

| | Term 1 | Term 2 | Term 3 |
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| Unit of work | Textiles - Templates and joining | Food - Preparing fruit and veg | Mechanisms - Wheels and axles |
| Link to Programme of study | <p>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</p> <p>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</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>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</p> <p>Cooking and nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</p> | | |
| Composite knowledge | <p>What is a template?</p> <p>What is a joining technique?</p> | <p>How many different types of fruit are available?</p> <p>What vocab can you use to describe the smell, taste and texture of different fruit?</p> <p>Why do we need fruit and veg to have a balanced diet?</p> <p>How do we prepare food in a safe way?</p> | <p>What is an axle?</p> <p>What is a chassis?</p> <p>How do wheels and axles work together to help things move?</p> |
| Intentional knowledge they need to understand (Component knowledge) | <p>Design a piece of bunting which will be pieced together with the rest of the class to create a class line of bunting for the Christmas show. 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,.</p> | <p>Explain the importance of having fruit and vegetables as part of a balanced diet</p> <p>Recognise different types of fruit</p> <p>Demonstrate how to prepare food in a safe way</p> | <p>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.</p> |

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| | <p>Select from a range of tools to perform practical tasks. E.g. scissors, needle and thread, glue, staples.</p> <p>Be able to talk about what went well and what could be done next time to make the finished product even better.</p> | | <p>Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p>Explore and evaluate a range of products with wheels and axles. (wheeled toys)</p> <p>Explore and use mechanisms i.e. wheels and axles</p> <p>Evaluate their ideas throughout and their product against original criteria.</p> |
| Vocabulary | <p>Running stitch, needle, thread, felt, join, decorate, design brief</p> | <p>slicing, peeling, cutting, squeezing, healthy diet, ingredients,</p> | <p>vehicle, wheel, axle, axle holder, chassis, fixed, free</p> |
| Links to prior knowledge | <p>Explored and used different fabrics.</p> <p>Cut and joined fabrics with simple techniques.</p> <p>Thought about the user and purpose of products.</p> | <p>Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</p> <p>Experience of cutting soft fruit and vegetables using appropriate utensils.</p> | <p>Assembled vehicles with moving wheels using construction kits.</p> <p>Explored moving vehicles through play.</p> <p>Gained some experience of designing, making and evaluating products for a specified user and purpose.</p> <p>Developed some cutting, joining and finishing skills with card.</p> |
| Cross-curricular links | <p>Art and design – quick drawings or detailed observational drawings of one product to develop and share ideas.</p> <p>Science – everyday materials. Investigate physical properties of fabric types against suitability for the product to be made.</p> <p>Mathematics – measurement using nonstandard and standard units.</p> | <p>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</p> <p>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.</p> <p>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.</p> <p>Art and design – use and develop drawing skills.</p> <p>Writing – children write a simple account about how they made their food product.</p> | <p>Science – working scientifically: ask simple questions and observe closely. Explore use of everyday materials.</p> <p>Mathematics – number of wheels, more than, less than, equal. Measuring length using non-standard and standard units.</p> <p>Art and Design – use a range of media and materials creatively to design and make products.</p> |

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| | | Computing – use digital photographs to help order the main stages of making and support children’s writing. | |
| Oracy & Outdoor Learning Links | Spoken language –ask relevant questions to build understanding and their vocabulary. Listening and responding to adults. Explaining and articulating their ideas orally | 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. | 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. |