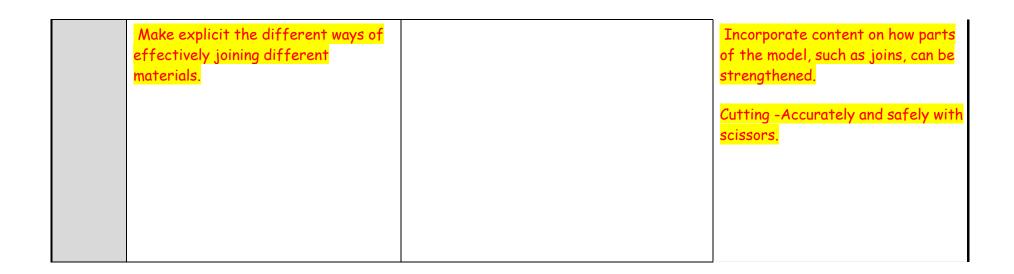
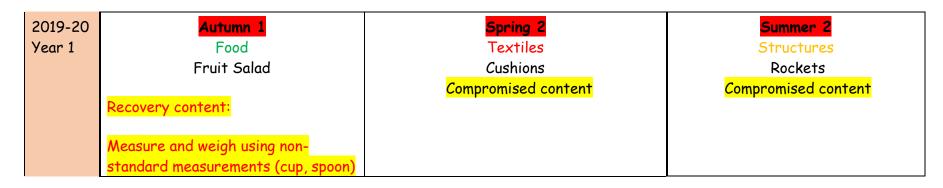
<u>Year 1</u>

2019-20 Nursery	Structures Handling tools					
D.T		Making choices				
		Expressing own interests and preference	ces Food			
		Role play				
		Textiles				
		Exploring different materials and tex	rtures			
		Mechanisms				
	Expressir	Expressing interests in toys with pulleys, levers and gears Exploring small-world				
		models				
2020-21	Food	Food				
R D.T	Food tasting	Exploring different textures.	Discussing what a healthy diet is			
	Structures	Structures	Textiles			
	Exploring and using	Exploring and handling construction tools	Exploring different textures.			
	construction materials Mechanisms Mechanisms					
	Mechanisms Exploring technology at home and in school Exploring technology at home and in school					
	Exploring how toys work	-	Structures			
			Exploring and handling construction tools and materials			

2021-22	Food	Mechanisms	Structures
Year 1	Fruit Salad	Moving Pictures	Rockets
	Provide increased opportunities for children to share their creations and explain the processes they have used. Provide children with visual cues when required to follow instructions involving several ideas or actions.	Provide increased opportunities for children to share their creations and explain the processes they have used. Provide children with visual cues when required to follow instructions involving several ideas or actions. Be mindful that children might need initial practice and demonstration in the use of small tools.	Make explicit the different ways of effectively joining different materials. Incorporate content on how parts of the model, such as joins, can be strengthened. They would also benefit from increased opportunity for the exploration of a variety of materials, tools and techniques, as they experiment with form and function. Provide increased opportunities for children to share their creations and explain the processes they have used. Provide children with visual cues when required to follow instructions involving several ideas or actions.

Structures Exploring and using construction materials Mechanisms Exploring how toys work Structures Exploring and handling construction tools Mechanisms Exploring technology at home and in school Exploring technology at home and in school Exploring technology at home and in school	
Exploring and using construction materials Mechanisms Exploring how toys work Exploring and handling construction tools Mechanisms Exploring technology at home and in school Exploring technology at home and in school Exploring and handling construction tools Mechanisms Exploring and handling construction tools Exploring and handling construction tools	what a healthy diet is
materials Mechanisms Exploring how toys work Mechanisms Exploring technology at home and in school Exploring technology at home and in school Exploring technology at home and in school	Textiles
Mechanisms Exploring how toys work Exploring how toys work Exploring technology at home and in school Exploring technology at home and in school Exploring technology at home and in school	different textures.
Exploring how toys work Exploring and	Nechanisms
Exploring and	chnology at home and in
Exploring and	school
	Structures
tools	d handling construction
	s and materials
2020-21 Autumn 1 Spring 2	Summer 2
Year 1 Food Textiles	Structures
Fruit Salad Cushions	Rockets
Compromised content	
2021-22 Autumn 1 Spring 2	Summer 2
Year 2 Textiles Food	Structures
Puppets Pizza	Castles
Recovery content:	





2020-2: Year 2	Autumn 1 Textiles Puppets	Spring 2 Food Mexican dips Compromised content	Summer 2 Structures Castles
2021-22 Year 3	Autumn 1 Mechanism Pneumatic systems Moving monsters	Spring 2 Food Healthy Snack	Summer 2 Textiles Pencil cases
	Explain to children that a mechanism is a device used to create movement in a product. Relate new learning to a context that covers previous knowledge on axles and wheels as an example of a mechanism: https://www.youtube.com/watch?v=-iL3-eTwWBw	Recap the importance of handwashing before eating and preparing food. Recap the fact that 5 portions of fruit and vegetables are recommended as part of a healthy lifestyle. Remind children of the food groups, and the fact that bread is a carbohydrate, but that the topping/filling will enhance the nutritional value of their product. Explain what a sensory evaluation is before children carry this out. Recap the purpose of each utensil, providing further demonstration and	

	opportunities for children to practise using as necessary.	

2019-20 Year 2	Autumn 1 Textiles Puppets	Spring 2 Food Mexican dips Compromised content	Summer 2 Structures Castles Compromised content
2020-21 Year 3	Autumn 1 Structures Houses	Spring 2 Textiles Egyptian collars Compromised content	Summer 2 Mechanism Shaduf
2021-22 Year 4	Autumn 1 Electrical systems Torches	Spring 2 Food Bread Recovery content:	Summer 2 Structures Anderson Shelters Recovery content:

Discuss what food is produced in the UK and how it is produced

Identify main food groups (fruit and vegetables)

Remind children of the purpose and functions of the tools they can select to use and agree examples of foods that each tool could be used with.

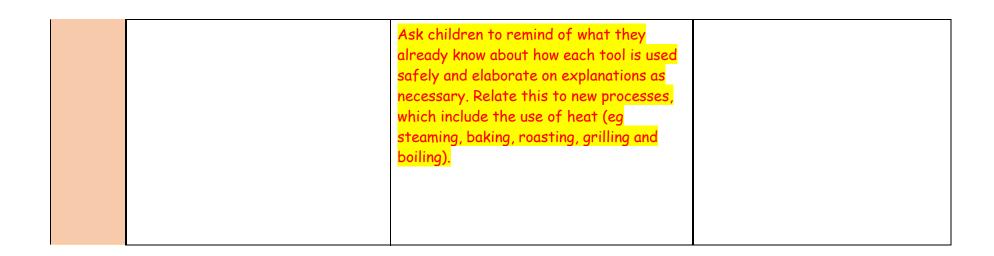
Children will need to know that their choices should be informed by the ingredients they have chosen and how they intend to process these for use in their product.

Recap the fact that some ingredients (such as spring onions and strawberries) are easier to acquire at certain times of the year and can be more expensive when purchased outside of these times.

Refer to the food groups and remind children that the healthiest food products will have representation from more than one food group.

Prototype and build a frame and shell structures, showing an awareness of how to reinforce by strengthening or making it more stiff.

Describe how a product could be made better.



2019-20 Year 3	<mark>Autumn 1</mark> Textiles Kites	Spring 2 Mechanism Pneumatic systems Moving monsters Compromised content	Summer 2 Food Healthy Snack Compromised content
2020-21 Year 4	Autumn 1 Textiles Christmas stockings	Spring 2 Food Bread	Summer 2 Structures Anderson Shelters

2021-22 Year 5	Autumn 1 Structures Bird Houses	Spring 2 Food Soup	Summer 2 Electrical systems/Mechanism Mars Rover
	Dill d Flodses	Зоцр	Recovery content: Explain to children that a mechanism is a device used to create movement in a product. Relate new learning to a context that covers previous knowledge on axles and wheels, as an example of a
			mechanism: https://www.youtube.com/watch?v=- iL3-eTwWBw Children to be able to identify and explain some of the advantages and disadvantages of powering a vehicle (like the one they are naming, as
			well as in real life), by a motor or engine, as well as by pneumatics. Children use a balloon to incorporate pneumatics into their moving vehicle as an alternative means to power it, should the motor ever fail.

	Children to evaluate both - does their vehicle go further/faster when it is powered by pneumatics or the motor?
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2019-20	Autumn 1	Spring 2	Summer 2
Year 4	Textiles	Food	Structures
	Christmas stockings	Bread	Anderson Shelters
		Compromised content	Compromised content
2020-21	Autumn 1	Spring 2	Summer 2
Year 5	Textiles	Food	Electrical systems/Mechanism
	Christmas decoration	Soup	Mars Rover
		Compromised content	Compromised content

2021-22 Year 6

Autumn 1
Textiles
Waistcoat

Recovery Content (from Y3):

Measure and mark out to the nearest CM.

Cut materials with precision and refine the finish with appropriate tools.

Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.

Spring 2

Structures
Bridges

Recovery Content):

Show children examples of structures which have been effective as a result of the use of architectural features such as arches. Include Victorian viaducts and aqueducts and then show children an Anderson shelter (designed by William Peterson and Oscar Carl Kerrison in 1938, and named after Sir John Anderson who was responsible for preparing air raid precautions immediately before the start of the war).

Discuss the arch and its relevance to keeping people safe during bomb raids in WWII.

Put greater emphasis on the purpose of featured bridges, considering the era and context of the era:

Summer 2

Electrical systems/Mechanism Fairgrounds

Recovery content:

Ask children if there might be any other way they could achieve movement, if they still had a motor, but no pulley.

Show the children a working diagram that demonstrates levers and linkages (including fixed and loose pivots):

https://www.schoolsofkingedwardvi.co.uk/ks2-design-technical-knowledge-2a-mechanical-systems-linkages/

Scroll down to show a moving model which uses a motor with the movement achieved by leavers and linkages - https://youtu.be/VbSL5W8Ua6M