

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TRANSPORT	TOYS	SUPERHEROES	LAND AND SEA	GROWING	ANIMALS
Understanding the World – The Natural World					
Learning Experiences: Construction materials for bridge and ramp building.	Pupils learn: <ul style="list-style-type: none">To be able to say how a car moves (uses it wheels) (how things work and why things happen)				Substantive Threads: Structures
Physical Development – Fine Motor Skills					
Learning Experiences: Scissors and transport pictures to cut.	Pupils learn: <ul style="list-style-type: none">To use scissors to make changes to materials.To use scissors with increasing control to be able to make snips and cuts.				Substantive Threads: Structures
Expressive Arts and Design – Creating with materials					
Learning Experiences: Creative area – painting, modelling, collaging different forms of transport.	Pupils learn: <ul style="list-style-type: none">To experiment with colour and texture when making an interpretation of a vehicle.To model using clay and playdough using rolling, cutting, and joining techniques.				Substantive Threads: Structures
PREREQUISITES Birth to Three Development Matters <ul style="list-style-type: none">Different types of transport and their names.Names for parts on a car, lorry such as wheel, bonnet, window, steering wheel.Basic scissor control.That we can use materials like playdough to make a representation of something in real life					

Key Stage 1 – Year 1

YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Cooking: Fruit Kebabs		Structures - Playgrounds		Mechanisms: Moving pictures	
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Necessary Context for Learning: When planning a fruit kebab... When making their fruit kebab... When evaluating their fruit kebab...		...pupils learn <ul style="list-style-type: none">That different foods contribute to a healthy diet such as vegetables, fruit, fibre and protein.That nutritionists explore which foods are healthy and unhealthy and share this information with us. This is usually on food packaging.That food can be manufactured (made in a factory) or grown.That food should be ripe before it is eatenThe difference between fruit and vegetables (e.g. bananas, mango, avocado, potato) and whether they are ripe or not (over/under ripe) With close supervision: <ul style="list-style-type: none">To use a bridge hold to cut hard foods using a serrated vegetable knife (e.g. apple)To use the claw grip to cut soft foods using a serrated vegetable knife (e.g. tomato)Mash cooked/soft food using a masherPeel soft vegetables using a peeler (e.g. cucumber)Peel harder vegetables using a peeler (e.g. apple, potato)Cut food into evenly-sized largish pieces (e.g. potato)To assemble and arrange (with help if necessary) cold ingredientsTo comment and evaluate on what they have made discussing what went well and what they would change next time.			
PREREQUISITES <ul style="list-style-type: none">Awareness of knife safety.To be able to grip a knife and tools appropriately.Recognise healthy and unhealthy foods. SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">I chose these fruits because...I changed my recipe by..... because....The best part of my design was... because...The worst part of my design was... because					

Key Stage 1 - Year 2

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Mechanisms: Building Fire engines		Cooking: Oat and raisin cookies		Textiles: Finger puppets	
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Necessary Context for Learning: When exploring vehicles and fire engines ... When comparing a modern day fire engine to a 17 th century fire engine ... When studying a fire engine toy... When designing their own fire engine... When making their own fire engine... When evaluating their own fire engine...		...pupils learn <ul style="list-style-type: none">To name common features of them (steering wheel, wheels, windows) and those which are for fire engines only.To compare the similarities and differences such as they were made of wood, smaller, pushed by firemen, the water was pumped. Today's fire engines in the modern world are hydraulically operated and have many operated ladders, can access water via pumps and are driven by one person.That there are wheels, axles and chassis to create the base of a fire engine and there are different ways of attaching the chassis to axles.That designers consider the audience and purpose of their build and sometimes work to specific criteria.To select the materials they will need, noting their design ideas using notes and diagrams.That designers consider how their design will look, including colour and choice of material.To follow their designs carefully.To safely use a range of different materials, tools and techniques to create an engine with spinning axles:<ul style="list-style-type: none"><u>Materials:</u> cardboard boxes, cartons, card, lolly sticks, paper, wooden dowel (wheel axels) and small wooden wheels.<u>Tools:</u> scissors, masking tape, glue,<u>Decoration:</u> paint, crayons, shiny paper, etc...To identify what they did well.To evaluate their fire engine to identify what could be improved.To suggest ideas of how modern day fire engines can be improved to be more effective.			
PREREQUISITES <ul style="list-style-type: none">Awareness of scissor safety.To be able to cut and stick using sellotape, masking tape and glue.To understand what a moving part is. (Year 1 - Levers and Pivots)					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">My design must...I adapted my design by..... because....The best part of my design was... because...The worst part of my design was... because					

Key Stage 2 – Year 3

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Cooking: Veggie chilli		Structures: Photograph frames		Mechanisms: moving monster using a pneumatic system	
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Necessary Context for Learning:		...pupils learn			
When planning their veggie chilli...		<ul style="list-style-type: none">How adults cook safely on the hob and remove food from the oven.			
When cutting vegetables for their veggie chilli...		<ul style="list-style-type: none">Know how to treat minor burns (PSHE link)That a vegetable chilli is different to a meat chilli. They consider why some people choose to be vegetarian and the values they have about eating meat.			
When cooking a vegetable chilli...		<ul style="list-style-type: none">Use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot)Use bridge and claw grip to cut same food using a serrated vegetable knife (e.g. onion)Cut foods into evenly sized strips or cubes (e.g. peppers, cheese)Crush garlic using the back of a knife or other suitable utensil			
When evaluating the chilli...		<ul style="list-style-type: none">To handle hot food safely once it has been removed from the hob by an adult, using oven glovesTo comment on what they like about it and what they could improve next time.			
PREREQUISITES					
<ul style="list-style-type: none">Awareness of oven safety.Understanding of how to cut a variety of foods.How to follow a recipe.					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS					
<ul style="list-style-type: none">I chose this recipe because...I changed my recipe by..... because....The best part of my design was... because...The worst part of my design was... because...					

Year 4

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Cooking: Salmon and Dill fishcakes (Person study: Jamie Oliver)		Electrical: Light-up sign/Light - Box		Textiles: Cushion cover	
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Necessary Context for Learning: When studying different types of food and packaging... When studying Jamie Oliver... When looking at the recipe for the Salmon and Dill fishcakes... When making the Salmon and Dill fishcakes... When evaluating the Salmon and Dill fishcakes...		...pupils learn <ul style="list-style-type: none">What is widely considered to constitute a healthy diet for the average person.That thinking around what constitutes a healthy diet has changed over time and continues to vary.That food groups can have different roles in the body (carbohydrates are for energy, proteins allow our bodies to grow and repair and fruit and vegetables help our immunity).That food manufacturers share the nutritional information on food packaging to inform consumers of what they are eating.That he has significantly impacted on school dinners and the public's understanding of healthy eating.That when we cook, we make purposeful decisions about the ingredients we use. Salmon would be used as it is high in certain fats. Dill is a herb with an aniseed/soft taste which would complement the salmon.To sieve flour, raising agents or spicesTo use a masher to mash hot food to a fairly smooth texture (e.g. potato)To peel harder foods (e.g. potato)To use both bridge hold and claw grip to cut the same food using a serrated vegetable knife.That we handle hot foods safely using oven gloves.How to treat minor burns (PSHE link)To comment on what they like about it and what they could improve next time.			
PREREQUISITES <ul style="list-style-type: none">Awareness of how to mash, peel and cut a variety of foods.How to follow a recipe.How to use scales to measure an amount.					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">I chose this recipe because...I changed my recipe by..... because....The best part of my design was... because...The worst part of my design was... because...					

Key Stage 2 - Year 5

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Mechanism: Moving toys using cam mechanisms		Cooking- Pizza		Structures: Building Bridges	
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Necessary Context for Learning: When studying different types of moving toys... When studying cam-based mechanisms.... When designing a moving 'Jack in the box' style toy... When making a moving 'Jack in the box' style toy... When evaluating their finished product...		...pupils learn <ul style="list-style-type: none">To recognise the movement of a mechanism within a toy or model.That designers consider the audience and purpose of their build and sometimes work to specific criteria.To understand that a cam mechanism will change rotary motion into linear motionTo investigate examples of cam toys and comment on how they work.To explore how different shaped cams affect the movement of the followerTo make suggestions for how different cams could be used for different kinds of toysThat designers consider how their design will look, including colour and choice of material.To experiment with a variety of materials, tools and techniques including cardboard (complete box, plus further for the 'Jack'), wooden dowel, wooden/plastic cams, an appropriate adhesiveTo identify the purpose and audience of their designTo draw and label a design of a moving toy with a cam mechanism, considering the materials and tools they will need.To follow their design carefully to create a moving toyTo safely use a range of different materials, tools and techniques: <i>Materials: cardboard boxes, wood, lolly sticks, straws, wheels, Decoration: paint, crayons, scraps of shiny paper, etc...</i> Under close supervision: <i>Tools: scissors, glue gun, blades</i> <ul style="list-style-type: none">To identify areas of their toy that could be improved uponTo identify what they did well.To evaluate their moving toy to identify what could be improved.			
PREREQUISITES <ul style="list-style-type: none">Understanding what a moving part is. (Year 1 - Levers and Pivots. Year 2 – Axels and Wheels. Year 3 – Pneumatic system)					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">My prototype design is effective because...We adapted our design by..... because....The most successful part of our design was... because...The least successful part of our design was... becauseI considered the views of others when...I improved my design by...					

Key Stage 2 - Year 6

YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Cooking: Posh jammy dodgers-		Textiles: Mother’s Day Flowers		Programming and electronics: Two player maze game using Micro:bit	
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Necessary Context for Learning: When studying different types of biscuits and packaging... When looking at a recipe for their biscuit... <					