



	Autumn	Spring	Summer
Y1	Discipline: Materials and textiles (Christmas Decoration – R.E) Skills: <ul style="list-style-type: none"> Design products that have a clear purpose and intended user using pictures, words, mock-ups or templates. Make products, refining the design as work progresses. Begin to evaluate their products as they are developed. Identify strengths and possible changes they might make. 	Discipline: Cooking and nutrition Skills: <ul style="list-style-type: none"> Begin to understand where food comes from (all food comes from animals or plants). Give examples of food that is grown. Group familiar food products e.g. fruit/veg Begin to understand healthy food choices. Select and use appropriate tools to cut or prepare fruit or vegetables. Cut ingredients safely. Prepare simple dishes safely and hygienically without a heat source 	Discipline: Construction, Mechanics and Electronics (Moving Vehicle) Skills: <ul style="list-style-type: none"> Use some simple tools safely under the supervision of an adult. Mark out materials to be cut using a template. With support cut strip wood/dowel using a hacksaw. Attach wheels to the chassis using an axle and make a vehicle which contains free running wheels. Create a product using levers or winding mechanisms.
Y2	Discipline: Construction, Mechanics and Electronics (Moon Buggy – Science) Skills: <ul style="list-style-type: none"> Begin to select tools and materials and use appropriate vocabulary to name and describe them. Use tools safely under the supervision of an adult. Use a range of materials to create models with wheels and axles e.g. tubes, dowels and cotton reels. Use materials to practise drilling, screwing, nailing and glueing to strengthen products. 	Discipline: Materials and Textiles (Shelter – English/Science) Skills: <ul style="list-style-type: none"> Begin to select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. Start to choose and use appropriate finishing techniques based on own ideas 	Discipline: Cooking and Nutrition (Fruit Salad – Science) Skills: Fruit Salad - Science <ul style="list-style-type: none"> Understand that all food comes from animals or plants. Group foods into the five groups on 'The EatWell Plate'. Understand the need for a variety of food in a diet including '5 a day' fruit and veg. Understand all food has to be caught, grown or farmed. Select the correct tools to cut, grate or peel ingredients safely. Measure or weigh using cups or electronic scales. Prepare dishes safely and hygienically
Y3	<p style="text-align: center;"><u>Autumn 1 & 2</u></p> Discipline: Cooking and nutrition (Comparing City and Village Diets) Skills: <ul style="list-style-type: none"> To investigate and compare a Swiss and American diet To know what a healthy diet is made from To begin to know that to be active and healthy, food and drink are needed to provide energy for the body To begin to understand that all food has to be grown To follow a recipe To understand how to prepare and cook a savoury dish safely and hygienically including, where appropriate, the use of a heat source. To demonstrate hygienic food preparation To know how to use a range of techniques such as peeling, chopping, slicing, grating mixing, spreading, kneading and baking. To measure and weigh ingredients appropriately. Discipline: Construction and mechanics (Ancient Greek Chariot) Skills: <ul style="list-style-type: none"> To select a wider range of tools and techniques using appropriate vocabulary to name and describe them. To explain their choice of tools and equipment in relation to the skills they will be using. To begin to understand mechanical systems in their products e.g. gears, pulleys, levers and pneumatic systems create movement. To understand mechanical and electrical systems they have an input, process and output. 		<p style="text-align: center;"><u>Spring</u></p> Discipline: Construction (Erupting Volcano) Skills: <ul style="list-style-type: none"> Select a wide range of tools and techniques using appropriate vocabulary to name and describe them To strengthen frames using diagonal struts



Y4	Discipline: Construction, electronics (Lighthouses) Skills: <ul style="list-style-type: none"> To select a wide range of tools and techniques using appropriate vocabulary to name and describe them. To understand how more complex electrical circuits and components can be used to create functional products. To continue to learn how to program a computer to monitor changes in the environment and control their products e.g. bulbs, buzzers, electric motors and light emitting diodes (LEDs). To understand how to reinforce and strengthen a 3D framework. To begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. 	Discipline: Cooking and nutrition (Anglo-Saxon Cookery) Skills: <ul style="list-style-type: none"> To understand what makes a healthy, balanced diet and different food and drink provide different substances the body needs to be healthy and active. To understand, all food has to be grown (tomatoes, wheat, potatoes), farmed (pigs, chickens, cattle) or caught (fish) in Europe or the wider world. To understand seasonality and the advantage of eating seasonal and locally produced foods. To follow a recipe using several steps and processes To understand how to prepare and cook a savoury dish safely and hygienically including, where appropriate, the use of a heat source. To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. To measure ingredients using scales. To prepare ingredients hygienically and using the appropriate utensils safely. 	Discipline: Materials and textiles (Chilean Bags) Skills: <ul style="list-style-type: none"> To know and use technical vocabulary relevant to the project. To select a wider range of appropriate tools and techniques to make their design. To know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques safely. To start to join and combine materials and components accurately in temporary and permanent ways. To sew using a range of different stitches, to weave and knit. To demonstrate how to tape or pin, cut and join fabric with some accuracy.
Y5	<p style="text-align: center;">Autumn 2</p> Discipline: Construction, Mechanics & Electronics. (Mills) Skills: <ul style="list-style-type: none"> To understand how mechanical systems such as cams or pulleys or gears can be used to create, speed up, slow down or change the direction of movement. To know how to reinforce and strengthen a 3D framework. To know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. To understand that mechanical and electrical systems have an input, process and output. To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. To know and use technical vocabulary relevant to their project. To understand and use electrical systems in their products. 	<p style="text-align: center;">Spring 2</p> Discipline: Cooking & Nutrition (Spain) Skills: <ul style="list-style-type: none"> To understand the main food groups and the different food groups that are important to health. To know that to be active and healthy, food and drink are needed to provide energy for the body. To understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable. To begin to understand that seasons may affect the food available. To understand how food is processed into ingredients that can be eaten or used in cooking. To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. To weigh and measure wet and dry ingredients accurately using different equipment. To apply the rules of basic food hygiene and other safe practices e.g. hazards relating to ovens. To create recipes including ingredients, methods, cooking, times and temperatures. To understand the importance of correct storage and handling of ingredients. 	<p style="text-align: center;">Summer 2</p> Discipline: Materials & Textiles (Mayans) Skills: <ul style="list-style-type: none"> To select appropriate materials, tools and techniques according to their functional properties and aesthetic qualities e.g. cutting, shaping, joining and finishing, safely and accurately. To measure and mark out more accurately. To produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. To understand how fabrics can be strengthened, stiffened and reinforced where appropriate. To know and use relevant technical vocabulary. To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. To produce two colour tie dye e.g. Batik- using more than one colour. To demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye. To plan a design in a sketchbook and execute it. To use sketchbooks to plan a sculpture through drawing and other preparatory work and how to join parts of the sculpture. To show awareness of the skills involved in aspects such as knitting, lace making. To change and modify threads and fabrics and use language appropriate to skill and technique. To discuss and review one's own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. To identify artists who have worked in a similar way to their own work.



Y6	Autumn	Spring	Summer
	<p>Discipline: Construction, Mechanics and Electronics Changing Circuits - Science)</p> <p>Skills:</p> <ul style="list-style-type: none"> To construct products using permanent joining techniques. To know how to reinforce and strengthen a 3D framework. To understand how mechanical systems such as cams or pulleys or gears create, speed up, slow down or change the direction of movement. To know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. To understand that mechanical and electrical systems have an input, process and output. To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. To understand and use electrical systems in their products. To know and use technical vocabulary relevant to the project 	<p>Discipline: Cooking & Nutrition (Animals & Humans - Science)</p> <p>Skills:</p> <ul style="list-style-type: none"> To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. To understand that seasons may affect the food available. To understand how food is processed into ingredients that can be eaten or used in cooking. To know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. To research, plan, create and refine recipes including ingredients, methods, cooking, times and temperatures based on the principles of a healthy diet. To use information on food labels to inform choices. To measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down a recipe. To understand the importance of correct storage and handling of ingredients. 	<p>Discipline: Materials & Textiles (Hats Shackleton)</p> <p>Skills:</p> <ul style="list-style-type: none"> To use sketchbooks to collect and record visual information from different sources and experiment with a variety of techniques exploiting ideas and annotating work. To plan how to join parts of the sculpture in sketchbooks. To design and decorate a fabric piece, recognising different forms of textiles and expressing opinions on them. To confidently select appropriate tools, materials, components and techniques and use them safely and accurately. To aim to make and to achieve a quality product. To measure and mark out more accurately. To confidently pin, sew and stitch materials together to create a 3-D textile product. To use a number of different stitches creatively to produce different patterns and textures. To work in 2D and 3D as required. To understand how fabrics can be strengthened, stiffened and reinforced where appropriate. To modify and adapt their work as they go along according to their views and describe how they might develop it further. To use language appropriate to skill & technique. To discuss and review one's own and others' work, expressing thoughts and feelings, explaining their views and identify/explain modifications/ changes and see how they can be developed further. To identify artists who have worked in a similar way to their own work.