

Year 1

2019-20 Nursery D.T	<p style="text-align: center;"> Structures Handling tools Making choices Expressing own interests and preferences Food Role play Textiles Exploring different materials and textures Mechanisms Expressing interests in toys with pulleys, levers and gears Exploring small-world models </p>		
2020-21 R D.T	<p style="text-align: center;"> Food Food tasting Structures Exploring and using construction materials Mechanisms Exploring how toys work </p>	<p style="text-align: center;"> Textiles Exploring different textures. Structures Exploring and handling construction tools Mechanisms Exploring technology at home and in school </p>	<p style="text-align: center;"> Food Discussing what a healthy diet is Textiles Exploring different textures. Mechanisms Exploring technology at home and in school Structures Exploring and handling construction tools and materials </p>

<p>2021-22 Year 1</p>	<p style="text-align: center;">Food Fruit Salad</p> <p>Recovery content:</p> <p>Provide increased opportunities for children to share their creations and explain the processes they have used.</p> <p>Provide children with visual cues when required to follow instructions involving several ideas or actions.</p>	<p style="text-align: center;">Mechanisms Moving Pictures</p> <p>Recovery content:</p> <p>Provide increased opportunities for children to share their creations and explain the processes they have used.</p> <p>Provide children with visual cues when required to follow instructions involving several ideas or actions.</p> <p>Be mindful that children might need initial practice and demonstration in the use of small tools.</p>	<p style="text-align: center;">Structures Rockets</p> <p>Recovery content:</p> <p>Make explicit the different ways of effectively joining different materials. Incorporate content on how parts of the model, such as joins, can be strengthened.</p> <p>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.</p> <p>Provide increased opportunities for children to share their creations and explain the processes they have used.</p> <p>Provide children with visual cues when required to follow instructions involving several ideas or actions.</p>
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Year 2

2019-20 R.D.T	<p style="text-align: center;"> Food Food tasting Structures Exploring and using construction materials Mechanisms Exploring how toys work </p>	<p style="text-align: center;"> Textiles Exploring different textures. Structures Exploring and handling construction tools Mechanisms Exploring technology at home and in school </p>	<p style="text-align: center;"> Food Discussing what a healthy diet is Textiles Exploring different textures. Mechanisms Exploring technology at home and in school Structures Exploring and handling construction tools and materials </p>
2020-21 Year 1	<p style="text-align: center;"> Autumn 1 Food Fruit Salad </p>	<p style="text-align: center;"> Spring 2 Textiles Cushions Compromised content </p>	<p style="text-align: center;"> Summer 2 Structures Rockets </p>
2021-22 Year 2	<p style="text-align: center;"> Autumn 1 Textiles Puppets </p> <p>Recovery content:</p>	<p style="text-align: center;"> Spring 2 Food Pizza </p>	<p style="text-align: center;"> Summer 2 Structures Castles </p> <p>Recovery content:</p>

	<p>Make explicit the different ways of effectively joining different materials.</p>		<p>Incorporate content on how parts of the model, such as joins, can be strengthened.</p> <p>Cutting - Accurately and safely with scissors.</p>
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Year 3

<p>2019-20 Year 1</p>	<p>Autumn 1 Food Fruit Salad</p> <p>Recovery content:</p> <p>Measure and weigh using non-standard measurements (cup, spoon)</p>	<p>Spring 2 Textiles Cushions</p> <p>Compromised content</p>	<p>Summer 2 Structures Rockets</p> <p>Compromised content</p>
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<p>2020-21 Year 2</p>	<p>Autumn 1 Textiles Puppets</p>	<p>Spring 2 Food Mexican dips Compromised content</p>	<p>Summer 2 Structures Castles</p>
<p>2021-22 Year 3</p>	<p>Autumn 1 Mechanism Pneumatic systems Moving monsters</p> <p>Recovery content:</p> <p>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</p>	<p>Spring 2 Food Healthy Snack</p> <p>Recovery content:</p> <p>Recap the importance of handwashing before eating and preparing food.</p> <p>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.</p> <p>Explain what a sensory evaluation is before children carry this out.</p> <p>Recap the purpose of each utensil, providing further demonstration and</p>	<p>Summer 2 Textiles Pencil cases</p>

		opportunities for children to practise using as necessary.	
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Year 4

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:

		<p>Discuss what food is produced in the UK and how it is produced</p> <p>Identify main food groups (fruit and vegetables)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Refer to the food groups and remind children that the healthiest food products will have representation from more than one food group.</p>	<p>Prototype and build a frame and shell structures, showing an awareness of how to reinforce by strengthening or making it more stiff.</p> <p>Describe how a product could be made better.</p>
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		Ask children to remind of what they already know about how each tool is used safely and elaborate on explanations as necessary. Relate this to new processes, which include the use of heat (eg steaming, baking, roasting, grilling and boiling).	
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Year 5

2019-20 Year 3	Autumn 1 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

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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Year 6

2019-20 Year 4	Autumn 1 Textiles Christmas stockings	Spring 2 Food Bread Compromised content	Summer 2 Structures Anderson Shelters Compromised content
2020-21 Year 5	Autumn 1 Textiles Christmas decoration	Spring 2 Food Soup Compromised content	Summer 2 Electrical systems/Mechanism Mars Rover 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 levers and linkages -

<https://youtu.be/VbSL5W8Ua6M>

