



	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	Goldilocks – Making Beds for Bears	The Very Hungry Caterpillar – Fruit Kebabs	Humpty Dumpty – Creating a ramp for egg rolling
UNIT	<i>Textiles</i>	<i>Fruit and Nutrition</i>	<i>Construction</i>
Development Matters Statements	<ul style="list-style-type: none"> I can explore different materials and use all senses to investigate them. 	<ul style="list-style-type: none"> I can show a preference for a dominant hand I can make healthy choices about food and drink. 	<ul style="list-style-type: none"> I can explore different materials freely, in order to develop their ideas about how to use them and what to make. I can join different materials and explore different textures.
Additional lessons	Diwali – Diva lamp	Healthy eating – sorting activity	Use Duplo to make a castle Use wooden bricks to make a wall for Humpty Dumpty
Reception	The Night Sky – Building a rocket	Growing – Cress Sandwiches	Storyland – Creating a wand
UNIT	<i>Construction</i>	<i>Food and Nutrition</i>	<i>Textiles</i>
Development Matters Statements	<ul style="list-style-type: none"> I can make imaginative and complex ‘small worlds’ with blocks and construction kits I can create collaboratively sharing ideas, resources and skills 	<ul style="list-style-type: none"> I can talk about the different factors that support their overall health and wellbeing: healthy eating I can use a range of tools competently, safely and confidently (scissors, knives, forks and spoons) 	<ul style="list-style-type: none"> I can develop their own ideas and then decided which materials to use to express them. I can create collaboratively sharing ideas, resources and skills. I can make use of props and materials when roleplaying characters in narratives and stories. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function



Additional lessons	<ul style="list-style-type: none"> Autumn 2: Children using small construction to create an alien, and share the features on their model (eyes, legs, arms, head) Autumn 1 (Ourselves): Children use large construction to build their own house. 	<ul style="list-style-type: none"> Spring 1 (food): Lunar New Year – stir fry. Children go to the supermarket, in groups collect the different ingredients needed for their recipe. 	<ul style="list-style-type: none"> Summer 2 (Amazing animals): – building a zoo/farm. Children to go to a farm and in groups learn about different animals. Children to design their own animal areas on paper before using building blocks. Summer 1: Cinderella - read the story and discuss the different materials to make a shoe.
Year 1	Toys - Sliders – Moving Picture	Houses and Homes – Model House	Seaside – Ice Lollies
UNIT	<i>Mechanisms</i>	<i>Construction</i>	<i>Food and Nutrition</i>
Target tracker Statements	<ul style="list-style-type: none"> I can ask simple questions about existing products and those that I have made. I can use pictures or words to describe my ideas for a product. I can use scissors, glue and paperclips to cut, join and combine materials safely. 	<ul style="list-style-type: none"> I can ask simple questions about existing products and those that I have made. I can use pictures or words to describe my ideas for a product. I can build structures, exploring how they can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> I can discuss what I eat at home I can name some healthy foods I can explain where some food comes from I can name some foods that are grown I can use simple tools with help to prepare food safely (butter knife, fork, chopping board, mixing spoon).
Additional lessons		Trip to Bekonscot Village Walk around local environment	
Year 2	Katie Morag Delivers the Mail – Mail Bag	Travel and Transport – Moving Vehicles	Race Across the World - Dips and Dippers
UNIT	<i>Textiles</i>	<i>Construction and Mechanisms</i>	<i>Food and Nutrition</i>
Target tracker Statements	<ul style="list-style-type: none"> I can design a purposeful, functional, appealing mail bag for myself/other users based on a design criteria. 	<ul style="list-style-type: none"> I can design a purposeful, functional, appealing product for myself/other users based on a design criteria. 	<ul style="list-style-type: none"> I can explore the need for a variety of food in a healthy, balanced diet. I can understand that all food has to be farmed, grown or caught.



	<ul style="list-style-type: none"> I can generate, develop, model and communicate my ideas through discussions, drawings, mock-ups and through the use of research (ICT) I can use a needle and thread to perform a running stitch and/or an overstitch to join fabrics together I can evaluate products I have made against the design criteria. 	<ul style="list-style-type: none"> I can generate, develop, model and communicate my ideas through discussions, drawings, mock-ups and through the use of research (ICT) I can safely measure and cut materials and components using a Coping Saw. I can build structures and discuss how they can be made stronger, stiffer and more stable. I can explore and use mechanisms such as wheels and axels to create a moving vehicle. I can evaluate products I have made against the design criteria. 	<ul style="list-style-type: none"> I can use a wider range of cookery techniques to prepare food safely (cutting with a knife – bridge method, juicing, snipping with scissors, spooning, spreading and stirring). I can understand simple food hygiene by washing my hands, tying up hair and wearing an apron before handling food.
Additional lessons		<ul style="list-style-type: none"> History - Famous and Fantastic Florence Nightingale inspired lamp 	
Year 3	Life on our Island – Travel Pillow	Mountains - Kite	Sandwich Filler
UNIT	<i>Textiles</i>	<i>Construction and Mechanisms</i>	<i>Food and Nutrition</i>
Target tracker Statements	<ul style="list-style-type: none"> I can safely measure, mark out and cut materials with some accuracy. I can use a running stitch, back stitch and cross stitch to join and finish fabrics accurately. I can use my knowledge of existing products to design my own functional product. I can investigate and analyse existing products and those that I have made, considering the design brief I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them 	<ul style="list-style-type: none"> I can strengthen frames using diagonal struts I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes 	<ul style="list-style-type: none"> I can discuss the different food groups and name a food from each group. I can understand that food has to be grown, farmed or caught in Europe and the wider world. I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely (cutting with a knife – claw method, grating, measuring using weighing scales, peeling and rubbing-in)



Additional lessons			<ul style="list-style-type: none"> Harvest Festival learning
Year 4	Magical Light Box	Levers and Linkages	Case Study of Italy – Menu with tomatoes
UNIT	<i>Electrical Systems</i>	<i>Construction and Mechanisms</i>	<i>Food and Nutrition</i>
Target tracker Statements	<ul style="list-style-type: none"> I can understand and use electrical systems in products I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. 	<ul style="list-style-type: none"> I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience. I can create designs using exploded diagrams I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user. I can apply techniques I have learnt to strengthen structures and explore my own ideas 	<ul style="list-style-type: none"> I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active I can understand seasonality and the advantages of eating seasonal and locally produced food I can read and follow recipes which involve several processes, skills and techniques
Additional lessons			



Year 5	Marvellous Mayans – Mayan Village Well	Rivers – River Belt	Granola Bars
UNIT	<i>Construction and Mechanisms</i>	<i>Textiles</i>	<i>Food and Nutrition</i>
<p>Target tracker Statements</p>	<ul style="list-style-type: none"> • I can create prototypes to show my ideas. • I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques. • I can make detailed evaluations about existing products and my own products whilst considering the views of others to improve my work. • I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable • I can understand how to use more complex mechanical systems (gears, pulleys, cams, levers and linkages) • I can understand how to use more complex electrical systems (series circuits incorporating switches, bulbs, buzzers and motors) 	<ul style="list-style-type: none"> • I can create prototypes to show my ideas. • I can make careful and precise measurements so that joins, holes and openings are in exactly the right place. • I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques. • I can make detailed evaluations about existing products and my own products whilst considering the views of others to improve my work. • 	<ul style="list-style-type: none"> • I can understand the main food groups. • I can understand the different nutrients that are important for health. • I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and tasty to eat (palatable). • I can select appropriate ingredients for a chosen product • I can use a wide range of techniques to combine foods • I can use my own research of existing products and market research to inform the design of my own innovative product.
<p>Additional lessons</p>			<ul style="list-style-type: none"> •



Year 6	Soulful South America – Tasty Food Menu	Crafty Criminals – Criminal Capture	Night Light
UNIT	<i>Food and Nutrition</i>	<i>Construction and Mechanism</i>	<i>Electrical Systems</i>
Target tracker Statements	<ul style="list-style-type: none"> I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet. I can research, plan, prepare and cook a savoury dish, applying my knowledge of ingredients and the cooking skills I have learnt. I can use information on food labels to inform choices. 	<ul style="list-style-type: none"> I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities. I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made. I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and I can use them accurately and appropriately. I can apply my understanding of computing to program, monitor and control my product. I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes pattern pieces and computer-aided design. 	<ul style="list-style-type: none"> I can use technical knowledge accurate skills to problem solve during the making process. I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities. I can apply my understanding of computing to program, monitor and control my product.
Additional lessons	Business Challenge		