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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	**International Term**	**World - Festivals**	**World – Super-Heroes**	**World- Animals**	**World – Global Garden**	**World -Journeys**
	To know the names of different materials.	To know how to join together materials	To know that all materials are precious and should not be wasted	To know the name and use of some simple tools	Observe, explore and adapt work	To know and use specific vocabulary
Year 1		**Christmas stockings**			**Healthy eating**	**Castles**
		To understand how to sew two pieces of material together.			To understand the basic principles of a healthy and varied diet to prepare dishes.	To explore and evaluate a range of different buildings. To design purposeful products based on design criteria.
Year 2		**Construction** **Moving Vehicles** **Wheels and Axels**		**Food Technology** **Bread Making**		**Textiles** **Finger Puppet Animals**
		To understand how the different mechanisms in a vehicle help it move.		To understand a what the function of each ingredient in the bread. Why do we use yeast?		To understand how to sew a basic stitch. To understand the appropriate use of materials.
Year 3		**Construction** **3D Photo Frames**		**Food Technology** **Soup Making**		**Construction** **Pneumatic Toy** **Moving Monsters**
		To understand how to make a 3D frame using different design techniques. Know methods to create and secure corners.	To understand how to prepare and cook soup (with adult supervision).			To understand what a pneumatic mechanism is and how it works.
Year 4		**Construction** **Electrical Circuits and Levers** **Light up Electric Christmas Cards**	**Textiles** **Viking Purses** .		**Food Technology** **Biscuits**	
		. To understand how to use several components in an electrical circuit.	To understand how to use a range of techniques to join materials so they are functional.		To design and create a biscuit that would be enjoyable to eat.	
Year 5		**Food Technology** **Pizza**		**Construction** **Bridges**		**Construction** **Moving Toys** **Gears and Pulleys**
		To understand how to prepare, knead and bake a savoury pizza.		To understand how to make a strong structure and to be able to reinforce it		To learn how cams work and how they are used to create movement. To learn what effect the shape makes to the movement.
Y. -ear 6			**Food Technology** **Rations**	**Construction** **Shelters**	.	**Microbots** **Active Volcanoes**

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			To understand how to design, prepare and cook.	To know how to create a strong and stable shelter using natural materials.		Children understand how coding and programming can create a product fit for purpose.
Year	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Reception	**Theme**: Knowledge and understanding of the world- Ourselves. **Key Question: What shall I use?** **Skills:** To explore materials **Knowledge:** To know the names of different materials.	**Theme**: Knowledge and understanding of the world- Festivals **Key Question: How can I attach this?** **Skills:** To use different techniques for joining materials safely **Knowledge:** To know how to join together materials	**Theme**: Knowledge and understanding of the world – Super-Heroes **Key Question: How much do I need?** **Skills:** Use materials with care and precision **Knowledge:** To know that all materials are precious and should not be wasted	**Theme**: Knowledge and understanding of the world- Animals **Key Question: Which tool should I use?** **Skills:** Use a range of tools with skill and co-ordination **Knowledge:** To know the name and use of some simple tools	**Theme**: Knowledge and understanding of the world – Global Garden **Key Question: How will I improve my design?** **Skills:** Observe, explore and adapt work **Knowledge:** Dependent upon the above	**Theme**: Knowledge and understanding of the world - Journeys **Key Question: Shall I show you..?** **Skills:** To use talk to explain the process **Knowledge:** To know and use specific vocabulary
Year 1		**Theme:** Christmas stockings **Key Question:** How do you design, make and evaluate a stocking? **Skills:** To explain what my product is for, and how it will work. To use pictures and words to plan, begin to use models. To design a product for myself following design criteria. To research similar existing products. To measure, cut and join textiles to make a product, with some support To choose suitable textiles To talk about existing products considering: use, materials, how they work, audience, where. . **Knowledge:** To understand how to sew two pieces of material together.			**Theme:** Healthy eating **Key Question:** How do you make a healthy salad? **Skills:** To wash hands & clean surfaces To think of interesting ways to decorate food To say where some foods come from, (i.e. plant or animal) To describe differences between some food groups (i.e. sweet, vegetable etc.) To discuss how fruit and vegetables are healthy To cut, peel and grate safely, with support. **Knowledge:** To understand the basic principles of a healthy and varied diet to prepare dishes.	**Theme:** Castles **Key Question:** How do you design and construct a castle? **Skills:** To explain what I'm making and why To consider what I need to do next To select tools/equipment to cut, shape, join, finish and explain choices To measure, mark out, cut and shape, with support To choose suitable materials and explain choices Try to use finishing techniques to make the product look good To work in a safe and manner. To talk about my work, linking it to what I was asked to do they might be used To talk about things that other people have made To begin to talk about what

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						could make product better To begin to measure and join materials, with some support To describe differences in materials To suggest ways to make material/product **Knowledge:** To explore and evaluate a range of different buildings. To design purposeful products based on design criteria.
Year 2		**Theme:** Moving Vehicles- Wheels and Axels **Key Question:** How do you make a moving vehicle? **Skills:** To design using models, diagrams, begin to use ICT To design products for myself and others following design criteria. To choose best tools and materials, and explain choices To use knowledge of existing products to produce ideas To make suggestions as to what I need to do next. To join materials/components together in different ways To measure, mark out, cut and shape materials and components, with support. To describe which tools I'm using and why To choose suitable materials and explain choices depending on characteristics. To describe what went well, thinking about design criteria To talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion To evaluate how good existing products are		**Theme:** Bread making **Key Question:** How do you make bread? **Skills:** To explain hygiene and keep a hygienic kitchen To describe properties of ingredients and importance of varied diet To say where food comes from (animal, underground etc.) To describe how food is farmed, home-grown, caught To draw an eat well plate and explain there are groups of food To describe "five a day" To cut, peel and grate with increasing confidence **Knowledge:** To understand a what the function of each ingredient in the bread. Why do we use yeast?		**Theme:** Finger puppet animals **Key Question:** How do you make a finger puppet? **Skills:** To measure textiles To join textiles together to make a product, and explain how I did it To carefully cut textiles to produce accurate pieces To explain choices of textile To understand that a 3D textile structure can be made from two identical fabric shapes. **Knowledge:** To understand how to sew a basic stitch. To understand the appropriate use of materials.

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		To talk about what I would do differently if I were to do it again and why To measure materials To describe some different characteristics of materials To join materials in different ways To use joining, rolling or folding to make it stronger To use own ideas to try to make product stronger To use levers or slides To begin to understand how to use wheels and axles **Knowledge:** To understand how the different mechanisms in a vehicle help it move.				
Year 3	LEVERS- moving images	**Theme:** 3D Photo Frames **Key Question:** How do you make a 3D Photo Frame? **Skills:** To create a plan which shows order, equipment and tools To describe a design using an accurately labelled sketch and words To make design decisions and explain how product will look To make a prototype and begin to use computers to show design To begin to measure, mark out, cut and shape materials/components with accuracy To begin to assemble, join and combine materials and components with accuracy To begin to apply a range of finishing techniques with some accuracy To begin to understand by whom, when and where products were designed To learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products **Knowledge:**	**Theme:** Soup making **Key Question:** How do you make a healthy soup? **Skills:** To carefully select ingredients To use equipment safely To think about how to grow plants to use in cooking To begin to understand where food comes from in the UK and the wider world To describe how healthy diet= variety/balance of food/drinks To explain how food and drink are needed for active/healthy bodies. To prepare hot soup safely and hygienically To grow in confidence understanding branding of food and drink products **Knowledge:** To understand how to prepare and cook soup (with adult supervision).			**Theme:** Moving Monsters **Key Question:** How does a Pneumatic mechanism work? **Skills:** To create a plan which shows order, equipment and tools To describe a design using an accurately labelled sketch and words To make design decisions and explain how product will work To make a prototype and begin to use computers to show design To begin to measure, mark out, cut and shape materials/components with accuracy To begin to assemble, join and combine materials and components with accuracy To begin to apply a range of finishing techniques with some accuracy To begin to understand by whom, when and where products were designed To learn about some inventors/designers/

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		To understand how to make a 3D frame using different design techniques. Know methods to create and secure corners.				engineers/chefs/ manufacturers of ground-breaking products To use pneumatics to create movement **Knowledge:** To understand what a pneumatic mechanism is and how it works.
Year 4		**Theme:** Light up Electric Christmas Cards **Key Question:** How to create an electrical card? **Skills:** To say how realistic a plan is. To include an annotated sketch To make and explain design decisions considering availability of resources To explain how product will work To make a prototype and begin to use computers to show design. To assemble, join and combine materials and components accuracy To apply a range of finishing techniques with some accuracy To research whether products can be recycled or reused To use simple circuit in product **Knowledge:** To understand how a light up Christmas card works and to create an electrical circuit. To understand how to use several components in an electrical circuit. **Designer/Inventors link:** Benjamin Franklin & Thomas Edison	**Theme:** Viking Purses **Key Question:** How do you design, make and evaluate a Viking purse? **Skills:** To think about user when choosing textiles To think about how to make product strong To begin to devise a Template To explain how to join materials in a different way To understand that a simple fabric shape can be used to make a 3D textile project **Knowledge:** To understand how to use a range of techniques to join materials and make it aesthetically pleasing and functional. .		**Theme:** Biscuits **Key Question:** What ingredients do you need to make a biscuit? **Skills:** To prepare and cook some dishes safely and hygienically To use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading and baking **Knowledge:** To design and create a biscuit that would be enjoyable to eat. The ingredients contained in biscuit recipes.	
Year 5		**Theme:** Pizza **Key Question:** How do you make a pizza? **Skills:**		**Theme:** Bridges **Key Question:** How do you make a strong bridge? **Skills:** To model and refine design		**Theme:** Moving Toys **Key Question:** How do cams work? **Skills:** To model and refine design

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		To prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source To use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. **Knowledge:** To understand how to prepare, knead and bake a savoury pizza.		ideas by making prototypes and using pattern pieces. To use computer-aided designs To mainly accurately apply a range of finishing techniques To use techniques that involve a small number of steps To begin to be resourceful with practical problems begin to evaluate how much products cost to make and how innovative they are To research how sustainable materials are To talk about some key inventors/designers/ engineers/manufacturers of ground-breaking bridges **Knowledge:** To understand how to make a strong structure and to be able to reinforce it		ideas by making prototypes and using pattern pieces. To use computer-aided designs To mainly accurately apply a range of finishing techniques To use techniques that involve a small number of steps To begin to be resourceful with practical problems begin to evaluate how much products cost to make and how innovative they are To research how sustainable materials are To begin to use cams, pulleys or gears. **Knowledge:** To learn how cams work and how they are used to create movement. To learn what effect the shape makes to the movement.
Year 6		**Theme:** Shelters **Key Question:** Why do you need to build a shelter? How do you build a strong and stable shelter? **Skills:** To clearly explain how parts of design will work, and how they are fit for purpose To independently model and refine design ideas by making prototypes and using pattern pieces To use computer-aided designs To accurately measure, mark out, cut and shape materials/components To accurately assemble, join and combine materials/components To accurately apply a range of finishing techniques To use techniques that involve several steps To be resourceful with			**Theme:** Savoury Quiches **Key Question:** How do you make a savoury Quiche? **Skills:** To adapt recipes to change appearance, taste, texture or aroma. To describe some of the different substances in food and drink, and how they can affect health To prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of heat source. To use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. **Knowledge:** To understand how to design, prepare and cook a quiche.	**Theme:** Night safety **Key Question:** What could you make to stay safe at night? **Skills:** To code and program, a product suitable for keeping themselves safe in the dark. To understand and use electrical systems in their products and how to evaluate the effectiveness of them To program a computer to monitor changes in environment and control of a product To debug a sequence and amend mistakes in a code **Knowledge:** Children understand how coding and programming can create a product fit for purpose.

		practical problems evaluate how much products cost to make and how innovative they are To research and discuss how sustainable materials are To consider the impact of products beyond their intended purpose To select materials carefully, considering intended use of the product, the aesthetics and functionality. To explain how product meets design criteria To reinforce and strengthen a 3D structure or product **Knowledge:** To know how to create a strong and stable shelter using natural materials.				