



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and Nutrition- Summer Years 1, 3 and 5						
	<p>Design</p> <p>explain where in the world different foods originate from</p> <p>understand that all food comes from plants or animals</p> <p>understand that food has to be farmed, grown elsewhere (e.g. home) or caught</p> <p>use what they know about the Eatwell Guide to design and prepare dishes</p>	<p>Design</p>	<p>Design</p> <p>start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world</p> <p>start to understand seasonality</p>	<p>Design</p>	<p>Design</p> <p>know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>understand about seasonality, how this may affect the food availability and plan recipes according to seasonality</p> <p>understand that food is processed into ingredients that can be eaten or used in cooking</p> <p>explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes</p>	<p>Design</p>
	<p>Make</p> <p>use what they know about the Eatwell Guide to design and prepare dishes</p> <p>with support, follow a simple plan or recipe</p> <p>begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer</p> <p>learn to use kitchen equipment safely and appropriately and learn to follow hygiene procedures</p> <p>cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups</p>	<p>Make</p>	<p>Make</p> <p>understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically</p> <p>with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven</p> <p>use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking</p> <p>prepare ingredients using appropriate cooking utensils</p> <p>measure and weigh ingredients to the nearest gram and milliliter</p> <p>start to independently follow a recipe</p>	<p>Make</p>	<p>Make</p> <p>demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling</p> <p>adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;</p> <p>alter methods, cooking times and/or temperatures</p> <p>measure accurately and calculate ratios of ingredients to scale up or down from a recipe</p> <p>independently follow a recipe</p>	<p>Make</p>
<p>Evaluate</p> <p>understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why</p> <p>name and sort foods into the five groups in the Eatwell Guide</p>	<p>Evaluate</p>	<p>Evaluate</p> <p>explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes</p> <p>understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body</p> <p>explore what ingredients products are made from and suggest reasons for this</p> <p>identify positives and possible improvements</p>	<p>Evaluate</p>	<p>Evaluate</p> <p>explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes</p> <p>understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body</p> <p>explore what ingredients products are made from and suggest reasons for this</p> <p>identify positives and possible improvements</p>	<p>Evaluate</p>	
Structures, exploring how they can be made	Toys (Puppets)	Tudor Houses	Anglo-Saxon Houses		Roman Shields	Stone Age Roundhouses



<p>stronger, stiffer and more stable</p> <p>Structures Summer-2 4 and 6</p> <p>Structures Textiles Autumn -1, 3 and 5. Summer-Years 2 4 and 6 Year 5 6 only: To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Select a range of materials to create puppets. Textiles Curriculum Link to History (changes through time - toys).</p>	<p>Select a range of materials to construct a Tudor house. Curriculum Link to History (Great Fire of London).</p>	<p>Select a range of materials to create pencil cases. Textiles</p>		<p>Select a range of materials to create electrical clothing.</p>		
	Design	<p>use their knowledge of existing products and their own experience to help generate their ideas</p> <p>explain how their products will look and work through talking and simple annotated drawings</p> <p>plan and test ideas using templates</p> <p>understand and follow simple design criteria</p>	Design	<p>use their knowledge of a broad range of existing products to help generate their ideas</p> <p>explain how particular parts of their products work</p> <p>use annotated sketches and cross-sectional drawings to develop and communicate their ideas</p> <p>when designing, explore different initial ideas before coming up with a final design</p> <p>when planning, start to explain their choice of materials and components including function and aesthetics</p> <p>test ideas out through using prototypes</p> <p>place the main stages of making in a systematic order</p>	Design	<p>use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market</p> <p>design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user</p> <p>explain how particular parts of their products work;</p> <p>use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas</p> <p>generate a range of design ideas and clearly communicate final designs</p> <p>independently plan by suggesting what to do next; create step-by-step plans as a guide to making</p>	Design
	Make	<p>with support, follow a simple plan</p> <p>begin to select from a range of hand tools, such as scissors and use them safely</p> <p>select from a range of materials, textiles and components according to their characteristics</p> <p>use a range of materials and components</p> <p>with help, measure and mark out</p> <p>cut, shape and score materials with some accuracy</p> <p>assemble, join and combine materials</p> <p>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</p>	Make	<p>learn to use a range of tools and equipment safely</p> <p>use a wider range of materials and components, including construction materials and kits, textiles</p> <p>with growing independence, measure and mark out to the nearest cm and millimeter</p> <p>cut, shape and score materials with some degree of accuracy</p> <p>assemble, join and combine material and components with some degree of accuracy</p>	Make	<p>with growing confidence, select from a wide range of tools and equipment, explaining their choices</p> <p>select from a range of materials and components according to their functional properties and aesthetic qualities</p> <p>learn to use a range of tools and equipment safely and appropriately</p> <p>independently take exact measurements and mark out, to within 1 millimetre</p> <p>cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy</p> <p>assemble, join and combine materials and components with accuracy</p> <p>refine the finish using techniques to improve the appearance of their product</p>	Make
Evaluate	<p>explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations</p> <p>as they work, start to identify strengths and possible changes they might make to refine their existing design</p> <p>evaluate their products and ideas against their simple design criteria</p>	Evaluate	<p>explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</p> <p>explore what materials/ingredients products are made from and suggest reasons for this</p> <p>consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product</p> <p>evaluate their product against their original design criteria</p>	Evaluate	<p>complete detailed competitor analysis of other products on the market</p> <p>critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make</p> <p>evaluate their ideas and products against the original design criteria, making changes as needed</p>	Evaluate	
<p>Summer Mechanisms</p> <p>Year 2,4 and 6</p>		<p>Moving Pictures Use mechanisms and joining techniques to create Pictures moving vehicles.</p>		<p>Making A Sling Shot Car</p>		<p>Mechanism and Structures-to include leavers and pulley— Playground Design</p>	



<p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Year 6 only: To apply their understanding of computing to program, monitor and control their products.</p>	Design	<p>use their knowledge of existing products and their own experience to help generate their ideas</p> <p>design products that have a purpose and are aimed at an intended user</p> <p>explain how their products will look and work through talking and simple annotated drawings</p> <p>understand and follow simple design criteria</p>	Design	<p>use their knowledge of a broad range of existing products to help generate their ideas</p> <p>explain how particular parts of their products work</p> <p>when designing, explore different initial ideas before coming up with a final design</p> <p>develop and follow simple design criteria</p> <p>work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment</p>	Design	<p>use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market</p> <p>use their knowledge of a broad range of existing products to help generate their ideas</p> <p>design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user</p> <p>explain how particular parts of their products work</p> <p>use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas</p> <p>generate a range of design ideas and clearly communicate final designs</p>
	Make	<p>with support, follow a simple plan</p> <p>begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer</p> <p>use a range of materials and components</p> <p>with help, measure and mark out</p> <p>cut, shape and score materials with some accuracy</p> <p>assemble, join and combine materials and components</p> <p>demonstrate how to cut, shape and join fabric to make a simple product</p> <p>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</p>	Make	<p>with growing confidence, carefully select from a range of tools and equipment, explaining their choices</p> <p>place the main stages of making in a systematic order</p> <p>use a wider range of materials and components, including electrical components</p> <p>assemble, join and combine material and components with some degree of accuracy</p>	Make	<p>with growing confidence, select from a wide range of tools and equipment, explaining their choices</p> <p>select from a range of materials and components according to their functional properties and aesthetic qualities</p> <p>create step-by-step plans as a guide to making</p> <p>learn to use a range of tools and equipment safely and appropriately</p> <p>independently take exact measurements and mark out, to within 1 millimeter</p> <p>use a full range of materials and components, including mechanical components</p> <p>cut, assemble, join and combine materials and components with accuracy</p>
	Evaluate	<p>explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explore what materials products are made from</p> <p>explain positives and things to improve for existing products</p> <p>talk about their design ideas and what they are making</p> <p>as they work, start to identify strengths and possible changes they might make to refine their existing design</p> <p>evaluate their products and ideas against their simple design criteria</p>	Evaluate	<p>explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</p> <p>explore what materials products are made from and suggest reasons for this</p> <p>consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product</p> <p>evaluate their product against their original design criteria</p>	Evaluate	<p>complete detailed competitor analysis of other products on the market</p> <p>critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make</p> <p>evaluate their ideas and products against the original design criteria, making changes as needed</p>
<p>STEM: Autumn</p> <p>Year 5 only:</p>					Electrical Clothing	Programming Adventures



<p>To apply their understanding of computing to program, monitor and control their products.</p> <p>Year 6 only: To apply their understanding of computing to program, monitor and control their products.</p>	Design		Design		Design		Design		<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	Design	<p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>
	Make		Make		Make		Make		<p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	Make	<p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
	Evaluate		Evaluate		Evaluate		Evaluate		<p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	Evaluate	<p>To investigate and analyse a range of existing products</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>To understand how key events and individuals in design and technology have helped shape the world</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>