

EYFS – Autumn Term	EYFS – Spring Term	EYFS – Summer Term
<p>Making and Baking Bread and Butter</p> <p>Key Vocabulary Ingredients: The different foods you need to make bread. Kneading: Pressing, folding, and stretching dough to make it smooth. Dough: Mixture of flour, water, yeast, and other ingredients to make bread. Yeast: Helps bread rise and gives it a fluffy texture. Rise: When dough gets bigger and lighter. Bake: To cook bread in an oven.</p> <p>Procedure Introduction to Bread: Talk about different types of bread. Ingredients and Mixing: Learn about what you need and mix them. Kneading and Rising: Make the dough smooth and let it get bigger. Shaping and Baking: Shape the dough and cook it in the oven. Enjoying the Bread: Taste and enjoy the bread.</p> <p>Interesting Facts Bread has been a staple food for a long time. Yeast makes bread rise and gives it air. Kneading dough makes it stretchy and chewy. Baking bread smells good.</p> <p>By the end of this theme, children should: Name key bread ingredients. Understand kneading and rising dough. Explain how yeast helps bread rise. Demonstrate shaping dough. Enjoy eating their bread.</p>	<p>Designing and Making a Bird Feeder/Bug Hotel</p> <p>Key Vocabulary Design: Planning how something will look or work. Bird Feeder: An object for birds to eat from. Bug Hotel: A home for insects. Materials: Things we use to make something. Prototype: A first model of something. Function: How something works. Insect: Small creatures with six legs. Attract: To bring something towards you. Shelter: A safe place. Sustainability: Making things that last a long time.</p> <p>Procedure Introduction to Birds and Insects: Learning about the different types of birds and insects that may visit our bird feeder or bug hotel. Design Phase: Drawing and planning how we want our bird feeder or bug hotel to look. Gathering Materials: Collecting natural and recyclable materials to build our designs. Construction: Assembling our bird feeders or bug hotels using the materials gathered. Testing: Placing our creations outside and observing if birds or insects are attracted to them. Evaluation: Discussing what worked well and what we could improve for next time.</p> <p>Interesting Facts Birds have specific diets. Bug hotels help pollinate plants. Variety in design attracts different wildlife.</p> <p>By the end of this theme, children should know: Types of birds and insects. Designing and planning a bird feeder or bug hotel. Using materials to build. Observing their creations. Creating habitats for wildlife.</p>	<p>Designing and Making a Sea Themed Diorama</p> <p>Key Vocabulary: Diorama: A model showing a scene with sea animals and plants. Design: To plan and make something look nice. Sea: The big salty water where fish live. Underwater: Below the water's surface. Ocean: The very big sea with different parts. Creativity: Making things in a special way. Features: Special things that stand out. Materials: Stuff we use to make things like paper and paints. Decorate: Making things pretty by adding colours and patterns. Teamwork: Working together with others. Introduction to Sea Creatures and Habitats:</p> <p>Procedure Learn about different sea animals and where they live. Discuss the characteristics of the ocean and underwater environments. Planning and Designing the Diorama Gathering Materials Identify the materials needed for the diorama (e.g., paper, cardboard, paints) Constructing the Diorama Using a variety of materials and suitable joining methods. Decorating and Presenting Paint and decorate the diorama to make it visually appealing. Present the completed dioramas to the class and explain the design choices.</p> <p>Interesting Facts The ocean covers more than 70% of the Earth's surface. Plastic pollution is a problem for sea creatures and we can help by reducing/reusing/recycling.</p> <p>By the end of this theme, students should Know and name 5 sea creatures. Understand underwater habitats. Show creativity in diorama design and work together to create a diorama. Present their dioramas and explain their designs.</p>
<p>These continuous provision activities provide children with opportunities to explore, experiment, and unleash their creativity in the area of Design and Technology, in alignment with the Early Years Foundation Stage (EYFS) curriculum. Staff observe and interact with the children during these activities to support their learning and development.</p>		
<p>Continuous Provision Indoor Playdough/Plasticine Modelling Resources: Playdough, rolling pins, cookie cutters, plastic knives, googly eyes, pipe cleaners, etc. Set-up: Provide a variety of modelling tools and playdough on a table. EYFS Links: Expressive Arts and Design Questions to Ask: What are you creating? How are you using the materials? Can you explain your design?</p> <p>Making Table/Mark Marking Areas Resources: Cardboard boxes, tubes, containers, tape, glue, scissors, etc. Set-up: Set out the materials in a designated area with examples of what can be created. EYFS Links: Understanding the World, Physical Development Questions to Ask: Why did you choose these materials? How did you connect the pieces together? Can you talk about what you've made?</p>	<p>Continuous Provision Outdoor Nature Collage/Loose Parts Play/Transient Art Resources: Leaves, twigs, flowers, paper, glue, paintbrushes, etc. Set-up: Create a nature collage station with various natural materials and art supplies. EYFS Links: Understanding the World, Communication and Language Questions to Ask: What did you find in our outdoor area? How did you decide where to place each item on your collage? Can you describe the textures of the materials you used?</p> <p>Mud Kitchen Resources: Mud kitchen, pots, pans, utensils, natural materials, water, mud, etc. Set-up: Allow children to explore and create in the mud kitchen area. EYFS Links: Physical Development, Personal, Social and Emotional Development Questions to Ask: What are you making in the mud kitchen? How does the mud feel in your hands? Can you show me how you're mixing the ingredients?</p>	

Year 1

<p><u>Year 1 - HT 1</u> Fruit Kebabs</p>	<p><u>Year 1 - HT - 3</u> Sock Puppets</p>	<p><u>Year 1 - HT - 5</u> Moving Pictures</p>
<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> To explore different fruits and a healthy diet. Decide which fruits they like. 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Create a picture scene and decide on a moving part
<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> Use a safety knife to chop fruit Thread a piece of fruit onto a kebab stick 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> Create a picture with a moving part
<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> To evaluate their ideas and products against design criteria 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> To evaluate their ideas and products against design criteria To explore and evaluate a range of existing products 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> To evaluate their prototype and decide what they would like to change To evaluate their ideas and products against design criteria
<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> Use a safety knife to chop fruit carefully 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> Thread a needle Make a stitch That a thread can join fabric material together 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> Explore and use mechanisms
<p>Cooking and Nutrition: Know/know how to:</p> <ul style="list-style-type: none"> To understand where food comes from To plan and prepare a balanced and healthy meal 		
<p>Vocabulary Healthy, balanced diet, hygiene, safety, safety knives, food groups, savoury.</p>	<p>Vocabulary Needles, stitch, thread, knot, design, safety, fabric, material, evaluate,</p>	<p>Vocabulary Slider, appearance, mechanism.</p>

Year 2

<p>Year 2 - HT2 Making Healthy Pizzas</p>	<p>Year 2 - HT3 At the Circus (mechanisms)</p>	<p>Year 2 - HT5 Mini Beast Puppets</p>
<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • What makes a pizza appealing • How to generate and draft ideas for a healthy pizza • Design a pizza box fit for purpose through discussion, mock up and templates (nets) 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • Generate a design for their circus through exploring a range of methods • Include a range of techniques to make parts move (sliders, levers, pivots) which add to the appeal of the item 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • Design their own product through exploring different methods and products • Use inspiration to create own ideas
<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Select their own method to join materials for the pizza box • Roll out pizza dough to an appropriate size and thickness • Apply toppings to the pizza dough, making them appealing for the target audience 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Make a simple slider • Join a variety of materials in different ways (glue, Sellotape, glue gun) • Use a hacksaw with support • Use a ruler to mark out materials accurately 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Use a running stitch to join two pieces of material • Use a needle and thread to join 2 pieces of fabric • Sew a button onto fabric
<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Evaluate and combine different foods for taste • Explain likes and dislikes • Explore and evaluate different pizzas from shops • Evaluate their own pizza box and pizza 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Strengthen their design through exploring and evaluating a range of techniques - glue, paper-clipping, stapling, • Evaluate their product against their design criteria 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Suggest things I could change or improve • Explain material choices • Explore and evaluate different puppets and how they are made • Evaluate designs and stitching
<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • Grate, peel and chop food items • Combine materials to make a box • Investigate what makes the box stronger through 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • Saw • Use a glue gun to join two or more items • Strengthen items using a range of techniques • Make and use pivots, levers and sliders • Investigate different mediums to join materials 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • A seam is a line where two pieces join together • Sew different things to my product using a needle and thread
<p>Cooking and Nutrition: Know/know how to:</p> <ul style="list-style-type: none"> • What foods are healthy • They need a healthy, varied diet • Understand where their ingredients come from <ul style="list-style-type: none"> ◦ Yeast, Flour, Vegetables, Cheese, Meat 		
<p>Vocabulary Peel, chop, grate, grater, peeler, taste, like, dislike, evaluate, healthy, design, assemble, disassemble, hole punch, stiff, cardboard, paper, net, stronger, fit-for-purpose</p>	<p>Vocabulary Hacksaw, measure, slider, lever, pivot, join, masking tape, Sellotape, glue gun, materials, strengthen, fit-for-purpose, technique</p>	<p>Vocabulary Running stitch, felt, material, seam, needle, eye, thread (verb/noun), sew</p>

Year 3

<p><u>Year 3 - HT2</u> Making Tudor pottage</p>	<p><u>Year 3 - HT5</u> Moving Bears</p>	<p><u>Year 3 - HT6</u> Building Stone Age houses</p>
<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • What vegetables and ingredients were in Tudor pottage. • Which vegetables grew in England during the Tudor period. • Design a pottage recipe that will be to their taste. 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • What a pneumatic system is • How a pneumatic system enables movement. • Generate designs for their moving bears focusing on different appearances and using different materials. 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • Understand the differences in houses from the Stone Age to Iron Age. • Create prototypes of the Stone Age house that they would like to build. • Design and label a house including the materials and era of house. • Including ways to ensure strength and stability of the house.
<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Safely chop, grate and peel a variety of vegetables • Safely use a child-friendly knife. • Safely stir the pottage on the hob whilst supervised by an adult. • Knead and bake rye bread 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Create a pneumatic system that moves a part of the bear. • Join in a variety of different ways (elastic bands, masking tape) • Create springers to produce movement. • Create pivoting eyes using paper fasteners. 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Use a hacksaw with support • Use glue guns with support • Join a variety of materials together using a variety of techniques • Make a freestanding structure that is strong and stable
<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Evaluate the taste of the pottage. • Explain the likes and dislikes of the pottage. • Evaluate the appearance of their pottage. • Evaluate the combination of vegetables used in the pottage. 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Evaluate the design of their product compared to the finished product. • Make suggestions for improvements. 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Suggest changes to the appearance of the house • Suggest changes to the structure, strength and sturdiness of the house. • Decide what went well and what could be improved.
<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • Grate, peel and chop vegetables. • Cook vegetables and how long they will need. 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • Create a pneumatic system. • Make moving parts using pivots and springs. 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • Safely use a glue gun and hacksaw • Understanding of how to build a secure structure. • Understanding of how to join different materials.
<p>Cooking and Nutrition: Know/know how to:</p> <ul style="list-style-type: none"> • What foods are healthy • Prepare and cook a savoury dish • Where and how the vegetables are grown e.g. root vegetables, non-root vegetables. • Be hygienic before handling food (washing hands, wiping tables) 		
<p>Vocabulary</p> <p>Chopping, vegetables, grating, peeling, boiling, simmering, heat, control, knives, safety, design, nutrients, root vegetables, non-root vegetables, design, evaluate.</p>	<p>Vocabulary</p> <p>Function, pneumatic, joining, materials, mechanical, design criteria, function, design, evaluate.</p>	<p>Vocabulary</p> <p>Strengthen, stiffen, stable, join, realistic, safety, hacksaw, glue gun, dowels, hessian, fabric, cardboard, prototypes, secure, design, evaluate,</p>

Year 4

<p align="center"><u>Year 4 - HT 2</u> Festive Illuminations</p>	<p align="center"><u>Year 4 - HT 4</u> Greek Feast</p>	<p align="center"><u>Year 4 - HT 5</u> Neighbourhood Quilt</p>
<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • Generate a design for their illuminations through exploring a range of methods • Create a prototype of an electrical circuit. • Include a range of components to make an electrical circuit. • Select an object which would have light (e.g. fire/lamp) 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • What foods are typical to Mediterranean cuisine. • Taste and evaluate a range of pre-made foods to make decisions about our designs. • Select, design or adapt an appropriate recipe. 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • Design their own product through exploring different methods and products. • Use inspiration from the local environment to create own ideas. • Use two or more types of stitch including running stitch.
<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Make a simple circuit • Combine and join materials in a way that is useful and looks good and explain my choices for doing so. 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Prepare food hygienically. • Chop, grate, peel or mash as required for the recipe selected. 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • How to thread a needle • Join fabric using a secure stitch. • Cut fabric to a pattern of a personal design
<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Strengthen their design through exploring and evaluating a range of techniques - glue, paper-clipping, stapling, • Evaluate their product against their design criteria 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Evaluate the taste of the dishes made. • Explain the likes and dislikes of the dishes. • Evaluate the appearance of their dishes. • Evaluate the combination of ingredients used in the dishes. 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Suggest things I could change or improve • Explain design choices. • Evaluate final designs and stitching
<p>Technical Knowledge (Science Link): Know/know how to:</p> <ul style="list-style-type: none"> • Use wires, bulbs and switches to create an electrical circuit that can be switched on and off. 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • Prepare food hygienically • Use tools safely • Grate, peel and chop food items • Combine materials to make a box • Investigate what makes the box stronger through 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • Start and finish stitching from threading the needle to finishing stitching. • Sew different things to my product using a needle and thread
	<p>Cooking and Nutrition: Know/know how to:</p> <ul style="list-style-type: none"> • What foods are healthy • They need a healthy, varied diet • Understand where their ingredients come from (such as oil, yoghurt, olives) 	
<p>Vocabulary Circuit, electrical ,resources, foods, end product, control system Acetate, battery, assemble, transparent, translucent pattern, prototype, applique, component</p>	<p>Vocabulary Peel, chop, grate, grater, peeler, taste, like, dislike, evaluate, healthy, design, assemble, disassemble, hole punch, stiff, cardboard, paper, net, stronger, fit-for-purpose</p>	<p>Vocabulary Running stitch, thread, needle, join, secure, knot, felt, eye,</p>

Year 5

<u>Year 5 - Autumn</u> Textiles - Bookmark	<u>Year 5 - Spring</u> CAHMs - Moving Animals	<u>Year 5 - Summer</u> Food technology - Kenyan meal
<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> Use and develop a design criteria for a textile bookmark Generate, develop, model and communicate their ideas through discussion and annotated sketches 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> Research animals' characteristics to inform design of a moving mechanism Communicate ideas through discussion and annotated sketches 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> The food groups and how to make a balanced meal
<p>Making:</p> <ul style="list-style-type: none"> Select appropriate tools (needles and threads) Select appropriate stitch to suit design 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> Select from and use a wide range of tools and equipment to cut, join, drill and assemble including glue guns, drills, saws and bradawls. Select from a wide range of construction materials according to their functional and aesthetic qualities. 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> Plan, prepare and cook a Kenyan meal using cutting, frying, grating and peeling techniques.
<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> Justify decisions made and evaluate success of product 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> Test, evaluate and refine against the original specification Justify decisions made during the process 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> Evaluate taste, texture and appearance Justify choice of ingredients
<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> Use various decorative stiches including cross stitch, back stich and running stitch to achieve different appearances 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> Understand and use mechanical systems of Cams and wheels. 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> Explore a variety of ingredients and how they are grown/reared/caught and processed
<p>Vocabulary Cross stitch, back stitch, running stitch, binca, needle, thread</p>	<p>Vocabulary Glue gun, drill, saw and bradawl, cams and wheels, dowel</p>	<p>Vocabulary Cutting, frying, peeling, taste, texture</p>

Year 6

<p style="text-align: center;"><u>Year 6 - Autumn</u> Christmas Baubles</p>	<p style="text-align: center;"><u>Year 6 - Summer</u> Life Skills Cooking</p>
<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • Use, research and develop design criteria to inform the design of innovative, functional, appealing baubles that are fit for purpose, aimed at individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 	<p>Designing: Know/know how to:</p> <ul style="list-style-type: none"> • The principles of a healthy and varied diet • Seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Select and use suitable materials and components for the specific requirements and function of their product based on clear knowledge of their characteristics. • Communicate their thoughts on why they have chosen the specific materials and components that they have relating this to their functional properties and aesthetic qualities. • How to make their finished product as appealing as possible by ensuring a good quality finish. 	<p>Making: Know/know how to:</p> <ul style="list-style-type: none"> • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Critically evaluate their own strengths and areas for development in their design ideas, through each step of the making process and in their finished product. • Consider the views of others to improve their work 	<p>Evaluating: Know/know how to:</p> <ul style="list-style-type: none"> • Evaluate taste, texture and appearance • Justify choice of ingredients
<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • Use various decorative stitches including cross stitch, back stitch and running stitch to achieve different appearances • Join component parts together appropriately 	<p>Technical Knowledge: Know/know how to:</p> <ul style="list-style-type: none"> • Explore a variety of ingredients and how they are grown/reared/caught and processed • Understand sustainable food sources, food miles and export/importing of food
<p>Vocabulary Aesthetic qualities, sustainability, specification</p>	<p>Vocabulary Cutting, frying, sautéing, peeling, taste, texture</p>