



TERM (WEEKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	BELONGING	CURIOSITY & CREATIVITY	HEROES	SPIRIT OF ADVENTURE	LEADERSHIP & RESPONSIBILITY	FUN and EXCITEMENT
YEAR 3	LOCATION, LOCATION, LOCATION	STONES AND BONES	AWESOME ANCIENT EGYPTIANS	AVENGERS ASSEMBLE!	PLANT POWER	ALL THE WORLD'S A STAGE
		<p>STONE AGE BAGS</p> <p>Technical Knowledge</p> <p>Understand how to securely join two pieces of fabric together.</p> <p>Understand the need for patterns and seam allowances.</p> <p>Design</p> <p>With growing confidence, use research and develop a design that is fit for purpose aimed at particular individuals or a group.</p> <p>Confidently and independently order the main stages of making a product.</p> <p>Make</p> <p>Develop vocabulary for tools, materials and their properties.</p> <p>Understand seam allowance.</p>		<p>SUPERHEROES</p> <p>Technical knowledge</p> <p>Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots.</p> <p>Design</p> <p>Explore, generate, develop and communicate their ideas through discussion and annotated sketches when designing.</p> <p>Confidently and independently order the main stages of making a product.</p> <p>Make</p> <p>Order the main stages of making.</p> <p>Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</p>	<p>HEALTHY FOOD PLATE</p> <p>Technical Knowledge</p> <p>Start to know where and how food is grown, reared, caught and processed in the UK and Europe.</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.</p> <p>Begin to know that activity, healthy food and drink are needed for a healthy body.</p> <p>Design</p> <p>With growing confidence, use research and develop a design (including appearance, taste, texture and aroma for an appealing product) that is fit for purpose</p>	

		<p>Join fabrics using running stitch, over sewing, blanket stitch. Use a prototype to make a pattern. Explore strengthening and stiffening of fabrics. Explore fastenings and recreate some. Sew on buttons and make loops. Use appropriate decoration techniques.</p> <p>Evaluate Begin to investigate and analyse a range of existing products Learn about key events and individuals who have helped shape the world (inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products)</p>		<p>Select from and use finishing techniques suitable for the product they are creating.</p> <p>Evaluate Start to use design criteria to evaluate finished product against own designs Say what I would change to make my design better Record their evaluation through a written supportive framework.</p>	<p>aimed at particular individuals or a group. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Make Plan the main stages of a recipe, listing ingredients, utensils and equipment. Begin to understand how to use a range of techniques such as mixing, peeling, chopping and grating. Understand how to prepare and cook a variety of predominantly savoury dishes safely. Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Evaluate Begin to investigate and analyse a range of existing products Say what I would change to make my design better</p>	
YEAR 4	DESTINATION EUROPE	ROCK BAND	TIME COP	I'M A CHILD, GET ME OUT OF HERE!	Wizards World!	ALL THE WORLD'S A STAGE

	<p>PIZZA</p> <p>Technical Knowledge</p> <p>Start to understand where and how food is grown, reared, caught and processed in the UK and Europe.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.</p> <p>Know that activity, healthy food and drink are needed for a healthy body</p> <p>Design</p> <p>Evaluate others products and identify criteria that can be used for their own designs</p> <p>Develop the order of the making of the product and which materials and equipment to be used.</p> <p>Make</p> <p>Understand 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>ROCKBAND STAGE</p> <p>Technical Knowledge</p> <p>Apply their understanding of computing to program and control their products (Micro:bit)</p> <p>Design</p> <p>With confidence, use research and develop design criteria that are innovative and fit for purpose aimed at particular individuals or a group.</p> <p>Investigate and analyse a range of existing battery-powered products.</p> <p>Make</p> <p>Order the main stages of making.</p> <p>Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</p> <p>Use electrical systems such as switches, bulbs and buzzers.</p> <p>Select from and use materials and components according to their functional</p>		<p>MOVING MOUNTAIN SCENE</p> <p>Technical Knowledge</p> <p>Understand and use pneumatic mechanisms.</p> <p>Design</p> <p>Confidently generate, develop and communicate their ideas through exploded diagrams and annotated sketches.</p> <p>Develop the order of the making of the product and which materials and equipment to be used.</p> <p>Make</p> <p>Order the main stages of making.</p> <p>Begin to understand that mechanical systems such as levers or pneumatic systems create movement.</p> <p>Select from and use finishing techniques suitable for the product they are creating.</p> <p>Evaluate</p> <p>Record their evaluation by responding to a questionnaire.</p> <p>Investigate and analyse books, videos and</p>	<p>MAGICAL BROOMSTICKS</p> <p><u>Design:</u></p> <p>-With confidence, use research and develop design criteria that is innovative and fit for purpose aimed at particular individuals or a group.</p> <p>-Confidently generate, develop and communicate their ideas through cross sectional and annotated sketches.</p> <p>-Develop the order of the making of the product and which materials and equipment to be used.</p> <p><u>Evaluate:</u></p> <p>-To investigate and analyse, with some confidence, a range of existing products</p> <p>-Evaluate others products and identify criteria that can be used for their own designs</p> <p>- Know about key events and individuals who have helped shape the world (inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products)</p>	
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	<p>Know how to use a range of techniques such as mixing, peeling, chopping and grating.</p> <p>Evaluate To investigate and analyse, with some confidence, a range of existing products</p>	<p>properties and aesthetic qualities.</p> <p>Evaluate Begin to explain how to improve their design and use criteria to evaluate products Know about key events and individuals who have helped shape the world (inventors/designers/engineers/chefs/manufacturers of ground-breaking products)</p>		products with pneumatic mechanisms.		
YEAR 5	JOURNEY TO THE AMAZON	MISSION: SPACE	SAXON SETTLERS AND VIKING INVADERS	THE CIRCLE OF LIFE	THE GREAT OAK HILL SEWING BEE	ALL THE WORLD'S A STAGE
		<p>SPACE COLONY</p> <p>Technical Knowledge Know how mechanical systems such as cams or pulleys or gears create movement.</p> <p>Design Use cross-sectional or exploded diagrams to communicate their ideas for an innovative, functional, appealing product.</p>	<p>VIKING CROCKPOT</p> <p>Technical Knowledge Understand where and how food is grown, reared, caught and processed in the wider world. Begin to understand that seasons may affect the food available (seasonality). Understand how food is processed into</p>		<p>SEWING</p> <p>Technical Knowledge Know that fabrics can be strengthened, stiffened and reinforced where appropriate. Know that a 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p>	

		<p>Make</p> <p>Begin to measure, mark out, cut and join more accurately to ensure a good-quality finish to the product.</p> <p>Select, from a wider range, the appropriate materials, tools and techniques, demonstrating skills in using different tools and equipment safely and accurately with growing confidence.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product with growing confidence using computing to monitor products.</p> <p>Evaluate</p> <p>Record their evaluations through a paragraph indicating the improvements and the successes.</p> <p>Talk about key events and individuals who have helped shape the world (inventors/designers/engineers/chefs/manufacturers of</p>	<p>ingredients that can be eaten or used in cooking.</p> <p>Design</p> <p>Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources</p> <p>Confidently use results of research, information sources, including ICT when developing design ideas.</p> <p>Make</p> <p>Know 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>Understand how to use a wide range of techniques such as mixing, peeling, chopping, grating, slicing, spreading, kneading and baking.</p> <p>Evaluate</p> <p>Consider the views of others to improve their products</p>		<p>Design</p> <p>Use annotated sketches to communicate their ideas for an innovative, functional, appealing product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if first attempts fail.</p> <p>Make</p> <p>With confidence, pin, sew and stitch materials together to create a product.</p> <p>Decorate textiles appropriately (often before joining components).</p> <p>Pin and tack fabric pieces together.</p> <p>Join fabrics using over sewing, back stitch, blanket stitch</p> <p>Combine fabrics to create more useful properties.</p> <p>Evaluate</p> <p>Using an understanding of the product, investigate and analyse,</p>	
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		ground-breaking products)	Compare the final product to the original design specification.		with some confidence, a range of existing products Test and begin to evaluate finished products against their own specification, considering purpose and appearance.	
YEAR 6	RING OF FIRE	THE OLD TOY SHOP	WW2: BRITAIN AT WAR	AT THE HEART OF THE JUNGLE	THANK YOU, YOUR MAJESTY	ALL THE WORLD'S A STAGE
		<p>VICTORIAN TOY</p> <p>Technical Knowledge</p> <p>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p> <p>Design</p> <p>Communicate their ideas through detailed labelled diagrams including annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces where appropriate.</p> <p>Make</p> <p>Understand how mechanical systems such as cams, pulleys, linkages, levers and gears create movement.</p> <p>Construct products using permanent joining techniques and</p>	<p>WW2 BUZZER</p> <p>Technical Knowledge</p> <p>Understand and use electrical systems in their products.</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p>Design</p> <p>Draw up a detailed specification for their design through annotated sketches and pictorial representations of circuit diagrams</p> <p>Have a clear idea of what has to be done, identifying areas within the production that present particular difficulties.</p> <p>Make</p>		<p>JUBILEE TEA PARTY</p> <p>Technical Knowledge</p> <p>Understand where and how food is grown reared, caught and processed in the wider world.</p> <p>Understand that seasons may affect the food available (seasonality). Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Be able to explain that different food and drink contain different substances – nutrients, water and fibre – that, combined with regular exercise are needed for health. Know what proportion of your meal these should be.</p> <p>Design</p>	

		<p>know how to reinforce and strengthen more complex structures. Aim to make and to achieve a quality product, but can make modifications as they go along.</p> <p>Evaluate Evaluate ideas and finished products against their own specification, stating if it's fit for purpose Explain what would improve the final product and the effect different resources may have had</p>	<p>Use computing to program, control and monitor products. Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Understand more complex electrical circuits including switches, buzzers, bulbs, and motors to create functional products</p> <p>Evaluate Thoroughly evaluate existing products considering: how well they've been made, the use of materials, whether the product works, how they've been made, whether they are fit for purpose Discuss key events and individuals who have helped shape the world (inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products)</p>		<p>Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p>Make Write a step-by-step recipe, including a list of ingredients, equipment and utensils Confidently select appropriate tools, materials, components and techniques and use them safely and accurately Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Understand how to use a wide range of techniques such as mixing, peeling, chopping, grating, slicing, spreading, kneading and baking. Make, decorate and present the food product appropriately for the intended user and purpose.</p>	
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					Evaluate Consider the views of others to improve their products Understand how key chefs have influenced eating habits to promote varied and healthy diets.	
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