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Curriculum Overview

		Autumn	Spring	Summer
EYFS	Nursery	Textiles Class Christmas garland 	Food Biscuit decorating 	Construction Making dwellings- Three Little pigs 
	Reception	Textiles Individual Christmas garland 	Food Biscuit cutting and decorating 	Construction Making dwellings- Three Little Pigs 
KS1	Year 1	Textiles Sewing a snowman Christmas decoration 	Food Making and evaluating a range of fruit snacks (fruit kebabs and smoothies) 	Construction Making a wooden planting box. 
	Year 2	Textiles Sewing a Christmas tree decoration 	Food Creating European salads 	Construction Making a bird box (A-frames) 
Lower KS2	Year 3	Textiles Sewing Christmas slippers. 	Food Making vegetable soup 	Construction Making a windmill




				
	Year 4	Textiles Sewing cross-stich Christmas cards 	Food Making hot sandwiches 	Construction Building a car 
Upper KS2	Year 5 Year 6	Textiles Embroidering Christmas cushions 	Food Cooking and preparing Bolognese 	Construction Building propeller boats 
	Year 6	*alternative if mixed classes Textiles Knitting a scarf 	Food Cooking and preparing a variety of pies 	Construction Making a fairground ride (carousels) 

Nursery – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Textiles</p> <p>Christmas tree class garland</p> 	<p>Food</p> <p>Biscuit decorating</p> 	<p>Construction</p> <p>Making dwellings- Three Little pigs</p> 
Content coverage	<p>Design:</p> <ul style="list-style-type: none"> • Can use mark making to create a design. • Know that things bought in a shop need to be created first. • Know that different materials have different textures. • Know that the appearance of an object can change when other materials are added. • Can make choices about their design preference. <p>Make:</p> <ul style="list-style-type: none"> • Can choose appropriate materials to create their design idea. • Know how to use glue to join materials together. <p>Evaluate:</p> <ul style="list-style-type: none"> • With support from an adult, can think about how they can change their product to improve its appearance. (glitter pens, felt tips, other embellishments). • With support from an adult can adapt their final product. • Know that their product 	<p>Design:</p> <ul style="list-style-type: none"> • I am willing to try new foods. • Know that different foods will have different flavours and textures. <p>Make:</p> <ul style="list-style-type: none"> • Participate in food making activities using some equipment to combine foods. • Know that tools have to be used safely. • Start to use tools with some control using adult support where necessary (spooning, stirring, piping, spreading). • Show an interest in and describe the texture of foods <p>Evaluate:</p> <ul style="list-style-type: none"> • Can say if something they have made is good or if they like it. • Can say what they like about a creation when asked. 	<p>Design:</p> <ul style="list-style-type: none"> • Express their own ideas about their design. • Can explore and investigate how structures can fall down (balance, wind, size etc.) • Experiment stacking a range of materials. • Know that we can use a range of materials to build structures. <p>Make:</p> <ul style="list-style-type: none"> • Know how to stack materials vertically and horizontally to create structures. • Know how to balance materials to create height in a structure. • Know how to use a range of materials to create structures. <p>Evaluate:</p> <ul style="list-style-type: none"> • Can test the strength and balance of their structures (does it stand up?) • Can explain what they have made to an adult.




	has a purpose and can feel pride in their work when it is displayed in the classroom.		
Vocabulary	sequins felt cotton wool glitter shiny soft rough smooth hard glue stick beads	make create feel taste pour pipe spread good bad like dislike	hard soft rough smooth damp slippery bendy big small tall short wide thin sticks bricks straw

Reception – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Textiles Individual Christmas garland</p> 	<p>Food Biscuit cutting and decorating</p> 	<p>Construction Making dwellings- Three Little pigs</p> 
Content coverage	<p>Design:</p> <ul style="list-style-type: none"> • Can use mark making to create a design. • Know that different materials can create different effects. • Can make choices about materials based on their design ideas. (colour, size, texture, uniformity) <p>Make:</p> <ul style="list-style-type: none"> • Can use a variety of selected materials to create their design and embellish it. • Can use glue and Velcro to join materials together. • Know how to thread their finished product onto a pipe cleaner/ribbon to create a garland. <p>Evaluate:</p> <ul style="list-style-type: none"> • With growing independence can think about how they can change their product to improve its appearance. (glitter pens, felt tips, other embellishments). • With growing independence can adapt their final product. • Know that their product has a purpose and can feel pride in their work when it is displayed at home. 	<p>Design:</p> <ul style="list-style-type: none"> • Represent their own ideas. Talk about what they will make before they do it. • Explain the process they will use to make something. <p>Make:</p> <ul style="list-style-type: none"> • Select the resources they need to roll, shape and decorate. • Know that tools have to be used safely. • Can talk about ingredients being combined to make food. • Use jugs/scoops/spoons with more accuracy. • Can follow instructions to make food. • Experiment with colour and design. <p>Evaluate:</p> <ul style="list-style-type: none"> • Can test if something they have made fits its purpose • Can say what they like about a creation when asked. 	<p>Design:</p> <ul style="list-style-type: none"> • Express their own ideas about their design. • Can explore and investigate how structures can fall down (balance, wind, size etc.) • Experiment stacking and joining a range of materials. • Know that some materials are natural and some are human-made. • Know that we can use a range of materials to build structures. <p>Make:</p> <ul style="list-style-type: none"> • Know that some structures will need additional materials to join them (e.g. glue, string, Velcro etc.) • Know how to stack materials vertically and horizontally to create structures. • Know how to balance materials to create height in a structure. • Know how to use and combine a range of materials to create structures. <p>Evaluate:</p> <ul style="list-style-type: none"> • Can test the strength and balance of their structures (does it stand up? Does it hold together?) • Can explain what they have made to an adult. • Can advise the 3 pigs on how to improve their houses.




Vocabulary	sequins felt cotton wool glitter shiny soft rough smooth hard glue stick Velcro pipe cleaner ribbon thread beads	plan explain imagination ingredients measure chef test	hard soft rough smooth damp slippery bendy big small tall short wide thin broad sticks bricks straw human-made natural
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Year 1 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Textiles Sewing a snowman Christmas decoration</p> 	<p>Food Making and evaluating a range of fruit snacks (fruit kebabs and smoothies)</p> 	<p>Construction Making a wooden planting box.</p> 
Content coverage	<p>Design:</p> <ul style="list-style-type: none"> • Know products have a clear purpose and an intended user • Know that before something is made, it has to be designed. • Know that products are usually made in factories, often by machinery but sometimes by hand (people). <p>Make:</p> <ul style="list-style-type: none"> • Know how to explore objects and designs to identify likes and dislikes of the designs • Begin to make their design using appropriate techniques. • Use a simple template. • Join fabrics using glue, staples and thread. • Apply an increasing range of finishing techniques • Talk about and begin to select textiles based on characteristics. <p>Evaluate:</p> <ul style="list-style-type: none"> • Know how to evaluate their product by discussing how well it works in relation to the purpose 	<p>Design:</p> <p>Know the basic principles of a healthy and varied diet. Know where food comes from. (see lesson mapping)</p> <ul style="list-style-type: none"> • Know that vegetables and fruit come from plants in the earth. • Know where fruits and vegetables come from (countries). • Taste and choose a range of fruits and vegetables based on their preference. <p>Make:</p> <ul style="list-style-type: none"> • Know how to cut and squeeze (soft foods) ingredients safely and hygienically. • Know how to hold a knife correctly using a simple bridge hold. • Know how to peel, cut and chop a range of soft fruits. • Know that tastes can change when a mixture is created. <p>Evaluate:</p> <ul style="list-style-type: none"> • Know and explain what tastes they liked or disliked. • Recognise that some foods did not combine. • With support, know how to suggest changes to the recipe 	<p>Design:</p> <p>Know a structure can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> • Know that wood comes from trees and has to be processed before we can use it to make things. • Test and explore the properties of different woods and make an informed choice about preference. • Explore size and shape of plant boxes to inform their design. • Test and explore the depth of different containers (non-standard measure) • Inform designs based on choice of fruit being grown. • Discuss a design criteria for a successful planting box. • Create a design using a template. <p>Make:</p> <p>Know we can use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> • Know how to handle equipment and tools safely. • Begin to know how to spot simple hazards when working. • Join materials using wood glue, panel pins and a hammer with support from an adult. • Know how to finish and weatherproof wood (varnishing etc.)




	<p>(design criteria).</p> <ul style="list-style-type: none"> • When looking at existing products explain what they like and dislike about products and why. • Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make. 	to improve it.	<p>Evaluate:</p> <ul style="list-style-type: none"> • Test out their products by planting their seeds. • Observe and comment on the suitability of their product (watertight, deep enough, varnished etc.) using the pervious design criteria.
Vocabulary	<p>design product audience fabric joining pattern decorate better evaluate</p>	<p>fruit plants dairy products yoghurt bridge hold soya peel cut chop</p>	<p>depth wood timber watertight varnish mallet panel pins weatherproof join cube cuboid deep shallow dangers</p>

Year 2 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Textiles Sewing a Christmas tree decoration</p> 	<p>Food Creating European salads</p> 	<p>Construction Making a bird box (A-frames)</p> 
Content coverage	<p>Design:</p> <ul style="list-style-type: none"> • Know we can refine the design as work progresses • Know that a product has to be designed for a reason/ purpose and audience • Know that the chosen design is always discussed and improved before the final design is chosen <ul style="list-style-type: none"> • Know that products are usually made in factories, often by machinery but sometimes by hand (people). • Develop, model and communicate ideas through talking, mock-ups and drawing. <p>Make:</p> <ul style="list-style-type: none"> • Know that product designs can be made out of a range of materials. • Know that certain materials are used for a specific purpose and are chosen for those reasons. • Know fabrics can be joined using a running stitch • Know fabric can be 	<p>Design:</p> <p>Know the basic principles of a healthy and varied diet. Know where food comes from. (see lesson mapping)</p> <ul style="list-style-type: none"> • Research traditional salads and vegetables from a range of countries (England, Greece, Turkey) • Know how to identify key ingredients in cold salads and where the produce comes from. • With support, know how to use this research to create a recipe for their own salad. <p>Make:</p> <ul style="list-style-type: none"> • Know how to peel, cut and chop firmer foods (such as apples, carrots, cheese and tomatoes etc.) in order to make a salad. • Begin to know how to measure or weigh using measuring cups or electronic scales. • With more confidence and skill, know how to hold a knife correctly using a simple bridge hold. • Know that some foods are 	<p>Design:</p> <p>Know structures can be made stronger, stiffer and more stable in different ways.</p> <ul style="list-style-type: none"> • Know that wood comes from trees and has to be processed before we can use it to make things. • Test and explore the properties of different woods and make an informed choice about preference. • Explore size and shape of a range of wooden structures, focusing on how they have been joined. • Know that a cube is made up of 6 equal 2D squares. • Inform designs based on choice of bird size. • Begin to create a design criteria for a successful bird house. <p>Make:</p> <p>Know a range of tools and equipment can be used to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> • Create a bird house using given instructions (pictorial and written). • Know how to measure in cm and accurately mark the wood. • With support, cut accurately measured lengths of wood using a




	<p>decorated by applying beads and sequins.</p> <ul style="list-style-type: none"> • Talk about the similarities and differences between textiles based on the characteristics of an increasing range of materials. • Use a simple pattern with increasing accuracy. <p>Evaluate:</p> <ul style="list-style-type: none"> • Know products can be evaluated as they are developed, identifying strengths and possible changes they might make. <ul style="list-style-type: none"> • Evaluate their work against their design criteria. • Look at a range of existing products explain what they like and dislike about products and why. • With confidence talk about their ideas, saying what they like and dislike about them. 	<p>farmed, grown or caught (giving examples) and that these are natural food items.</p> <p>Evaluate:</p> <ul style="list-style-type: none"> • Know how to evaluate their food product- salad against certain aspects (e.g. taste, smell, appearance). • Continue to suggest ways their recipe could be improved with increasing confidence. 	<p>junior hacksaw and specialist gloves.</p> <ul style="list-style-type: none"> • Sand rough edges with support safely. • Begin to know how to spot simple hazards when working. • Join materials using an A-frame, wood glue, panel pins and a hammer. • Know how to finish and weatherproof wood (varnishing etc.) <p>Evaluate:</p> <ul style="list-style-type: none"> • Test out their products by placing them in our school grounds. • Observe and comment on the suitability of their product (watertight, being used by a bird, varnished etc.) using the previous design criteria. • Identify easy and difficult aspects of the process. Begin to think about changes they would make.
Vocabulary	<p>designers purpose machinery template technique running stitch evaluate strengths improve</p>	<p>sources farmed grown food groups caught man-made portion size taste smell appearance evaluate</p>	<p>wood timber watertight varnish mallet panel pins weatherproof join centimetres A-frame hacksaw length height accurate sanding hazard</p>

Year 3 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Textiles Sewing Christmas slippers.</p> 	<p>Food Making vegetable soup</p> 	<p>Construction Making a windmill</p> 
Content coverage	<p>Design:</p> <ul style="list-style-type: none"> • Know that research is used and carried out in order to inform the design of a product. • Know that there can be a number of different reason/ purposes/ target groups/ key audiences a product is designed for and understand the reasons why. • Know how to start using research to inform basic design criteria. • Know that the chosen design is always discussed and improved before the final design is chosen. <p>Make:</p> <ul style="list-style-type: none"> • Know how to cut, fold, trace and shape accurately in order to produce a finished product. • Know fabrics can be joined in a range of different ways using zips, tie clasp, toggles, press-studs and buttons. • Know how to use the 	<p>Design:</p> <p>Know the basic principles of a healthy and varied diet. prepare dishes Know where food comes from. (see lesson mapping)</p> <p>Know about seasonality and how a variety of ingredients are grown, reared, caught and processed. (see lesson mapping)</p> <ul style="list-style-type: none"> • Know where different food products come from and how they are made using research to inform own planning (e.g. where foods are grown, farmed or caught). • Know how to plan a healthy vegetable soup using knowledge of the ‘eat well’ plate. • Know the difference between savoury and sweet foods. • Research different techniques for making soups e.g. blending, frying. <p>Make:</p> <ul style="list-style-type: none"> • Know how to demonstrate and use a range of cooking techniques when preparing 	<p>Design:</p> <p>Know how to strengthen, stiffen and reinforce more complex structures.</p> <ul style="list-style-type: none"> • Test and explore a range of windmills and how they work, their purpose and what they are made from. • Know where windmills come from and what they have been used for in the past/present (key person?) • Use prototype research to independently plan and design a working windmill model. • Use research to create a design criteria. <p>Make:</p> <p>Know how to select a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <ul style="list-style-type: none"> • Use 2D frames to create 3D structures. • Know how to measure and mark accurately using centimetres. • Know how to spot and avoid hazards when working with tools. • With growing independence




	<p>threading grids to create simple threading patterns- cross-stitch and running stitch.</p> <ul style="list-style-type: none"> • Use a wide range of simple finishing techniques. • Know how to thread a wide eyelet needle using thread. <p>Evaluate:</p> <ul style="list-style-type: none"> • Know how to evaluate own work in terms of strength and make suggestions. • Begin to know to evaluate their product against original design criteria e.g. how well it meets its intended purpose • Begin to evaluate familiar products and consider the views of others to improve them. 	<p>and cooking dishes (e.g. chopping, grating, sautéing and mixing) a range of different food textures.</p> <ul style="list-style-type: none"> • Know that hard foods usually need to be cooked for longer periods than soft foods. • Know how to safely handle pots, pans and hobs to cook their dish. • Know how to prepare and cook a dish following a pre-made plan or recipe. <p>Evaluate:</p> <ul style="list-style-type: none"> • Begin to evaluate peers final products and compare them to their own to inform future designs. • Know how to suggest improvements to others' and their own products. • Know how to give and take constructive feedback to and from peers. • Know how to compare the final product to the recipe/plan. 	<p>accurately measure and cut lengths of material using a range of tools.</p> <ul style="list-style-type: none"> • Sand rough edges safely. • Join materials using glue, panel pins, a hammer and nuts and bolts. <p>Evaluate:</p> <ul style="list-style-type: none"> • Test out their products against their design criteria. • Observe and comment on the suitability of their product (movement, stability, appearance and functionality) using the previous design criteria. • Identify ways that they would improve and enhance their designs next time (electrical systems, mechanics, colour etc.).
Vocabulary	<p>research target groups product criteria fastening stitch eyelet needle threading grids strength weakness suggestions</p>	<p>vegetables carbohydrates dairy products ingredients grating mixing recipe pre-made plan</p>	<p>nuts and bolts spanner hacksaw function aesthetics stability joining hazard design criteria</p>

Year 4 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Textiles</p> <p>Sewing cross-stich Christmas cards</p> 	<p>Food</p> <p>Making hot sandwiches</p> 	<p>Construction</p> <p>Building a car</p> 
Content coverage	<p>Design:</p> <ul style="list-style-type: none"> • Know how to use annotation in order to communicate design features and ensure design criteria has been met. • Know how to develop own design criteria for a product. • Know how to carry out own research in order to inform the design of a product. • Know what design criteria are • Know how to suggest ways in which a design can be improved/ modified. • Know how to produce more than one design through drawing. <p>Make:</p> <ul style="list-style-type: none"> • Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. • Sew using a range of stitches including, backward running stitch 	<p>Design:</p> <p>Know the basic principles of a healthy and varied diet to prepare dishes Know where food comes from. (see lesson mapping)</p> <p>Know about seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (see lesson mapping)</p> <ul style="list-style-type: none"> • Research hot sandwiches and their components e.g. subs, paninis and toasties. • Know how to use this research to create a plan for their dish. • Know how to plan a savoury meal using knowledge of the eat well plate (containing carbohydrate and vegetables). • Know that sauces, seasoning and additives can change the texture, flavour and presentation of food. • Know the key aspects of planning a dish (e.g. equipment, ingredients and instructions). <p>Make:</p>	<p>Design:</p> <p>Know how to strengthen, stiffen and reinforce more complex structures.</p> <ul style="list-style-type: none"> • Test and explore a range of model cars and how they work. • Research cars and their makers, focus on the use of wheels and chassis (key person?) • Explore models of car to inform aesthetics of their designs. • Use prototype research to independently plan and design an exploded diagram. • Use research to create a design criteria. • Know how a series circuit works. (buzzer) <p>Make:</p> <p>Know how 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> <ul style="list-style-type: none"> • Use 2D frames to create 3D structures. • Know how to measure and mark accurately using centimetres and millimetres. • Know how to spot and avoid




	<p>and over sewing.</p> <ul style="list-style-type: none"> • Know how to use binka to create a simple sewing product-, back stitch and whipping stitch. • Sew using a range of different stitches, to weave and knit. <p>Evaluate:</p> <ul style="list-style-type: none"> • Know how to carry out appropriate tests to evaluate their products. • Start to evaluate their work both during and at the end of the assignment. 	<ul style="list-style-type: none"> • Prepare a range of different food types safely and hygienically. • Know what a dietary requirement/allergy is. • Prepare a range of different food types- taking into consideration dietary requirements/allergies. • Continue to know how to demonstrate and use a range of cooking techniques when preparing and cooking dishes (e.g. chopping, grating and mixing, frying, sautéing). <p>Evaluate:</p> <ul style="list-style-type: none"> • Evaluate peers final products and compare them to their own to inform future designs. • Know how to suggest improvements to others' and their own products. • Know how to give and take constructive feedback to and from peers. • Know how to compare the final product to their recipe/plan. 	<p>hazards when working with tools.</p> <ul style="list-style-type: none"> • Accurately measure and cut lengths of material using a range of tools. • Sand rough edges safely. • Join materials using glue, panel pins, a hammer, nuts and bolts and wires. • Know how to create a simple series circuit with a buzzer. <p>Evaluate:</p> <ul style="list-style-type: none"> • Test out their products against their design criteria. • Observe and comment on the suitability of their product (movement, stability, appearance and functionality) using the previous design criteria. • Identify ways that they would improve and enhance their designs next time. • Know how to provide constructive feedback to peers on their final product against the design criteria.
Vocabulary	<p>annotation product design target audience research design criteria outcomes thread eyelet needle Binka cross-stitch running stitch weaving strength weakness durability</p>	<p>safety hygiene equipment ingredients cross-contamination dietary requirements allergies halal kosher vegan vegetarian pescatarian seasoning herbs</p>	<p>electrical systems series circuit wires chassis wheels buzzer design criteria exploded diagram</p>

Year 5 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Textiles Embroidering Christmas cushions</p> 	<p>Food Cooking and preparing Bolognese</p> 	<p>Construction Building propeller boats</p> 
Content coverage	<p>Design:</p> <ul style="list-style-type: none"> • Know the key audience for whom you are designing your enterprise product for. • Know and understand the target group/ key audience in order to develop a suitable product for them. • Know how to use a set of design criteria based on research surrounding the target group/ key audience <p>Make:</p> <ul style="list-style-type: none"> • Know how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good quality finish to the product. • I can create objects (such as a cushion) that employ a seam allowance. • I can join textiles with a combination of stitching techniques (e.g. backstitch for seams and running stitch to attach decoration). 	<p>Design:</p> <p>Know the basic principles of a healthy and varied diet to prepare dishes. Know where food comes from. (see lesson mapping). Know about seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (see lesson mapping).</p> <ul style="list-style-type: none"> • Taste test and research various Bolognese recipes (e.g. traditional, added mushrooms, tomato based/stock-based). • Know how to use this research to inform their own plans. • Know how to make informed decisions for their plans based on their research. • Know how to adapt a recipe to accommodate multiple people. <p>Make:</p> <ul style="list-style-type: none"> • Know and check when a meat has been properly cooked. • Know the importance of cooking meat for the correct amount of time, based on packaging advice. • Know how raw meats should be safely stored e.g. bottom of the fridge). • Know how to prepare raw meat (e.g. different chopping board/ utensils and washing hands before and after). 	<p>Design:</p> <p>Know how to strengthen, stiffen and reinforce more complex structures.</p> <ul style="list-style-type: none"> • Test and explore a range of model boats and how they work. • Research propeller boats and their design and how effective they were. • Explore propellers and how they work. • Use prototype research to independently plan and design an exploded diagram. • Use research to create design criteria. • Know how a series circuit works. (motor). <p>Make:</p> <p>Know how 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> <ul style="list-style-type: none"> • Know how to spot and avoid hazards when working with tools. • Begin to know how to spot and avoid errors when using technology based construction. • Accurately assemble parts to their products. • Sand rough edges safely. • Join materials using a range of techniques.

	<ul style="list-style-type: none"> • Know how to choose a type of stitch for a purpose (e.g. cross-stitch, running stitch, backstitch and whipping stitch). • Identify the most effective finishing technique in order to maximise the aesthetic value of the product. <p>Evaluate:</p> <ul style="list-style-type: none"> • Begin to know how to evaluate a product against the original design specification and by carrying out tests. • Evaluate their work both during and at the end of the assignment. 	<ul style="list-style-type: none"> • Know the importance of this health advice when handling more than one type of meat. • Know how to demonstrate correct preparation of food products. <p>Know how to prepare and cook a healthy evening meal using a heat source.</p> <p>Evaluate:</p> <ul style="list-style-type: none"> • Know how to evaluate different recipes, their strengths and weaknesses. • Know how to use this knowledge to suggest ways they would improve a recipe. • Know how to evaluate presentation as well as taste. 	<ul style="list-style-type: none"> • Know how to create a simple series circuit with a motor. <p>Evaluate:</p> <ul style="list-style-type: none"> • Test out their products against their design criteria (appearance AND functionality). • Observe and comment on the suitability of their product (movement, stability, aesthetics and mechanism) using the previous design criteria. • Identify ways that they would improve and enhance their designs next time, including how they overcame any issues during the making process. • Know how to provide constructive feedback to peers on their final product against the design criteria.
Vocabulary	key audience enterprise disgram prototype cross- stich running stitch backstitch seam wadding eyelet needle design criteria critical improve triangulation	safety hygiene raw meats dietary requirements allergies heat source batch cooking speciality delicacy locality peasant food	aesthetic properties functionality mechanisms propeller propulsion exploded diagram

Year 6 – What do we want the children to know?


	Autumn	Spring	Summer
Overview	<p>Textiles Embroidering Christmas cushions</p> 	<p>Food Preparing and making pies with a variety of fillings-enterprise</p> 	<p>Construction Making a fairground rides (carousels)</p> 
Content coverage	<p>Design:</p> <ul style="list-style-type: none"> • Know what a prototype is. • Know how to use diagrams and prototypes in the process. • Know what a cross sectional exploded diagram is. <p>Make:</p> <ul style="list-style-type: none"> • Aim to make and to achieve a quality product. • Know how to use a broad range of material joining techniques including stitching, mechanical fastenings, heat processes and adhesives. • Investigate and develop skills in modifying the appearance of materials including textiles and other manufactured materials e.g. dying and applique. <p>Evaluate:</p> <ul style="list-style-type: none"> • Know how to evaluate against their original criteria and suggest ways that their product could be improved. • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. • Evaluate their work both during and at the end of the assignment. • Record their evaluations using drawings with labels. 	<p>Design:</p> <p>Know the basic principles of a healthy and varied diet to prepare dishes. Know where food comes from. (see lesson mapping). Know about seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (see lesson mapping).</p> <ul style="list-style-type: none"> • Know that market research is important in the planning stage of design. • Know how to conduct market research effectively—taking into account dietary requirements/allergies. • Know how to use market research to inform design plans. • Know how to identify a target market. • Know how to plan for a varying number of people and adapt recipes accordingly. • Know how to organise within a team to achieve the design criteria. <p>research and taste test a variety of pie fillings (meat and potato, chicken and ham, cheese and onion, vegetable)</p> <p>Make:</p> <ul style="list-style-type: none"> • Know and check when a meat has been properly cooked (juices running 	<p>Design:</p> <p>Know how to strengthen, stiffen and reinforce more complex structures.</p> <ul style="list-style-type: none"> • Explore a range of carousels from past and present and identify similarities and differences. • Research carousels from past and present, focusing on functionality/appearance (Thomas Bradshaw) • Investigate how carousels use light for aesthetics to inform their designs. • Use prototype research to independently plan and design an exploded diagram. • Use research to create a design criteria. • Know how a series circuit works. (bulb) • Research and explore how mechanical systems work (gears) • Know what CAD and CAM is. <p>Make:</p> <p>Know how to use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>

		<p>clear for chicken, not pink inside)</p> <ul style="list-style-type: none"> • Know the importance of cooking meat for the correct amount of time, based on packaging advice. • Know how raw meats should be safely stored e.g. bottom of the fridge). • Know how to prepare raw meat (e.g. different chopping board/ utensils and washing hands before and after). <ul style="list-style-type: none"> • Know the importance of this health advice when handling more than one type of meat. • Know how to demonstrate correct preparation of food products. • Know how to prepare and cook a healthy evening meal using a heat source. • Know how to select and use appropriate cooking techniques on a larger scale e.g. proportions, pan size, tray baking. • Know how to follow a pre-made recipe with confidence and adapt where necessary for quantities. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Evaluate and compare the number of pies sold across school. • Demonstrate knowledge of how market research can aid them in adapting further recipes. • Use market research to identify strengths and weakness in final products. • Use market research to critique and evaluate cooking techniques. 	<ul style="list-style-type: none"> • Use 2D frames to create 3D structures (curved faces). • Know how to use an exploded diagram to inform a CAD and CAM system (3D printer). • Know how to measure diameter. • Know how to spot and avoid hazards when working with tools. • Accurately measure and cut lengths of material using a range of tools. (including jigsaw). • Sand rough edges safely. • Join a range of materials using a range of techniques. • Know which joining method best suits a particular material. • Know how to create a simple series circuit with a bulb. • Create a series of gears to rotate their carousel. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Test out their products against their design criteria (appearance AND functionality). • Observe and comment on the suitability of their product (movement, stability, aesthetics and mechanism) using the previous design criteria. • Identify ways that they would improve and enhance their designs next time, including how they overcame any issues during the making process. • Know how to provide constructive feedback to peers on their final product against the design criteria. • Comment on preferences for computer assisted construction compared with practical construction.
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Vocabulary	key audience prototype process enterprise cross-stitch running stitch backstitch whipping stitch seam allowance applique design criteria/target group critical suggestions exploded diagram	enterprise market research supply and demand value costings percentages profit loss savoury Northern delicacy peasant food	CAD CAM Computer assisted construction assemble 3D printer gears series circuit rotation diameter jigsaw
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Alternative 5/6- Knitting*

Year 6 – What do we want the children to know?

	Autumn	Spring	Summer
Overview	<p>Textiles Knitting a scarf</p> 		
Content coverage	<p>Design:</p> <ul style="list-style-type: none"> • Know what a prototype is. • Know how to use diagrams and prototypes in the process. • Research trends using scatter graphs to record information and inform design criteria. <p>Make:</p> <ul style="list-style-type: none"> • Aim to make and to achieve a quality product. 		

	<ul style="list-style-type: none"> • Know how to use a broad range of material joining techniques including stitching, knitting and adhesives. • Investigate and develop skills in modifying the appearance of materials including textiles and other manufactured materials e.g. applique. <p>Evaluate:</p> <ul style="list-style-type: none"> • Know how to evaluate against their original criteria and suggest ways that their product could be improved. • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. <ul style="list-style-type: none"> • Evaluate their work both during and at the end of the assignment. • Record their evaluations using drawings with labels. 		
Vocabulary	key audience prototype process enterprise knit purl applique design criteria/target group critical suggestions scatter graph		

