

	Term 1	Term 2	Term 3
Unit of work	Textiles - Templates and joining Project - Making bunting	Food - Preparing fruit and veg Project - Making smoothies	Mechanisms - Wheels and axles Project - Making a moving model car
Link to Programme of study	Design - Design purposeful, functional, appealing products for a range of users - Use given design criteria - Generate, develop and communicate ideas through talking, drawing, templates, mock-ups and ICT (when appropriate) Make - Select and use a range of tools and equipment - Use skills such as cutting, shaping, joining and finishing - Select and use a wide range of materials and components according to characteristics (functional and aesthetic) Evaluate - Explore and evaluate a range of existing products - Evaluate ideas and products against given design criteria Technical knowledge - Build structures - Explore how structures can be made stronger, stiffer and more stable - Explore and use mechanisms (levers, sliders, wheels, axles) Cooking and nutrition - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.		
Composite knowledge (questions to be answered)	What is a template? How can we join fabric? How can we decorate fabric? What different types of fabric are there?	How many different types of fruit are available? What vocab can you use to describe the smell, taste and texture of different fruit? Why do we need fruit and veg to have a balanced diet? How do we prepare food in a safe way? What is a balanced diet? Why is it good to eat a balanced diet? Where do fruit and vegetables come from?	What is an axle? What is a chassis? How do wheels and axles work together to help things move?

		Which fruits and vegetables grow in the different seasons?	
Component knowledge (Intentional knowledge they need to understand)	Draw a design and use a template to cut out the bunting shape. Select from and use a range of materials e.g. felt, foam, cotton. Select from a range of tools to perform practical tasks. E.g. scissors, needle and thread, glue, staples. Be able to talk about what went well and what could be done next time to make the finished product even better.	Explain the importance of having fruit and vegetables as part of a balanced diet. Recognise different types of fruit. Demonstrate how to prepare food in a safe way	Design a functional trailer. Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings. Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Explore and evaluate a range of products with wheels and axles. (wheeled toys) Explore and use mechanisms i.e. wheels and axles Evaluate their ideas throughout and their product against original criteria.
Key knowledge and skills for assessment	Children can use a template to cut simple shapes from fabric. Children can use scissors to cut fabric to a certain shape. Children can use familiar materials to decorate and embellish. Children can experiment with different methods of joining fabric. Children can evaluate final products and discuss them.	Children can understand that a balanced diet is important to stay healthy. Children can discuss and apply how to prepare food safely. Children can understand where some foods come from. Children can use safety knives to cut fruit with greater accuracy and control. Children can consider ingredients and preferences when designing.	Children can understand what an axle is. Children can understand what a chassis is. Children can understand how wheels and axles work together. Children can use appropriate materials and equipment to construct a model car. Children can consider materials, properties, and purpose. Children can evaluate final products and discuss them.

		Children can evaluate final products and discuss them.	
Vocabulary	Sitching, needle, thread, felt, join, decorate, design brief	slicing, peeling, cutting, squeezing, healthy diet, ingredients,	vehicle, wheel, axle, axle holder, chassis, fixed, free
Links to prior knowledge	Explored and used different fabrics. Cut and joined fabrics with simple techniques. Thought about the user and purpose of products.	Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils.	Assembled vehicles with moving wheels using construction kits. Explored moving vehicles through play. Gained some experience of designing, making and evaluating products for a specified user and purpose. Developed some cutting, joining and finishing skills with card.

Cross-curricular links	Art and design – quick drawings or detailed observational drawings of one product to develop and share ideas. Science – everyday materials. Investigate physical properties of fabric types against suitability for the product to be made. Mathematics – measurement using nonstandard and standard units. Spoken language – ask relevant questions to build understanding and their vocabulary. Listening and responding to adults. Explaining and articulating their ideas orally	Science – understand that plants have leaves, stems, roots, flowers and fruits; understand the importance of growing plants and how seasons affect growth. talk about a balanced diet, different types of food and hygiene Writing – develop descriptive writing based on first-hand experience of tasting fruit and vegetables. instructions on how to use one of the utensils; how to prepare e.g. a fruit for eating. Mathematics – carry out a simple survey to find out which are the favourite fruits/vegetables; construct and interpret the information in e.g. pictograms and bar graphs. Art and design – use and develop drawing skills. Writing – children write a simple account about how they made their food product. Computing – use digital photographs to help order the main stages of making and support children’s writing. Spoken language – children develop and use a sensory vocabulary Spoken language – ask questions to check understanding; use the correct terminology for equipment and food processes. Spoken language – ask questions to develop and check understanding, develop technical and sensory vocabulary and build knowledge.	Science – working scientifically: ask simple questions and observe closely. Explore use of everyday materials. Mathematics – number of wheels, more than, less than, equal. Measuring length using non-standard and standard units. Art and Design – use a range of media and materials creatively to design and make products. Spoken Language – use of technical vocabulary. Ask relevant questions to extend understanding and build vocabulary and knowledge. give well-structured descriptions and explanations. Develop speaking and listening skills. Learn relevant technical vocabulary. – use spoken language to develop understanding through imagining and exploring ideas.
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