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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 2 | Summer 2 | |
| Reception | Me and My Community – Including Exploring Autumn  Decorate and ice a biscuit with your own features | Will You Read Me a Story?  Build a puppet theatre with characters on sticks | Dangerous Dinosaurs  Kids Crafts - Moveable animal models Dinosaur Design - THE CRAFTY CO  Make a split pin model of a dinosaur | Why do zebras have stripes?  Use balsa wood and simple wood making tools to make an animal model | Why do Ladybirds have spots?  Make cup cakes with buttons to represent the spots | Who lives in a Rock Pool? What Can I see in Summer?  Build a bridge for the water tray  Make stepping stones that are stable | |
| Year 1 Chaffinch | School Days (Y1)  (History)  Make a model of a Victorian School  Build structures, exploring how they can be made stronger, stiffer and more stable.  Provide construction kits, junk modelling materials and small world figures for the children to make a Victorian classroom and a modern classroom. Ask them to talk about the similarities and differences between the two   * construction kits * Junk modelling materials * Small world figures   Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink. | The seven Continents  (Y1 OAK unit)  (Geography)  Make smoothies inspired by products from around the world  Pupils should be taught to:   * Understand where food comes from   Explore and evaluate a range of existing products   * Use the basic principles of a healthy and varied diet   **Design**   * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   **Make**   * 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   **Evaluate**   * Evaluate their ideas and products against the [**design criteria**](https://www.kapowprimary.com/glossary/design-criteria-or-success-criteria/) | Movers and Shakers (Y2)  (History)  Make a rocket –  Design, evaluate, use tools to cut and shape.  Use air pressure and launch see how to make it travel further  Discuss streamline | Coastline (Y2)  (Geography)  Build a working model of a lighthouse with a light  Look at shape and purpose  Draw label  Decide how to get light to work  Make using appropriate tools carefully selected evaluate final result suggest an improvement | Magnificent Monarchs (Y2)  (History)  Make a puppet of a monarch  Pupils should be taught to:  Explore and evaluate a range of existing products   * Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * Design purposeful, functional, appealing products for themselves or 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 * Design purposeful, functional, appealing products for themselves or other users based on design criteria * 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 * Design purposeful, functional, appealing products for themselves or other users based on design criteria * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Evaluate their ideas and products against design criteria | Street Detectives (Y2)  (Local History)  Build a model of a windmill inspired by Waltham windmill  Pupils should be taught to:   * 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 * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria * 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, according to their characteristics * Build structures, exploring how they can be made stronger, stiffer and more stable * Evaluate their ideas and products against design criteria * 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 * 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 * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria   **Technical knowledge**   * 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 | |
| Year 2 Chaffinch | School Days (Y1)  (History)  Build structures, exploring how they can be made stronger, stiffer and more stable.  Provide construction kits, junk modelling materials and small world figures for the children to make a Victorian classroom and a modern classroom. Ask them to talk about the similarities and differences between the two   * construction kits * Junk modelling materials * Small world figures   Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink. | The seven Continents  (Y1 OAK unit)  (Geography)  Make smoothies inspired by products from around the world  Pupils should be taught to:   * Understand where food comes from   Explore and evaluate a range of existing products   * Use the basic principles of a healthy and varied diet   **Design**   * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   **Make**   * 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   **Evaluate**   * Evaluate their ideas and products against the [**design criteria**](https://www.kapowprimary.com/glossary/design-criteria-or-success-criteria/) | Movers and Shakers (Y2)  (History)  Make a rocket –  Design, evaluate, use tools to cut and shape.  Use air pressure and launch see how to make it travel further  Discuss streamline | Coastline (Y2)  (Geography)  Build a working model of a lighthouse with a light  Look at shape and purpose  Draw label  Decide how to get light to work  Make using appropriate tools carefully selected evaluate final result suggest an improvement | Magnificent Monarchs (Y2)  (History)  Make a puppet of a monarch  Pupils should be taught to:  Explore and evaluate a range of existing products   * Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * Design purposeful, functional, appealing products for themselves or 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 * Design purposeful, functional, appealing products for themselves or other users based on design criteria * 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 * Design purposeful, functional, appealing products for themselves or other users based on design criteria * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Evaluate their ideas and products against design criteria | Street Detectives (Y2)  (Local History)  Build a model of a windmill inspired by Waltham windmill  Pupils should be taught to:   * 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 * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria * 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, according to their characteristics * Build structures, exploring how they can be made stronger, stiffer and more stable * Evaluate their ideas and products against design criteria * 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 * 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 * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria   **Technical knowledge**   * 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 | |
| Year 2 Kingfisher | Movers and Shakers (Y2)  (History)  Make a rocket –  Design, evaluate, use tools to cut and shape.  Use air pressure and launch see how to make it travel further  Discuss streamline | Rocks, Relics and Rumbles (Y3)  (Geography)  Make “Rock cakes”  Discuss hygiene  Try various recipes evaluate  Design own recipe i.e. change fruit for choc chips or cheese and chives  Or banana chips or cherry and almond  Create design brief, evaluate final product and suggest and improvement | | Coastline (Y2)  (Geography)  Build a working model of a lighthouse with a light  Look at shape and purpose  Draw label  Decide how to get light to work  Make using appropriate tools carefully selected evaluate final result suggest an improvement | Magnificent Monarchs (Y2)  (History)  Make a puppet of a monarch  Pupils should be taught to:  Explore and evaluate a range of existing products   * Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Design purposeful, functional, appealing products for themselves or 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 * Design purposeful, functional, appealing products for themselves or other users based on design criteria * 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 * Design purposeful, functional, appealing products for themselves or other users based on design criteria * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Evaluate their ideas and products against design criteria | Street Detectives (Y2)  (Local History)  Build a model of a windmill inspired by Waltham windmill  Pupils should be taught to:   * 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 * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria * 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, according to their characteristics * Build structures, exploring how they can be made stronger, stiffer and more stable * Evaluate their ideas and products against design criteria * 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 * 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 * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria   **Technical knowledge**   * 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 | |
| Year 3 Kingfisher | Movers and Shakers (Y2)  (History)  Make a rocket –  Design, evaluate, use tools to cut and shape.  Use air pressure and launch see how to make it travel further  Discuss streamline | Rocks, Relics and Rumbles (Y3)  (Geography)  Make “Rock cakes”  Discuss hygiene  Try various recipes evaluate  Design own recipe i.e. change fruit for choc chips or cheese and chives  Or banana chips or cherry and almond  Create design brief, evaluate final product and suggest and improvement | | Coastline (Y2)  (Geography)  Build a working model of a lighthouse with a light  Look at shape and purpose  Draw label  Decide how to get light to work  Make using appropriate tools carefully selected evaluate final result suggest an improvement | Magnificent Monarchs (Y2)  (History)  Make a puppet of a monarch  Pupils should be taught to:  Explore and evaluate a range of existing products   * Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * Design purposeful, functional, appealing products for themselves or 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 * Design purposeful, functional, appealing products for themselves or other users based on design criteria * 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 | Street Detectives (Y2)  (Local History)  Build a model of a windmill inspired by Waltham windmill  Pupils should be taught to:   * 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 * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria * 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, according to their characteristics * Build structures, exploring how they can be made stronger, stiffer and more stable * Evaluate their ideas and products against design criteria * 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 * 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 * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria   **Technical knowledge**   * 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 | |
| Year 4 Owl | Ancient civilisations (Y4)  (History)  KAPOW UNIT- Pavilions- Structures- Make a model pyramid   * 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 and CAD * Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics * Investigate and analyse a range of existing products * 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 * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | | Location, Location, Location  (UK and Americas)  (Geography)  (OAK Year 3/4 unit)  KAPOW UNIT- Eating seasonally- Food from around the world   * Understand and apply the principles of a healthy and varied diet * Prepare and cook a 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 | Traders and Raiders (Y4)  (History)  KAPOW UNIT- Design and make a stuffed toy for an Anglo-Saxon child   * Generate, develop, model and communicate their ideas through discussions, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design * Select from and use a wide range of tools and equipment to perform practical tasks- learn to sew a blanket stitch * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | Marvellous maps  (Geography)  (2 weeks) | Local History study (2 weeks)  Make a model of Grimsby Dock Tower- discuss how hydraulics work and could be incorporated into the design. |
| Year 5 Kestrel | Ancient civilisations (Y4)  (History)  KAPOW UNIT- Pavilions- Structures   * 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 and CAD * Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics * Investigate and analyse a range of existing products * 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   Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | | Location, Location, Location  (UK and Americas)  (Geography)  (OAK Year 3/4 unit)  KAPOW UNIT- Eating seasonally- Food from around the world   * Understand and apply the principles of a healthy and varied diet * Prepare and cook a 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 | Traders and Raiders (Y4)  (History)  KAPOW UNIT- Design and make a stuffed toy for an Anglo-Saxon child   * Generate, develop, model and communicate their ideas through discussions, 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- learn to sew a blanket stitch * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | Marvellous maps  (Geography)  (2 weeks) | Local History study (2 weeks)  Make a model of Grimsby Dock Tower- discuss how hydraulics work and could be incorporated into the design. |
| Year 6 Eagle | Frozen Kingdom (Y6)  (Geography) (Biomes OAK)  Digital world: Navigating the world  Pupils should be taught to:   * 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   **Technical knowledge**   * Apply their understanding of computing to program, monitor and control their products * 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.   **Technical knowledge**   * Apply their understanding of computing to program, monitor and control their products. * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design   **Make**   * 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   **Evaluate**   * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work   Pupils should be taught to:   * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design   **Evaluate**  Pupils should be taught to:   * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design   **Evaluate**   * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | Location, Location, Location  UK, Europe and Hemispheres and Tropics (OAK)  KAPOW UNIT- Eating seasonally- Food from around the world   * Understand and apply the principles of a healthy and varied diet * Prepare and cook a 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 | I Am Warrior (Y4)  (History)  SATS – Rachel said to leave | | Hola Mexico (Y6)  (Building locational knowledge South America)  (Geography)   Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Follow a recipe that requires a variety of techniques and source the necessary ingredients independently.  Find out about the Maya chocolate making process and then make their own chocolate. Follow an online recipe to make either solid chocolate or the more authentic Maya version, which was a thick spicy drinking chocolate. Try adding orange zest, white chocolate buttons and even chilli to experiment with the taste and texture of the chocolate. Taste and enjoy.  **Note:** The Maya drank rather than ate their chocolate, and regarded it as food of the Gods. Hieroglyphs depicting chocolate being poured for rulers and Gods can be found on Maya murals and ceramics. **Observe safety and hygiene in food preparation.**  **Useful link:**   * [Making chocolate as the Mayas used to – Globo Treks](https://www.globotreks.com/destinations/belize/making-chocolate-like-the-mayas-used-to/) | | Local History study (2 weeks)  Make a model of Grimsby Dock Tower- discuss how hydraulics work and could be incorporated into the design. |

**Design and Technology LTP**