an image including tabs for sliders. Use appropriate materials to ensure that their product is stable and successful.</p> <p>Experiment with different directions of sliders and levers.</p> <p>Evaluate - Ensure their product has been successful by testing their sliders and ensuring they run clean and smooth while also having the desired effect.</p>	<p>successfully for the vehicle to move smoothly.</p> <p>Measure appropriately and accurately to ensure the vehicle will move smoothly.</p> <p>Evaluate - Test their vehicle by moving it and assessing the movement of the wheels and axles.</p>				
Key Vocabulary		Lever, Slider, Guide, Pulley	wheel, axle, base, movement, force,				
Substantive Knowledge Electrical Systems					<p>Understand and explain an electrical circuit and begin to understand an electrical current.</p> <p>Know that electricity will only run through a complete circuit.</p> <p>Know the different elements of a circuit such as wires, batteries, bulbs and buzzers.</p>		
Disciplinary Knowledge					<p>Create an electrical circuit using wires, batteries and bulbs.</p> <p>Use effective research combined with existing knowledge to create their project.</p> <p>Evaluate their finished product, considering which elements they could improve as well as which elements were successful.</p>		

Key Vocabulary						electricity, circuit, battery, cell, wire, bulb buzzer, switch, conductor, insulator, open circuit, closed circuit.		
Substantive Knowledge Textiles				<p>Creating puppets Know different types of materials.</p> <p>Know that fabrics can be joined together by pinning, stapling and glueing.</p> <p>Know the history and purposes of puppets.</p>	<p>Cushions To know that fabrics can be joined via stitching and know that sewing is a method of joining fabrics.</p> <p>Understand the need to tie knots in the thread to ensure it does not come loose.</p> <p>Know that a thimble can be used to protect fingers when sewing.</p> <p>Know how to join fabrics using a running or cross-stitch.</p> <p>Understand the need to pin materials before stitching them.</p> <p>Understand appliqué.</p> <p>Understand seams and the need to turn fabrics inside out to achieve this.</p>			
Disciplinary Knowledge				<p>Design - Create an effective puppet design taking into account how they are going to cut and join their materials.</p> <p>Use different elements of design to decorate their puppet appropriately.</p> <p>Make - Use scissors and other cutting tools to cut and shape their material based on their design.</p>	<p>Design - Design their cushion with consideration of appropriate measurements for cross-stitch, running stitch and the need to have a seam.</p> <p>Understand their product will require filling and take this in to account when measuring.</p>			

				<p>Measure materials accurately to ensure their product can be joined.</p> <p>Use their selected joining method effectively.</p> <p>Use a template effectively.</p> <p>Join two pieces of fabric so they are aligned well.</p> <p>Evaluate - Test their puppet to ensure that the joining, cutting and decorating methods have been successful.</p> <p>Ensure their hand or finger can fit inside their puppet based on their designs.</p>	<p>Make - Measure and cut fabrics appropriately and accurately to ensure they fit.</p> <p>Thread a needle.</p> <p>Join fabrics with a cross stitch or running stitch.</p> <p>Pin fabrics before sewing to ensure accuracy.</p> <p>Evaluate - evaluate their cushion by testing the seams. Understand that their product filing should not be escaping their cushion. Consider modifications if they were to create a similar product in the future.</p>			
Key Vocabulary				material, template, fabric, pinning, decoration, joining,	cross-stitch, running stitch, sew, thread, needle, template			