



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic 1	<p>Food Focus 1.2 Preparing fruit and vegetables</p> <p>Link to Science – understand that plants have leaves, stems, roots, flowers and fruits; understand the importance of growing plants and how seasons affect growth.</p>	<p>Structures Focus 1.2 Freestanding structures</p> <p>Local area-Walking tour.</p> <p>Geography – use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment.</p> <ul style="list-style-type: none"> • Spoken language – participate in discussion about various structures, taking turns and listening to what others say. Ask relevant questions to extend their knowledge and understanding. Build technical vocabulary. 	<p>Food Focus 3.4 Healthy and varied diet</p> <p>Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet using <i>The eatwell plate</i> e.g. <i>What ingredients have been used?</i></p> <p>Link to Science – using and developing skills of observing and questioning. Humans get nutrition from what they eat. Discuss changes of state if heat is used.</p>	<p>Electrical systems Focus 3.4 Simple programming and control</p> <p>Science – apply knowledge and understanding of circuits, switches, conductors and insulators.</p>	<p>Food Focus 5.6 Celebrating culture and seasonality</p> <p>Relate to African food Cultures/Celebrating Diversity e.g. Simple Cous Cous with chopped vegetables or a sandwich with African ingredients.</p>	<p>Electrical systems Focus 5.6 Monitoring and control</p> <p>Investigate sensors such as light dependent resistors (LDRs) and a range of switches such as push-to-make, push-to-break, toggle, micro and reed switches. To gain an understanding of how they are operated by the user and how they work, ask the children to use each component to control a bulb in a simple circuit for a Christmas card or toy.</p>
Topic 2	<p>Aspect of D&T Mechanisms Focus 1.2 Sliders and Levers</p> <p>Spoken language –cards at Christmas, ask relevant questions to extend their knowledge and understanding. Build technical and directional vocabulary. Use spoken language to develop understanding through imagining and exploring ideas.</p> <ul style="list-style-type: none"> • Art and design – use colour, pattern, line, shape. • Computing – digital graphics and text could be incorporated into final products as the background or moving parts. 	<p>Aspect of D&T Textiles Focus 3.4 2-D shape to 3-D product <i>Making related to holiday topic</i></p> <ul style="list-style-type: none"> • Science – physical properties of fabrics. • Spoken language – asking and answering questions to develop understanding. Through discussion, participate actively initiating and responding to comments. • Mathematics – nets of shapes and accurate measurements mm/cm. • History – investigating textiles and textile products from age being studied. 	<p>Aspect of D&T Structures Focus 3.4 Shell structures using computer-aided design (CAD)</p> <p>Link to Egyptian art and jewellery. Casket shell-mystery box, keep safe box.</p> <p>Science – discuss the properties and suitability of materials for particular purposes.</p> <ul style="list-style-type: none"> • Mathematics – compare and sort common 2-D and 3-D shapes in everyday objects. Recognise 3-D shapes in different orientations and describe them. 	<p>Mechanical systems Focus 3.4 Pneumatics</p> <p>Links to What makes us shake? Device to move card scenery of an earthquake machine.</p> <p>Science – identify and compare the suitability of a variety of everyday materials for particular uses</p>	<p>Textiles Focus 5.6 Combining different fabric shapes</p> <p>Links to Art- collage</p> <p>History – significant person/people in their locality linked to textiles and products e.g. William Morris, Amanda Wakeley.</p>	<p>Mechanical systems Focus 5.6 Pulleys or Gears Designing a toy</p> <p>Links- Mathematics – understand ratios. Apply understanding and skill to carry out accurate measuring using standard units i.e. cm/mm.</p> <ul style="list-style-type: none"> • Science – apply knowledge and understanding of circuits, switches, conductors and insulators. Recognise that some mechanisms, including pulleys and gears, allow a smaller force to have a greater effect.

<p>Topic 3</p>	<p>Aspect of D&T Textiles Focus 1.2 Templates and joining techniques Links to Art and design – use colour, pattern, texture, and shape as appropriate</p>	<p>Aspect of D&T Mechanisms Focus 1.2 Wheels and axles Science – working scientifically: ask simple questions and observe closely. Explore use of everyday materials. • Mathematics – number of wheels, more than, less than, equal. • Spoken Language – use of technical vocabulary. Ask relevant questions to extend understanding and build vocabulary and knowledge.</p>	<p>Aspect of D&T Structures Focus 3.4 Shell structures Made after computer designs</p>	<p>Aspect of D&T Mechanical systems Focus 5.6 Cams • Computing – use search technologies for research purposes and be discerning when evaluating digital content. • Science – forces and movement: explore the effects of simple machines on movement.</p>	<p>Aspect of D&T Structures Focus 5.6 Frame structures Link to What makes people leave their homes Tents and shelters outside Science – compare and group together everyday materials on the basis of their properties. • Mathematics – identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p>	<p>Aspect of D&T Textiles Focus 5.6 Using computer-aided design (CAD) in textiles Links to textiles Textiles in Manchester and Middleton. Computing – children express themselves and develop ideas using a range of information and communication technology resources.</p>
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