

	Objectives	Skills. National Curriculum.	Vocabulary and Curriculum Links
Autumn Animal Puppets Design and make simple toys- moving parts linkages	I can explore a range of toys and materials. I can plan and design my simple toy. I can explore linkages. I can describe how my toy will be used. I can use ICT to develop a product. I can use linkages to make my simple toy. I can evaluate my product.	KS1 Areas of study: Designing – Understanding contexts, users and purposes D1 work confidently within a range of contexts, such as imaginary, storybased, home, school, gardens, playgrounds, local community, industry and the wider environment D2 state what products they are making D3 say whether their products are for themselves or other users D4 describe what their products are for D5 say how their products will work D6 say how they will make their products suitable for their intended users D7 use simple design criteria to help develop their ideas Designing - Generating, developing, modelling and communicating ideas D8 generate ideas by drawing on their own experiences D9 use knowledge of existing products to help come up with ideas D10 develop and communicate ideas by talking and drawing D11 model ideas by exploring materials, components and construction kits and by making templates and mockups D12 use ICT, where appropriate, to develop and communicate their ideas Evaluating – Own ideas and products E1 talk about their design ideas and what they are making E2 make simple judgements about their products and ideas against design criteria E3 suggest how their products could be improved Evaluating – Existing products E4 explore what products are and who or what they are for. E5 explore how products work and how or where they might be used. E6 explore what materials products are made from E7 explore what they like and dislike about products Making - Planning M1 plan by suggesting what to do next M2 select from a range of tools and equipment, explaining their choices	Mechanism, lever, slider, slot, pivot, guide, fastener, pull, push, down, straight, work, evaluate.
Spring Fire of London Revere, making templates of houses, with folding card techniques. Fire engines-using axles and wheels	I can explore how vehicles move. (axels and wheels) I can describe what and axel is used for. I can label axels on a wide range of vehicles. I can design a modern fire engine. I can use axels and wheels to make my engine move. I can evaluate my design.		Plan, make, tool, equipment, safety, components, safety, wheel, axel, construction, material, design, lever, slider, structure, vehicle.

Summer Summer Picnic Understanding where food comes from: sugar, flour, eggs Making cakes, baking to make a Summer picnic.	I can identify a range of foods which come from plants and animals. I can describe how wheat is processed in to flour. I can identify a range of foods which include a processed ingredient. I can describe the health and safety processes when handling raw ingredients. I can bake a cake for a summer picnic.	M3 select from a range of materials and components according to their characteristics Making – Practical skills and techniques M4 follow procedures for safety and hygiene M5 use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components M6 measure, mark out, cut and shape materials and components M7 assemble, join and combine materials and components M8 use finishing techniques, including those from art and design Technical knowledge – Making products work T1 about the simple working characteristics of materials and components T2 about the movement of simple mechanisms such as levers, sliders, wheels and axles T3 how freestanding structures can be made stronger, stiffer and more stable T4 that a 3-D textiles product can be assembled from two identical fabric shape T5 that food ingredients should be combined according to their sensory characteristics T6 the correct technical vocabulary for the projects they are undertaking Cooking and nutrition – Where food comes from C1 that all food comes from plants or animals C2 that food has to be farmed, grown elsewhere (e.g. home) or caught Cooking and nutrition – Food preparation, cooking and nutrition C3 how to name and sort foods into the five groups in The Eatwell Plate C4 that everyone should eat at least five portions of fruit and vegetables every day C5 how to prepare simple dishes safely and hygienically, without using a heat source	Sugar, Flour, Butter, eggs, wheat, milk, dairy, processed, milled, grown, manufactured, caught, cooking, heating, safety, hygiene, bacteria, raw. A range of other food items as brought up by the children.
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