Building tomorrow, leading the way...

| Autumn 1 | Autumn 2 |
| :---: | :---: |
| Why are we Special? | Can you tell me a ta |

Spring 1

## Spring 2

Summer 1

## Summer 2

Why are we Special? Can you tell me a tale?
Why are animals amazing?

| Art \& Design: Creating with | Art \& Design: Creating with Mate- |
| :--- | :--- |
| Materials |  |

Children will experiment mixing with Children will experiment with difcolours. Understanding of primary and secondary colours.
Possible focus Artists:
Piet Mondrian
The Dot - Making Marks

Opportunities for junk modelling, joining materials together

## Art \& Design: Creating with Mate-

 ferent textures.Andy Goldworthy

Exploring materials to make bridges for the three goats and testing materials for Little Red Riding Hood cape.
Making the three pigs homes with different materials including the use of masking tape/card/ paper straws/sticks/bricks to builds and balance.
Christmas crafts-focus on combining different materials
Clay Divas-Diwali

Art \& Design: Creating with Materials

Children will experiment with
different textures and colours.
Children will experiment with different patterns and col-
ours.
Children to help create a new role play area
sharing their creating ideas
Animal patterns and camouflage

Art \& Design: Creating with Materials
Children will make props and costumes for different role play scenarios.

Children will safely explore different techniques for joining materials.

Art \& Design: Creating with Materials
Children will explore and use variety of artistic effects to express their ideas and feelings.

Share their creations, explain
ing the process they have used

Looking at objects from the past including toys and objects from the home. Discussion on how they work? What are they Seat used for? Explore and com pare.

Art \& Design: Creating with Materials
Children will share creations, talk about process and evaluate their work.

Share their creations, explaining the process they have used

Making rain makers musical instruments.

Salt dough sealife
Sealife 3D pictures
Weaving

Opportunities for exploring tools and techniques through child initiated and child's own lines of development. Opportunities for exploring tools and techniques through child initiated and child's own lines of development.

## CREATIVE OUTCOME - Early Learning Goal

Creating with materials-ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, exploring the process they have used. Make use of props and materials when role playing characters in narratives and stories.

## CONSTRUCTION-'Follow Me

Outcome: to assemble components to build a wheeled vehicle

## Design

Ientify simple design criteria by looking at existing products. Children to look at a range of toy vehicles and discuss how they move.

Children to explore using the wheels and dowels and see how they work. Explore how their constructions can be made,
Children to draw a range of ideas for their own 'wheeled' vehicle, labelled with key features.
Children to select their chosen design, giving reasons why
Children to discuss the equipment they will need and discuss safety when using tools.

Building tomorrow, leading the way...
Spring 1
S2
Summer 1
S2

## Mechanisms - Fighting the Great Fire (make a winding mechanism to lift a bucket)

## Design

Evaluate a range of existing products. Look at examples of winding mechanisms and investigate how they work

Children to create a design brief based on what they have learnt
Using the design brief, draw a range of ideas for their product, labelled with key features.
Model and construct ideas using playdough or other modelling materials. Discus and communicate design outcomes with peers/teachers.
Children to select their chosen design, giving reasons why.
Children to discuss the equipment they will need and discuss safety when using tools.


Incorporate a moving mechanism into a product e.g. slider, lever or axel and wheels.
Select and use a range of materials and tools to create chosen product Finish product by colouring/painting/decorating. move, direction, slider, lever, pivot, axel, wheels

## Evaluate

Children to evaluate their mechanism against the design criteria and/or existing products. (How was I successful? How could I improve? Did I have to change anything?)
Peer evaluate and justify (I like this one because... This one is good because it has...) - Understand the terms functional and purposeful and identify how the product can be used purposefully and functionally.
Key Vocabulary
slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards

# Design \& Technology <br> Long Term Coverage 

Cycle 2

## FOOD TECHNOLOGY - Perfect Pizza

Outcome: Children to design and make own pizza. They create pizza base and add toppings.

## Design

Children to research a range of existing products. Children to taste pizzas with different toppings. And make notes on tastes, visual appeal etc
Children to create a 'design brief' for a new product
Create a selection of design ideas using their research of existing products. Children to consider; taste, visual appeal, cost. What will the base be like? How dren to consider, taste, visual

Children draw exploded diagram to communicate design ideas. Children label all ingredients.

## Make

Children to gather tools and ingredients to prepare and make their Pizza using basic cooking skills and techniques.
Show a clear understanding of health and safety in the kitchen.
select from and use a range of tools and equipment to perform practical tasks (chop, wash, grate, slice, mix, sprinkle, bake).
Children to make the base for their pizza and add toppings.

S1
x

## MECHANISMS-Moving books (levers and sliders)

# TEXTILES 

Outcome: Children to create a 'moving picture book' for the reception
sis

Children to research a range of existing products and evaluate them. What makes them good? How do they work? Look at examples of children's books with sliders and levers.

Explore levers and sliders and investigate how they work.
Create prototypes of levers and sliders.
Create a 'design brief' for a new product
Create a selection of design ideas using their research of existing products.
Draw an exploded diagrams, annotated with design ideas.

Research a range of existing products and create a 'design brief' for a new prod uct.
Create a selection of design ideas using their research of existing products.
Draw simple, annotated sketches communicate design ideas.

Select and use tools with some accuracy to cut, shape and join paper and card. Understand and use levers and linkages and fixed pivots.

Use finishing techniques suitable for the product.

## Make

Select appropriate materials, techniques and tools to make product.
Measure, tape or pin, cut and join fabric with some accuracy. weave, sew, knot, fabric, pattern piece, pin, cut, join, finish

## Evaluate

Children to evaluate work during the making process - tweak and improve the product as necessary.

Self-evaluate products against design criteria (How well does it meet its intended purpose?) Do the different toppings compliment each other? What could be done differently?
Peer evaluate giving explanations to justify opinion. (Is their product functional and purposeful? Suggest specific ways in which it could it be improved.)

## Key Vocabulary

name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet

Evaluat
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Key Vocabulary
mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating

## Key Vocabulary

fabric, names of fabrics, names of stitches fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch seam, seam allowance

# Design \& Technology <br> Cycle 2 <br> Long Term Coverage 

# Building tomorxow, leading the way.. 

TEXTILES- Make do and Mend
It is Christmas at wartime. You have little money and rationing is in place Make a simple fabric toy from recycled fabrics and buttons for a child to have at Christmas.

Design
Research and evaluate a range of products to inform own designs. What were toys like in wartime? How are toys crafted? What would they have used to 'stuff' the toy?

Children to be shown the materials they have on offer from the start to help inform their designs
Children to practice the different stitches to help inform their designs.


## Mak

Children create templates from card for their designs.
Children select and use a range of materials, tools and equipment
Use carefully selected materials to create a well-assembled, functional and pur poseful product
Children to stitch and fill their toy and add details to improve appeal.

## Evaluate

Evaluate work during the making process - tweak and improve the product as necessary

Peer and self-evaluate products against design criteria considering functiona properties and aesthetic qualities.
Evaluate product against existing products and suggest ways their product could be improved.
Consider the views of other and accept criticism and suggestions to improve thei work.
Key Vocabulary
seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings

## Spring 2

Electrical control units (lighthouse)
Children to make a lighthouse with light up element.

## Design

The Lighthouse - THE LITERACY SHED The light in the lighthouse has broken and the keeper desperately needs a new lighthouse to warn passing ships.

Look at a range of existing electrical control products. Investigate how they work and how they are made. Are the lights constantly on or does it have a switch? Does the light blink? Evaluate them and use this to create your own design criteria.
Children to explore the electrical components and make circuits with a light using microbits.
Children to create detailed sketches of their lighthouse model, using cross sectional and exploded diagrams to communicate design ideas. Children to sectional and exploded diagrams to communicate design ideas. C

## Summer 2

## FOOD TECHNOLOLGY

Design and make flavoured bread rolls.

## Design

Research and evaluate a range of existing products to inform own designs.
Research and identify design criteria for a product aimed at particular individuals or groups.
Create detailed annotated sketches, models, cross-sectional and exploded diagrams to communicate design ideas.

Begin to understand how computer-aided design can be used to communicate design deas.

Children to make their lighthouse building which will house a light
Children select and use a range of materials, tools and equipment
Use carefully selected materials to create a well-assembled, functional and purposeful product.
Children to create their circuit and computer program to control the light.

Make
Use and apply the principles of a healthy die
Prepare and make a savoury dish using increasingly complexed and independently apply ing cooking skills and techniques.
Apply a clear understanding of health and safety in the kitchen
Chop, wash, grate, slice, mix, roll, boil, bake, drain, knead, rub, season, simmer, stir-fry

## Evaluate

Evaluate work during the making process - tweak and improve the product as necessary. Peer and self-evaluate products against design criteria considering functional properties and aesthetic qualities.
Evaluate product against existing products and suggest ways their product could be improved.

Consider the views of other and accept criticism and suggestions to improve their work

## Key Vocabulary

ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble

