

<div>EYFS</div> <div><ul style="list-style-type: none"><li>Safely use and explore a variety of materials and tools. <i>(Sorting, organising and using food - Harvest)</i> Vocab: cut, wash, peel, grate</li><li>Explore new techniques such as: how to print effectively, mould with hands and fold, crunch, tear and cut. <i>(Using paper create a nest for the Owl Babies - children must use a combination of fold, crunch, tear &amp; cut)</i> Vocab: crunch, fold, tear, cut</li><li>Talk about new creations. <i>(nests for the owl babies)</i></li><li>Begin to return to and build upon previous learning</li><li>Independently construct loose parts showing increasing skills in combining, lining up and stacking. Vocab: line, stack, sort, group</li><li>Build and deconstruct loose part models to represent real life or imaginary objects. <i>(to represent life cycles or the Stick Man family)</i></li><li>Make imaginative structures using loose parts using tools with control.</li><li>Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. <i>(make a submarine for an underwater adventure and/or explore sewing techniques for garden creatures)</i> Vocab: needle, thread, sew, attach, add, decorate</li><li>Independently assemble different pieces to create a picture/pattern.</li><li>Use imagination/ observation building on previous learning to represent their ideas.</li><li>Describe their drawing/design or ideas and intentions <i>(design a submarine for an underwater adventure)</i> Vocab: design, think, plan,</li><li>Begin to evaluate the process used. <i>(evaluate how they made their clay sculpture &amp; submarine)</i> Vocab: next time, better, change</li></ul></div>	
Year 1	Year 2
<div><div>Design</div><div><ul style="list-style-type: none"><li>Use pictures and words to convey what they want to design/make.</li><li>Propose more than one idea for their product.</li><li>Use kits/reclaimed materials to develop more than one idea.</li><li>Model ideas with kits, reclaimed materials.</li><li>Select appropriate technique explaining: First... Next... Last....</li><li>Explore ideas by rearranging materials.</li><li>Select pictures to help develop ideas.</li><li>Use drawings to record ideas as they are developed.</li><li>Add notes to drawings to help explanations.</li><li>Describe their models and drawings of ideas and intentions.</li></ul></div></div> <div><div>Make</div><div><ul style="list-style-type: none"><li>Discuss their work as it progresses.</li><li>Select materials from a limited range that will meet the design criteria.</li><li>Select and name the tools needed to work the materials.</li><li>Explain what they are making.</li><li>Explain which materials they are using and why.</li><li>Name the tools they are using.</li><li>Describe what they need to do next.</li></ul></div></div> <div><div>Evaluate</div><div><ul style="list-style-type: none"><li>Explore existing products and investigate how they have been made.</li><li>Decide how existing products do/do not achieve their purpose.</li><li>Talk about their design as they develop and identify good and bad points.</li><li>Note changes made during the making process as annotation to plans/drawings.</li><li>Say what they like and do not like about items they have made and attempt to say why.</li><li>Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</li></ul></div></div>	<div><div>Design</div><div><ul style="list-style-type: none"><li>Use pictures and words to convey what they want to design/make.</li><li>Propose more than one idea for their product.</li><li>Use kits/reclaimed materials to develop more than one idea.</li><li>Model ideas with kits, reclaimed materials.</li><li>Select appropriate technique explaining: First... Next... Last....</li><li>Explore ideas by rearranging materials.</li><li>Select pictures to help develop ideas.</li><li>Use drawings to record ideas as they are developed.</li><li>Add notes to drawings to help explanations.</li><li>Describe their models and drawings of ideas and intentions.</li></ul></div></div> <div><div>Make</div><div><ul style="list-style-type: none"><li>Discuss their work as it progresses.</li><li>Select materials from a limited range that will meet the design criteria.</li><li>Select and name the tools needed to work the materials.</li><li>Explain what they are making.</li><li>Explain which materials they are using and why.</li><li>Name the tools they are using.</li><li>Describe what they need to do next.</li></ul></div></div> <div><div>Evaluate</div><div><ul style="list-style-type: none"><li>Explore existing products and investigate how they have been made.</li><li>Decide how existing products do/do not achieve their purpose.</li><li>Talk about their design as they develop and identify good and bad points.</li><li>Note changes made during the making process as annotation to plans/drawings.</li><li>Say what they like and do not like about items they have made and attempt to say why.</li><li>Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</li></ul></div></div>

<b>Autumn Term</b> <b><u>Food</u></b> <b>Jamie Oliver</b> <b>Healthy snack</b>	<ul style="list-style-type: none"><li>• Develop a food vocabulary using taste, smell, texture and feel.</li><li>• Group familiar food products e.g. fruit and vegetables.</li><li>• Explain where food comes from.</li><li>• Cut, peel, grate, chop a range of ingredients</li><li>• Work safely and hygienically.</li><li>• Understand the need for a variety of foods in a diet.</li><li>• Measure and weigh food items, non-statutory measures e.g. spoons, cups.</li></ul>	<b>Autumn Term</b> <b><u>Food</u></b> <b>Paul Hollywood</b> <b>bread</b>	<ul style="list-style-type: none"><li>• Develop a food vocabulary using taste, smell, texture and feel.</li><li>• Group familiar food products e.g. fruit and vegetables.</li><li>• Explain where food comes from.</li><li>• Cut, peel, grate, chop a range of ingredients</li><li>• Work safely and hygienically.</li><li>• Understand the need for a variety of foods in a diet.</li><li>• Measure and weigh food items, non-statutory measures e.g. spoons, cups.</li></ul>
<b>Spring Term</b> <b><u>Textiles</u></b> <b>Laura Ashley</b> <b>Chair covering</b>	<ul style="list-style-type: none"><li>• Cut out shapes which have been created by drawing round a template onto the fabric.</li><li>• Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.</li><li>• Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.</li><li>• Colour fabrics using a range of techniques e.g. fabric paints, printing, painting</li></ul>	<b>Spring Term</b> <b><u>Mechanisms-levers and pivots</u></b> <b>Matthew Reinhart</b> <b>Moving picture</b>	<ul style="list-style-type: none"><li>• Mark out materials to be cut using a template.</li><li>• Fold, tear and cut paper and card.</li><li>• Cut along lines, straight and curved.</li><li>• Use a hole punch. §</li><li>• Insert paper fasteners for card.</li><li>• Experiment with levers and sliders to find different ways of making things move in a 2D plane.</li></ul>
<b>Summer Term</b> <b><u>Mechanisms-wheels and axles</u></b> <b>Henry Ford</b> <b>Moving vehicle</b>	<ul style="list-style-type: none"><li>• Join appropriately for different materials and situations e.g. glue, tape.</li><li>• Try out different axle fixings and their strengths and weaknesses.</li><li>• Make vehicles with construction kits which contain free running wheels.</li><li>• Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</li><li>• Roll paper to create tubes.</li><li>• Cut dowel using hacksaw and bench hook.</li><li>• Attach wheels to a chassis using an axle.</li></ul>	<b>Summer Term</b> <b><u>Structures</u></b> <b>Charles and Ray Eames</b> <b>Chairs</b>	<ul style="list-style-type: none"><li>• Explore how to make structures stronger.</li><li>• Investigate different techniques for stiffening a variety of materials.</li><li>• Test different methods of enabling structures to remain stable.</li><li>• Join appropriately for different materials and situations e.g. glue, tape.</li><li>• Mark out materials to be cut using a template. § Use a glue gun with close supervision.</li></ul>

Year 3		Year 4	
<p><b>Design</b></p> <ul style="list-style-type: none"><li>• Develop more than one design or adaptation of an initial design.</li><li>• Plan a sequence of actions to make a product.</li><li>• Record the plan by drawing using annotated sketches.</li><li>• Begin to use cross-sectional and exploded diagrams.</li><li>• Use prototypes to develop and share ideas.</li><li>• Think ahead about the order of their work and decide upon tools and materials.</li><li>• Propose realistic suggestions as to how they can achieve their design ideas.</li><li>• Consider aesthetic qualities of materials chosen.</li><li>• Use CAD where appropriate.</li></ul> <p><b>Make</b></p> <ul style="list-style-type: none"><li>• Prepare pattern pieces as templates for their design.</li><li>• Cut slots.</li><li>• Cut internal shapes.</li><li>• Select from a range of tools for cutting shaping joining and finishing.</li><li>• Use tools with accuracy.</li><li>• Select from techniques for different parts of the process.</li><li>• Select from materials according to their functional properties.</li><li>• Plan the stages of the making process.</li><li>• Use appropriate finishing techniques.</li></ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• Investigate similar products to the one to be made to give starting points for a design.</li><li>• Draw/sketch products to help analyse and understand how products are made.</li><li>• Research needs of user.</li><li>• Identify the strengths and weaknesses of their design ideas in relation to purpose/user.</li><li>• Decide which design idea to develop.</li><li>• Consider and explain how the finished product could be improved.</li><li>• Discuss how well the finished product meets the design criteria of the user.</li><li>• Investigate key events and individuals in Design and Technology.</li></ul>		<p><b>Design</b></p> <ul style="list-style-type: none"><li>• Develop more than one design or adaptation of an initial design.</li><li>• Plan a sequence of actions to make a product.</li><li>• Record the plan by drawing using annotated sketches.</li><li>• Begin to use cross-sectional and exploded diagrams.</li><li>• Use prototypes to develop and share ideas.</li><li>• Think ahead about the order of their work and decide upon tools and materials.</li><li>• Propose realistic suggestions as to how they can achieve their design ideas.</li><li>• Consider aesthetic qualities of materials chosen.</li><li>• Use CAD where appropriate.</li></ul> <p><b>Make</b></p> <ul style="list-style-type: none"><li>• Prepare pattern pieces as templates for their design.</li><li>• Cut slots.</li><li>• Cut internal shapes.</li><li>• Select from a range of tools for cutting shaping joining and finishing.</li><li>• Use tools with accuracy.</li><li>• Select from techniques for different parts of the process.</li><li>• Select from materials according to their functional properties.</li><li>• Plan the stages of the making process.</li><li>• Use appropriate finishing techniques.</li></ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• Investigate similar products to the one to be made to give starting points for a design.</li><li>• Draw/sketch products to help analyse and understand how products are made.</li><li>• Research needs of user.</li><li>• Identify the strengths and weaknesses of their design ideas in relation to purpose/user.</li><li>• Decide which design idea to develop.</li><li>• Consider and explain how the finished product could be improved.</li><li>• Discuss how well the finished product meets the design criteria of the user.</li><li>• Investigate key events and individuals in Design and Technology.</li></ul>	
<p><b>Autumn Term</b> <b>Structures</b> <b>Ove Arup</b> <b>Stone Age house</b></p>	<ul style="list-style-type: none"><li>• Develop vocabulary related to the project.</li><li>• Create shell or frame structures.</li><li>• Strengthen frames with diagonal struts.</li><li>• Make structures more stable by giving them a wide base.</li><li>• Measure and mark square section, strip and dowel accurately to 1cm.</li></ul>	<p><b>Autumn Term</b> <b>Textiles</b> <b>Cath Kidston</b> <b>cushions</b></p>	<ul style="list-style-type: none"><li>• Develop vocabulary for tools materials and their properties.</li><li>• Understand seam allowance.</li><li>• Join fabrics using running stitch, over sewing, blanket stitch.</li><li>• Prototype a product using J cloths.</li><li>• Use prototype to make pattern.</li><li>• Explore strengthening and stiffening of fabrics. Explore fastenings (inventors?) and recreate some.</li><li>• Sew on buttons and make loops.</li><li>• Use appropriate decoration techniques.</li></ul>
<p><b>Spring Term</b> <b>Electrical systems</b> <b>Gorge Cardwardine</b> <b>Nightlights</b></p>	<ul style="list-style-type: none"><li>• Develop vocabulary related to the project.</li><li>• Use mechanical systems such as gears, pulleys, levers and linkages.</li><li>• Incorporate a circuit into a model.</li><li>• Use electrical systems such as switches bulbs and buzzers.</li><li>• Use ICT to control products.</li><li>• Use lolly sticks/card to make levers and linkages.</li><li>• Use linkages to make movement larger or more varied.</li></ul>	<p><b>Spring Term</b> <b>Food</b> <b>Ann Kim</b> <b>pizzas</b></p>	<ul style="list-style-type: none"><li>• Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</li><li>• Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li><li>• Follow instructions/recipes.</li><li>• Make healthy eating choices - use the Eatwell plate.</li><li>• Join and combine a range of ingredients.</li><li>• Explore seasonality of vegetables and fruit.</li><li>• Find out which fruit and vegetables are grown in countries/continents studied in Geography.</li><li>• Develop understanding of how meat/fish are</li></ul>

			<ul style="list-style-type: none"><li>reared/caught.</li></ul>
<b>Summer Term</b> <b><u>Food</u></b> <b>Nadiya Hussain</b> <b>Seasonal tart</b>	<ul style="list-style-type: none"><li>Develop sensory vocabulary/knowledge using, smell, taste, texture and feel</li><li>Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li><li>Follow instructions/recipes.</li><li>Make healthy eating choices - use the Eatwell plate.</li><li>Join and combine a range of ingredients.</li><li>Explore seasonality of vegetables and fruit.</li><li>Find out which fruit and vegetables are grown in countries/continents studied in Geography.</li><li>Develop understanding of how meat/fish are reared/caught.</li></ul>	<b>Summer term</b> <b><u>Mechanical Systems</u></b> <b>Roman catapult (woodwork)</b> <b>Levers and linkages</b>	<ul style="list-style-type: none"><li>Develop vocabulary related to the project.</li><li>Use mechanical systems such as gears, pulleys, levers and linkages.</li><li>Incorporate a circuit into a model.</li><li>Use electrical systems such as switches bulbs and buzzers.</li><li>Use ICT to control products.</li><li>Use lolly sticks/card to make levers and linkages.</li><li>Use linkages to make movement larger or more varied.</li></ul>

Year 5		Year 6	
<p><u>Design</u></p> <ul style="list-style-type: none"><li>List tools needed before starting the activity.</li><li>Plan the sequence of work e.g. using a storyboard.</li><li>Record ideas using annotated diagrams.</li><li>Use models, kits and drawings to help formulate design ideas.</li><li>Combine modelling and drawing to refine ideas.</li><li>Devise step by step plans which can be read / followed by someone else.</li><li>Use exploded diagrams and cross-sectional diagrams to communicate ideas.</li><li>Sketch and model alternative ideas.</li><li>Decide which design idea to develop.</li></ul> <p><u>Make</u></p> <ul style="list-style-type: none"><li>Make prototypes.</li><li>Develop one idea in depth.</li><li>Use researched information to inform decisions.</li><li>Produce detailed lists of ingredients / components / materials and tools.</li><li>Use a computer to model ideas. § Select from and use a wide range of tools.</li><li>Cut accurately and safely to a marked line.</li><li>Select from and use a wide range of materials.</li><li>Use appropriate finishing techniques for the project.</li><li>Refine their product - review and rework/improve.</li></ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"><li>Research and evaluate existing products (including book and web based research).</li><li>Consider user and purpose.</li><li>Identify the strengths and weaknesses of their design ideas.</li><li>Give a report using correct technical vocabulary.</li><li>Consider and explain how the finished product could be improved related to design criteria.</li><li>Discuss how well the finished product meets the design criteria of the user. Test on the user!</li><li>Understand how key people have influenced design.</li></ul>		<p><u>Design</u></p> <ul style="list-style-type: none"><li>List tools needed before starting the activity.</li><li>Plan the sequence of work e.g. using a storyboard.</li><li>Record ideas using annotated diagrams.</li><li>Use models, kits and drawings to help formulate design ideas.</li><li>Combine modelling and drawing to refine ideas.</li><li>Devise step by step plans which can be read / followed by someone else.</li><li>Use exploded diagrams and cross-sectional diagrams to communicate ideas.</li><li>Sketch and model alternative ideas.</li><li>Decide which design idea to develop.</li></ul> <p><u>Make</u></p> <ul style="list-style-type: none"><li>Make prototypes.</li><li>Develop one idea in depth.</li><li>Use researched information to inform decisions.</li><li>Produce detailed lists of ingredients / components / materials and tools.</li><li>Use a computer to model ideas. § Select from and use a wide range of tools.</li><li>Cut accurately and safely to a marked line.</li><li>Select from and use a wide range of materials.</li><li>Use appropriate finishing techniques for the project.</li><li>Refine their product - review and rework/improve.</li></ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"><li>Research and evaluate existing products (including book and web based research).</li><li>Consider user and purpose.</li><li>Identify the strengths and weaknesses of their design ideas.</li><li>Give a report using correct technical vocabulary.</li><li>Consider and explain how the finished product could be improved related to design criteria.</li><li>Discuss how well the finished product meets the design criteria of the user. Test on the user!</li><li>Understand how key people have influenced design.</li></ul>	
<p><b>Autumn term</b> <b><u>Mechanical systems</u></b> <b>Colette Fu</b> <b>Pop up books</b></p>	<ul style="list-style-type: none"><li>Develop a technical vocabulary appropriate to the project.</li><li>Use mechanical systems such as cams, pulleys and gears.</li><li>Use electrical systems such as motors.</li><li>Program, monitor and control using ICT.</li></ul>	<p><b>Autumn term</b> <b><u>Textiles</u></b> <b>Vivienne Westwood</b> <b>Waistcoats</b></p>	<ul style="list-style-type: none"><li>Use the correct vocabulary appropriate to the project.</li><li>Create 3D products using patterns pieces and seam allowance.</li><li>Understand pattern layout.</li><li>Decorate textiles appropriately (often before joining components).</li><li>Pin and tack fabric pieces together.</li><li>Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision).</li><li>Combine fabrics to create more useful properties.</li><li>Make quality products.</li></ul>

<b>Spring Term</b> <b><u>Food</u></b> <b>Nigel Howarth</b> <b>Lancashire hotpots</b>	<ul style="list-style-type: none"><li>• Prepare food products taking into account the properties of ingredients and sensory characteristics.</li><li>• Weigh and measure using scales.</li><li>• Select and prepare foods for a particular purpose.</li><li>• Work safely and hygienically.</li><li>• Show awareness of a healthy diet (using the eatwell plate).</li><li>• Use a range of cooking techniques.</li><li>• Know where and how ingredients are grown and processed.</li><li>• Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc.</li></ul>	<b>Spring Term</b> <b><u>Food</u></b> <b>Jamie Oliver</b> <b>Burritos</b>	<ul style="list-style-type: none"><li>• Prepare food products taking into account the properties of ingredients and sensory characteristics.</li><li>• Weigh and measure using scales.</li><li>• Select and prepare foods for a particular purpose.</li><li>• Work safely and hygienically.</li><li>• Show awareness of a healthy diet (using the eatwell plate).</li><li>• Use a range of cooking techniques.</li><li>• Know where and how ingredients are grown and processed.</li><li>• Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc.</li></ul>
<b>Summer Term</b> <b><u>Structures</u></b> <b>Ralph Modjeski</b> <b>Bridges</b>	<ul style="list-style-type: none"><li>• Use the correct terminology for tools materials and processes.</li><li>• Join materials using appropriate methods.</li><li>• Build frameworks to support mechanisms.</li><li>• Stiffen and reinforce complex structures.</li></ul>	<b>Summer Term</b> <b><u>Mechanical and Electrical Systems and ICT</u></b> <b>Caroline Haslett</b> <b>Lighthouse</b>	<ul style="list-style-type: none"><li>• Develop a technical vocabulary appropriate to the project.</li><li>• Use electrical systems such as motors.</li><li>• Program, monitor and control using ICT.</li></ul>