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| KS1 Statutory requirements.Cooking and nutritionUse the basic principles of a healthly and varied diet to prepare dishes.Understand where food comes from.Design ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products |
| Year | Autumn 1 - Ourselves | Autumn 2 - Toys | Spring 1 – People Who Help Us | Spring 2 - Where Do I Live? | Summer 1 - Animals | Summer 2 - Journeys |
| **1**Statutory requirementsThese MUST be covered. | D1 – communicate ideas and D2 use of ICTM2 - ingredients | M2: construction materials, E1 T1 and 2   | D1 and D2M1 – joining textilesM2 – textilesE2 | D1 and D2M1 and M2 – tools and ingredientsE2 Use the basic principles of a healthly and varied diet to prepare dishes. | D1 and D2 M1 & M2 | D2M1 and 2T1Understand where food comes from. |
| Notes | (H&S) **Food safety rules and allergies.**Identify foods which they like/dislike through tasting and using smell, sight and texture.Link to computing – use 2 Paint to generate pictures of themselves. | Explore constructions of old and new toys- identify moving merchanism eg levers, sliders, wheels and axles. Build moving toys using existing products eg logo, K-nex, mobilo, cogs and wheels.  Evaluate effectiveness of each product/ toy. | Explore egs of puppets eg finger puppets, marionettes, shadow puppets, glove puppetsDesign make and evaluate own puppet of someone who helps us.  Offer range of materials eg card, paper, fabric. Tools = scissors, needle, thread, glueCutting, joining and finishing a product.**You have put – design and make and evaluate a coaster- weather symbol** | Cooking (H&S) Link to science **Food safety rules & allergies.**Recognise and group familiar ingredients – dairy, vegetables, fruit etc).Develop simple food preparation skills when creating a cold dish eg salad, couscous with fruit and veg, fruit kebabs – focus on peeling, mashing, grating and squeezing under close supervision.Tools – peeler, squeezer, masher, grater. | Design, make and evaluate model of an animal. Link to Art work with clay and on patterns and printing.Tools- wooden clay tools Shaping and finishing product. | Identify and group foods which grow in different seasons. Prepare, taste and describe foods from different seasons.2) Time machine :Focus on selecting appropriate materials (eg cardboard boxes, yoghurt pots, toilet rolls) selecting appropriate tools and joining techniques, sliding doors etc .Scissors, tape, glueJoining and cutting skills.How can their machine be made stronger,stiffer and more stable? |

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| Year  | Autumn 1 – Treasure Island | Autumn 2 – Fire! Fire! | Spring 1 – Let’s Investigate! | Spring 2 - Food | Summer 1 - Superheroes | Summer 2 – Passport to the World |
| **2**Statutory requirementsThese MUST be covered.  | D1 and 2M1 and 2 – paper macheE 3T1 | D1 and D2M1 and 2E1, and 2T1 | D1 and M1 and 2E1 and 2T1 |  Use the basic principles of a healthly and varied diet to prepare dishes.Understand where food comes from. | D1 and 2M1 and 2E2Use the basic principles of a healthly and varied diet to prepare dishes. | Use the basic principles of a healthly and varied diet to prepare dishes.Understand where food comes from. |
| Notes | Design, make and evaluate own treasure island using papier mache. Focus on making strong, stable structure. | Link to Art – design, make an evaluate their thumb pots. |  Investigate structures. Look at range of different structures eg Eiffel tower – what are they made from, how are they made strong?Range of materials eg straws, spaghetti, wood, rolled up paper. Which is strongest? Easiest to attach? How can you make your structure stronger? What is the best material to use to attach parts- glue, sellotape .. | Understand we need a balanced diet. Know that food comes from plants and animals and be able to sort food into these groups.To develop mixing and shaping skills eg bread rolls, scones, pizza bases.With help and supervision assemble cold ingredients eg sandwiches, wraps. | Design and make super hero logo from fabric.Experiment with a range of techniques eg fabric paint, dyeing, printing. Experiment with attaching fabrics and other materials – simple running stich, gluing, adding buttons,beads sequins, braid and buttons.Make an energy bar for your Super hero | Tasting,buying and preparing foods from around the world.Vegetable sushi for round the worls trip. Continue to devlop mixing, shaping and rolling skills. |

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| KS2 Statutory Requirements: Design ♣ 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 ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ 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 Evaluate ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world |
| Year 3 | Autumn 1 – Houses and Homes | Autumn 2 – Time Detectives | Spring 1 – People  | Spring 2 - On the Move! | Summer 1 –Sounds Good to Me! | Summer 2 – Barks, Shoots and Leaves |
| **23** Statutory requirementsThese MUST be covered. | D2 - **create cross- sectional, annotated diagrams**M1 and 2E2 Tech Know: apply their understanding of how to strengthen, stiffen and reinforce more complex structures | D1M2 – ingredientsE1 and E2Understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |  | D1 – **annotated sketches**M1 and 2E1 and 2Tech Know: apply their understanding of how to strengthen, stiffen and reinforce more complex structures | D2 - **create cross- sectional, annotated diagrams**M1 and 2E1 and 2E3 understand how key events and **individuals** in design and technology have helped shape the world |  |
| Notes | Look at structures of traditional roundhouse- **create cross- sectional, annotated diagrams**.create and evaluate own model of a roundhouse. | To understand healthy diet is related to portion size, regular meals and and healthy snacks.Begin to read and understand food labels.Under close supervision begin to be able cut food into evenly sized strips and cubes eg pepper, cheese for platters or soups/stews.Assemble and arrange ingredients for simple dishes eg apple crumble, **cheese on toast.** |  | Design make and evaluate a picture frame. | Investigate and research how sounds are made by different instruments made from different materials.Look at key individuals like **Stradivarius**Design, make and evaluate own musical instruments. |  |

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| Year | Autumn 1 – Where Does it Come From? | Autumn 2 – Let’s Get Wet! | Spring 1 – Ancient Egypt | Spring 2 - Our Active Planet | Summer 1 – We’ve Got the Power | Summer 2 – By the Sea |
| **4**Statutory requirementsThese MUST be covered. | D1 and 2 – **prototypes**M2E1,2 and 3 understand how **key events and individuals** in design and technology have helped shape the world.Understand and apply the principles of a healthy and varied diet | D1 and D2 - pattern piecesM1 and M2E1 and 2 |  |  | D1 and D2 – prototypesM1 and 2E1,2 and 3Tech Know: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  |
| Notes | Design a desirable chocolate bar. Make a chocolate bar. Design, make and evaluate their chocolate bar wrapper.Discuss how we are not applying the principles of a healthy meal.How did Cadburys, Rowntrees etc change the way the product was produced and what was their effect in the community? | Investigate, design make and evaluate an insulated bottle holder. Look at an example which materials are used and why? Create annotated drawings and patterns (pattern pieces )for design. |  |  | Link to science.Make a doorbell or burglar alarm.To understand and use electrical systems eg circuits, switches, bulbs, buzzers, motors.How has the development of electricity, lighting etc helped shape the world? |  |

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| Year 5 | Autumn 1 – Out of this World | Autumn 2 – Invaders and Invaders and Settlers | Spring 1 – Is it Fair? | Spring 2 - The Victorians | Summer 1 - Communication | Summer 2 - Change |
| Statutory requirementsThese MUST be covered. | D 2M1 & 2E2Tech Know: apply their understanding of how to strengthen, stiffen and reinforce more complex structures | M1 & 2E2 Cooking & Nutrition:Understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | E3 understand how key events and individuals in design and technology have helped shape the world Cooking & Nutrition:understand seasonality, and know **where and how a variety of ingredients are grown,** reared, caught and processed. | D1 & 2 -,cross-sectional and exploded diagramsM1 & 2E 1, 2 & 3 Tech Know: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | Cooking & Nutrition:Understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | Cooking & Nutrition:Understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| Notes | Design, make and evaluate mod roc masks of alien creatures. | Understand the main food groups and the different nutrients that are important for health.Use a range of mixing techniques – rubbing, creaming, using food processor under supervision, mashing, blending to create a dish eg hummus or vegetables for soup. **Potage**Assemble, arrange and layer more advanced dishes eg shepherds pie. |  Link to fair trade and Art - Use of recyclable materials to make sculptures.How has fair trade changed the way produce is made & marketed. Make cakes for fair trade afternoon. | Link to science – observe investigate, draw and annotate different egs of mechanisms egs levers, pulleys, gears using cross sectional and exploded diagrams.Victorian inventors who helped shape the world.Design, make and evaluate a Victorian style toys with moving parts. See for ideas: <http://www.tes.co.uk/teaching-resource/Moving-Toys-with-minimal-resources-6010743/> | Use hands to shape mixtures eg meatballs, chicken burgers. Use rolling pins to roll out dough to specific thickness eg pizza. | To plan,create and evaluate their own breakfast or simple balanced meal eg soup and bread rolls, quiche and salad. |

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| Year 6 | Autumn 1 – The Greek Influence | Autumn 2 - Macbeth | Spring 1 – Evacuation (Friend or Foe?) | Spring 2 - SATs Revision/Buggies | Summer 1 - How to Train your Dragon  | Summer 2 – Mini-Enterprise |
| Statutory requirementsThese MUST be covered. |  | Cooking and NutrientUnderstand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |  | D2 annotated sketches, cross-sectional and exploded diagrams.M1 & 2E2Tech Know:understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  |  |
| Notes |  | To understand good practices when storing and preparing foods eg keep raw meat at bottom of fridge. Able to use information on food labels to inform choices. Plan, prepare evaluate different versions of the same dish.eg pasta salad, muesli, stews.  |  | Design, make and evaluate buggies. Create annotated sketches included exploded diagrams.  |  |  |