



| CONTENT COVERAGE | EYFS | KS1 | LKS2 | UKS2 |
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| <p>A1</p> | <p>Biscuits and Cakes Learn some basic food hygiene rules Follow simple recipes to make cakes and biscuits Measure and weigh ingredients Begin to mix, knead and bake Key vocabulary:</p> | <p>PLANNING - Puppets and Christmas Decorations Look at a variety of puppets and consider how they have been made Design a puppet, including what they will need and what it will look like Make a template using paper Begin to cut, shape and join fabric Select materials and use correct vocabulary to describe them Add finishing techniques to improve the appearance of their puppet Key vocabulary:</p> | <p>PLANNING - Mayan Pots Look at a range of pots focusing on materials, equipment, processes Consider design brief and understand how plan has to fit with brief Create a design which includes labelled parts, materials and techniques Select tools, techniques and materials for making their pot Become confident with using tools and techniques with clay Key vocabulary:</p> | <p>PLANNING - Bridges Research existing bridges and communicate ideas through discussion, annotated sketches, cross sectional diagrams Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose Produce clear plans, explaining choices of materials, techniques etc and include illustrations from a variety of perspectives/views Measure, mark out, cut and assemble carefully Use a variety of tools safely Develop finishing techniques which strengthen and improve appearance and functionality Key vocabulary:</p> |
| <p>A2</p> | <p>Making Toys Look at existing toys and evaluate how they are made, what materials are used, how they are joined, etc Design a toy by drawing a design and labelling parts Select materials Use scissors, glue and tape carefully to create a finished product Key vocabulary:</p> | <p>MAKING - Food and Nutrition Bread and Sensational Salads Know that food comes from plants or animals Name and sorts foods into 5 groups - eat well plate Understand why it is important to eat fruit and vegetables Name a variety of fruits and vegetables Know basic food safety and hygiene rules (non-cooking)</p> | <p>MAKING - Egyptian Masks Look at design brief and consider making a mask suitable for a particular audience Complete a design which includes labelled parts, materials and techniques Measure, mark out, cut, score and assemble components with accuracy. Work safely with a range of tools</p> | <p>MAKING - Clay Pots and Greek Buildings Use research to generate ideas and create a set of design criteria in accordance with a set brief Produce clear plans, explaining choices of materials, techniques etc and include illustrations from a variety of perspectives/views Use a wide range of tools and techniques when using clay</p> |



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| | | <p>Discuss and research types of salad including fruit and vegetable salads</p> <p>Design and prepare a range of salads including fruit and vegetable salads</p> <p>Know how to cut, peel and grate</p> <p>Know how to make bread</p> <p>Follow a recipe</p> <p>Weigh and measure ingredients with support</p> <p>Key vocabulary:</p> | <p>Know how to strengthen materials</p> <p>Key vocabulary:</p> | <p>Discuss modifications made as they go along</p> <p>Use finishing techniques to improve the appearance of their product</p> <p>Key vocabulary:</p> |
| A3 | <p>Making Houses</p> <p>Look at a range of houses and other buildings</p> <p>Use photographs as inspiration to reproduce different houses/buildings</p> <p>Select materials</p> <p>Use scissors, glue and tape carefully to create a finished product</p> <p>Add decoration to create desired look</p> <p>Key vocabulary:</p> | <p>EVALUATING - Moving Minibeasts</p> <p>Generate, develop and communicate their ideas through discussion, drawings and mock ups</p> <p>Identify their design criteria and purpose, with support</p> <p>Explore and use mechanisms like levers, sliders, wheels and axels</p> <p>Assemble join and combine materials to create a product</p> <p>Evaluate their work against the design criteria</p> <p>Identify what worked well and what could be improved</p> <p>Key vocabulary:</p> | <p>EVALUATING - Mini Greenhouses</p> <p>Research existing products with increasing confidence</p> <p>Begin to create own design criteria based on a given brief</p> <p>Create an annotated drawing as a plan which includes materials, joining techniques and tools needed</p> <p>Measure, mark out, cut and join with increasing accuracy</p> <p>Understand how to reinforce and strengthen a 3d framework</p> <p>Use tools safely</p> <p>Evaluate product against design criteria</p> <p>Evaluate what went well and what could be improved</p> <p>Carry out simple tests in order to evaluate and answer evaluation questions</p> <p>Key vocabulary:</p> | <p>EVALUATING - Food and Nutrition Burgers</p> <p>Revise food groups and seasonal ingredients</p> <p>Look at nutritional facts on packaging/menus and what they tell us</p> <p>Look at processed food and how ingredients are made into things with different things added which effect nutritious value</p> <p>Revise safety and hygiene rules</p> <p>Know how to prepare and cook savoury dishes including a range of meat</p> <p>Peel, chop, slice, grate, mix, knead and cook competently</p> <p>Weigh and measure accurately</p> <p>Look at how to adapt recipes for allergy purposes</p> <p>Make similar products to those available commercially but with less fat, sugar, salt etc</p> |



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| | | | | <p>Evaluate products identifying strengths and development points</p> <p>Seek evaluation from others</p> <p>Evaluate against design criteria</p> <p>Record evaluations in a variety of ways</p> <p>Key vocabulary:</p> |
| B1 | <p>Making Toys</p> <p>Look at existing toys and evaluate how they are made, what materials are used, how they are joined, etc</p> <p>Design a toy by drawing a design and labelling parts</p> <p>Select materials</p> <p>Use scissors, glue and tape carefully to create a finished product</p> <p>Key vocabulary:</p> | <p>MAKING - Playgrounds</p> <p>Look at existing playground equipment such as swings, slides, roundabouts,, etc</p> <p>Understand what they are for, how they work, how they have been made and what materials have been used</p> <p>Draw a design for a piece of moving playground equipment and label the parts</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Use a variety of materials and techniques with support</p> <p>Assemble using glue, tape, etc</p> <p>Evaluate what worked well, how they move and what could be made better</p> <p>Key vocabulary:</p> | <p>MAKING - Food and Nutrition</p> <p>Sandwich Snacks and Seasonal Food</p> <p>Know where food is produced/grown in UK, Europe and wider world and when the seasons are for different things</p> <p>Revise the food groups and eat well plate, as well as fruit and vegetable names</p> <p>Know basic food safety and hygiene rules including cooking</p> <p>Understand how to use a range of techniques including peeling, chopping, grating, dicing, slicing, spreading, mixing</p> <p>Design a range of sandwiches using seasonal ingredients</p> <p>Cook a recipe using seasonal ingredients</p> <p>Follow a recipe</p> <p>Become more confident with weighing and measuring independently</p> <p>Key vocabulary:</p> | <p>MAKING - Endangered Animals</p> <p>Moving Mechanisms</p> <p>Develop design criteria to inform the design of innovative, functional, appealing products that are for a purpose</p> <p>Produce clear plans, explaining choices of materials, techniques etc and include illustrations from a variety of perspectives/views</p> <p>Understand how cams, pulleys and gears can be used in a variety of ways to create movement and include these in the design</p> <p>Measure, mark out, cut and assemble carefully</p> <p>Use a variety of tools safely</p> <p>Develop finishing techniques which strengthen and improve appearance and functionality</p> <p>Evaluate product against design criteria and present findings</p> <p>Key vocabulary:</p> |
| B2 | <p>Biscuits and Cakes</p> <p>Learn some basic food hygiene rules</p> <p>Follow simple recipes to make cakes and biscuits</p> <p>Measure and weigh ingredients</p> <p>Begin to mix, knead and bake</p> | <p>PLANNING - Clay Faces</p> <p>Fabric Faces</p> <p>Create designs for different faces, happy, sad, surprised, etc</p> <p>Develop ideas through drawing</p> | <p>PLANNING - Roman Shields</p> <p>Roman Purses</p> <p>Look at pictures/samples of Roman purse and consider how they have been made</p> <p>Draw an accurate design, labelling parts and including</p> | <p>PLANNING - Bunting</p> <p>Revise sewing techniques covered so far.</p> <p>Look at a range of bunting available and consider the designs, shapes, sizes, etc as well as the techniques used.</p> |



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| | <p>Key vocabulary:</p> | <p>Conduct research to find out which designs people like most Use clay tools to create a face in a clay tile</p> <p>Experiment with a range of tools to create different effects</p> <p>Cut, shape and join felt (using glue) to create a face based on a design</p> <p>Use scissors safely</p> <p>Evaluate their products saying what they like about them and why</p> <p>Key vocabulary:</p> | <p>what they will need and the joining techniques that will be used</p> <p>Make a template using paper/card</p> <p>Measure, cut and join fabric with accuracy to create a purse</p> <p>Key vocabulary:</p> | <p>Produce a comprehensive plan which includes materials, techniques and measurements</p> <p>Pin, sew and stitch materials with confidence to create a product, following a plan and modifying as they go</p> <p>Use finishing techniques to improve appearance</p> <p>Key vocabulary:</p> |
| B3 | <p>Making Houses</p> <p>Look at a range of houses and other buildings</p> <p>Use photographs as inspiration to reproduce different houses/buildings</p> <p>Select materials</p> <p>Use scissors, glue and tape carefully to create a finished product</p> <p>Add decoration to create desired look</p> <p>Key vocabulary:</p> | <p>EVALUATING - Stable Structures</p> <p>Look at a range of structures and evaluate them based on what they are made from, how they are joined, how they have been strengthened etc</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Use a variety of materials and techniques with support</p> <p>Assemble using glue, tape, etc</p> <p>Evaluate what worked well, how they move and what could be made better</p> <p>Record their evaluations, saying what went well and what could be made better</p> <p>Key vocabulary:</p> | <p>EVALUATING - Light up Signs</p> <p>Look at a range of light up signs and identify the features, including that they must contain an electrical circuit</p> <p>Discuss the materials that have been used to ensure that the light shines through</p> <p>Confidently make drawings for a design, based on a given brief</p> <p>Select tools and materials to make a given product, including electrical components</p> <p>Make a simple circuit and use this to create a functional product</p> <p>Evaluate product against design criteria</p> <p>Evaluate what went well and what could be improved</p> <p>Carry out simple tests in order to evaluate and answer evaluation questions</p> <p>Key vocabulary:</p> | <p>EVALUATING - Marbulous Structures - Marble Runs</p> <p>Research existing marble runs and communicate ideas through discussion, annotated sketches, cross sectional diagrams</p> <p>Develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p> <p>Produce clear plans, explaining choices of materials, techniques etc and include illustrations from a variety of perspectives/views</p> <p>Measure, mark out, cut and assemble carefully</p> <p>Use a variety of tools safely</p> <p>Develop finishing techniques which strengthen and improve appearance and functionality</p> <p>Test product using scientific methods, seek the opinion of others and present findings in a variety of ways, including</p> |



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| | | | | <p>what worked well and what could be improved as a result of findings Key vocabulary:</p> |
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