



# EYFS

*At this stage of learning is not necessarily a linear process. Children's interests are at the heart of learning in the EYFS, so these are the possible themes through which learning will take place.*

Possible key learning emphasis to facilitate progression (alongside children's interests)	<b>All about me/starting school</b>	<b>Festivals and Celebrations</b>	<b>Toys</b>	<b>Fantasy and Adventure (Storytelling )</b>	<b>Science and investigation</b>	<b>Places</b>
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## Physical development – Fine motor

## Expressive arts and design – creating with materials

<b>2 year old curriculum</b>	<ul style="list-style-type: none"> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making</li> <li>• Tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> </ul>					
<b>3 and 4 year old curriculum</b>	<ul style="list-style-type: none"> <li>• Use `scissors to make snips of paper.</li> <li>• Begin to explore using one handed tools and equipment with scaffolding from an adult/ hand over hand help. eg: scissors, scoops, pipits, hammers.</li> <li>• Begin to show a preference for a dominant hand.</li> <li>• Use finger and thumb to pick up small objects.</li> <li>• Explore using a range of large construction materials, e.g. wooden blocks, waffles, junk model materials.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make. Adult suggestions to support their developing ideas.</li> <li>• Children to draw from their imagination and observations, using shapes and lines to express their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Use scissors to cut materials eg: plants, tissue paper, straws.</li> <li>• Use one handed tools and equipment safely.</li> <li>• Show a preference for a dominant hand.</li> <li>• Use smaller construction materials and malleable materials, e.g. duplo, poly M, small wooden bricks, loose parts, mobilo and other types of connect construction kits, playdough and junk model materials.</li> <li>• Develop their own ideas and then decide which materials to use to express them, with adult support to offer suggestions.</li> <li>• Begin to create closed shapes to represent objects, with adult support and guidance, helping to add details</li> <li>• Explore instruments with adults, copying sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Use scissors to cut a straight line then curved lines</li> <li>• Select the right resource to carry out their plan. Eg; spade for digging a hole, scissors for cutting string.</li> <li>• Use one handed tool's skilfully using their dominant hand.</li> <li>• Make arrangements, representations and models using different construction and malleable materials, e.g. making food creatures/from dough, vehicles, buildings.</li> <li>• Join different materials with an understanding of how to secure them together without adult support.</li> <li>• Independently create closed shapes with continuous lines and begin to use these shapes to represent objects. Spending sustained time on these activities with independence (although some adult support will still be required and appropriate for this stage).</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their</li> </ul>			

			drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.
<b>Reception curriculum</b>	<ul style="list-style-type: none"> <li>Experiment and build models using larger blocks/loose parts by stacking vertically and horizontally</li> <li>Say whether they enjoyed/disliked working with different tools and media</li> <li>Explore sculpture with a range of malleable materials</li> <li>Hold a paintbrush correctly</li> <li>Explore different artistic effects, e.g. painting, sculpting, and crafting, to express their ideas and feelings.</li> <li>Exploring construction materials independently and with adult support.</li> <li>Learn to work safely with a range of tools (e.g. hole-punch)</li> <li>Explore mixing materials (e.g. clay with sticks)</li> <li>Enjoy playing with a range of fabrics and textiles</li> <li>Decorate a piece of fabric</li> <li>Work from imagination</li> <li>Use scissors to cut a straight line then curved lines</li> <li>To manipulate materials to thread and weave objects</li> <li>Be able to use large construction materials, e.g. wooden blocks and junk model materials.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment and build models using smaller blocks, to build a stable structure to express their ideas</li> <li>Create and make up songs and dances when playing in small groups, performing where necessary.</li> <li>Say what they have done when working on their own artwork and constructions</li> <li>Learn skills for sculpting such as rolling, pinching, squeezing and pulling, to express their ideas and feelings.</li> <li>Learn to use a paintbrush to create different brush strokes</li> <li>Use junk modelling materials in a planned way</li> <li>Plan with an adult to use materials to then construct with more independence</li> <li>Arrange and glue materials to different background (e.g. fabric to wooden spoons to make characters)</li> <li>Use scissors to cut zig zags and shapes</li> <li>Use a range of tools safely and with control, e.g. hole-punch and tape dispenser.</li> <li>Be able to use smaller construction materials and malleable materials, e.g. Lego, Meccano and other types of connect construction kits, clay and junk model materials.</li> </ul>	<ul style="list-style-type: none"> <li>Using their increasing knowledge, create models using materials, blocks and tools to create different types of structures in order to express their ideas</li> <li>Create and make up songs and dances when playing in a group, performing what they create to others.</li> <li>Identify skills/concepts they found challenging and how they tried to overcome these</li> <li>Learn to carve with clay and join pieces together to express their ideas and feelings.</li> <li>Work in groups to make something, in order to allow for creative collaboration, sharing ideas, resources and skills.</li> <li>Plan and use construction materials and tools to use and create independently</li> <li>Make choices about the materials they use when constructing and creating artwork</li> <li>Experience simple weaving, e.g. paper, twigs, thread</li> </ul>
<b>Reception ELG</b>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>		

# Year 1

	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	<b>Stable Structures</b>	<b>Seaside Snacks</b>	<b>Machines</b>
Overall purpose/intent(s) of the unit	To explore toy homes, thinking about their uses and purposes. To represent their own ideas for a toy dragon home through labelled drawings, talking about what they want to make, in relation to the set design brief and their research. To make a list and choose the materials and tools they will use, from a selection. To create a product, applying their knowledge of materials to make a structure stiffer.	To design a seaside picnic based on the basic principles of a healthy diet. To create a basic recipe, using drawings and labels.	To explore moving transport toys and how they work. To represent their own ideas for a vehicle through labelled drawings, talking about what they want to make, in relation to the set design brief and their research. To make a list and choose the materials and tools they will use, from a selection. To create a product, applying their knowledge of moving parts.
National Curriculum coverage	<p><b><u>Design</u></b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through <b>talking, drawing</b>, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b><u>Make</u></b> Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components according to their characteristics</p> <p><b><u>Evaluate</u></b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><b><u>Technical knowledge</u></b> Explore and use of wheels and axis mechanisms in their products.</p>	<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p><b>Pupils should be taught to...</b> - Use the basic principles of a healthy and varied diet - To prepare dishes understand where food comes from.</p>	<p><b><u>Design</u></b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through <b>talking, drawing</b>, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b><u>Make</u></b> Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components according to their characteristics</p> <p><b><u>Evaluate</u></b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><b><u>Technical knowledge</u></b> Explore and use of <b>wheels</b> and <b>axis</b> mechanisms in their products.</p>

Step/s towards achieving the unit Intent.	To research different structures from around the world i.e. houses, sheds, Eiffel tower, Buckingham palace	To make a written list of what ingredients are needed to make the picnic	To explore physical toys and discuss as a group where they can see joins, wheels, levers etc.
Step/s towards achieving the unit Intent.	To evaluate existing products by thinking about the positives and negatives of toy homes and what makes them stable.	To use kitchen tools safely and effectively i.e. knives and chopping boards	To make a simple split pin toy in a pair.
Step/s towards achieving the unit Intent.	To design a dragon house that will become a stable structure. To design their home based on a design criteria.	To explore the difference between healthy foods and unhealthy foods	To draw a picture of their toy design and label it.
Step/s towards achieving the unit Intent.	To select from and use a range of tools and equipment to join pieces together to form a stable home for the dragons	Draw a picture of a healthy picnic using recipe books and words mats to support labelling.	Choose the tools that will be needed to join their toy together and use these safely
Step/s towards achieving the unit Intent.	To select from and use a range of tools and equipment to create their dragon home	To explore the traffic light of foods	In pairs evaluate with each other the strengths and weakness of their final product
<b>Outcome of the learning opportunity</b>	<b>I can create a stable structure of a dragon home for the class pet dragon to live in, evaluating its use against the agreed design brief.</b>	<b>I can design and prepare a healthy picnic for us to take on our trip to the seaside.</b>	<b>I can make a toy vehicle with a moving part.</b>
Suggestions for extracurricular opportunities in or out.	<i>Visit a castle in Somerset and find the dragons home</i>	<i>Make own yoghurts Cut out sandwich shapes</i>	<i>Test your toy with a partner in Reception class</i>

	Year 2		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	<b>Moving minibeasts</b>	<b>Delightful Decorations</b>	<b>Fantastic Food</b>
Overall purpose/intent(s) of the unit	To explore how different mechanisms produce different types of movement. To develop techniques in designing, cutting, joining, shaping, finishing and creating moving parts.	To explore, design and create a textile-based Christmas/winter decoration using a fabric material. To represent their own ideas in designs and products. To develop their techniques in joining 2 pieces of fabric together and explore finishing techniques.	To explore foods and dishes that are linked to traditional African dishes found in Kenya. To prepare dishes based on the principles of healthy eating. (linked to African culture)
National Curriculum coverage	<p><u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through drawing and templates</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u> ♣ build structures, exploring how they can be made stronger, stiffer and more stable Explore and use levers and sliders in their products</p>	<p><u>Design</u> Design purposeful, functional, appealing products for themselves and <b>other users</b> based on design criteria Generate, develop, model and communicate their ideas through <b>talking, drawing</b>, templates, <b>mock-ups</b> and, where appropriate, <b>information and communication technology</b></p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, <b>cutting</b>, shaping, <b>joining</b> and <b>finishing</b>] Select from and use a wide range of materials</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p><b>Pupils should be taught to...</b> - Use the basic principles of a healthy and varied diet - To prepare dishes understand where food comes from.</p>

		<u>Technical knowledge</u> Build structures, exploring how they can be made <b>stronger, stiffer</b> and more stable	
Step/s towards achieving the unit Intent.	To be able to create a sliding mechanism (use physical toys/books that already have these)	To explore different decorations (bring in a selection of decorations with a Christmas theme)	To research African cookbooks in groups, rotate.
Step/s towards achieving the unit Intent.	To be able to use levers and pivots to create a moving mechanism	To practise cutting skills (holding scissors correctly, using them safely, how we hold the paper, going carefully over the lines)	To taste a selection of African inspired cuisine
Step/s towards achieving the unit Intent.	To be able to create a wheel mechanism	To practise sewing skills (this could be done first on a scrap piece of fabric)	To make a list of ingredients they will need (where do these ingredients come from)
Step/s towards achieving the unit Intent.	To design a picture with a moving mechanism	To be able to design a decoration for a tree (what colours would work, bright, dull)	To use cooking equipment safely and effectively to prepare their dishes
Step/s towards achieving the unit Intent.	To make a mini beast themed moving picture and evaluate with a partner/group	To make a decoration (have pictures of process in wrong order, what we need to do first, second)	To evaluate their recipe and use descriptive language to do this
<b>Outcome of the learning opportunity</b>	<b>I can create and evaluate a minibeast with a moving part.</b>	<b>I can create and evaluate a Christmas/winter decoration to sell and a Christmas fair/sale.</b>	<b>I can make and evaluate a dish to serve their parents at an end of unit safari experience.</b>
Suggestions for extracurricular opportunities in or out.	Go on a mini-beast hunt and watch how each one moves, take video on iPad	Sell decorations in local shops to raise money for school	Go on a visit to a zoo to gain a safari experience

	Year 3		
	Learning Opportunity 1	Learning Opportunity 2	Learning Opportunity 3
Unit of Learning	<b>Packaging</b>	<b>Seasonal Food</b>	<b>Shadow Puppets</b>
Overall purpose/intent(s) of the unit	To research existing packaging and evaluate its use. To develop and use their knowledge of how to construct strong, stiff structures. To develop and use their knowledge of nets of cubes and cuboids to create a new form of packaging product.	To gain an understanding of British food that is available all year around and British food which is seasonal. To know how food is grown, produced and processed in Britain. To know how fish, meat and can vegetables form part of a healthy diet, considering people's individual views.	Using their knowledge of light and shadows from their work in science, create shadow puppets with mechanisms that link and include levers. Be able to distinguish between loose and fixed pivots.
National Curriculum coverage	<p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through <b>discussion, annotated sketches</b> and <b>prototypes</b></p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components</p> <p><u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><u>Technical knowledge</u></p>	<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients</p>	<p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through <b>discussion, annotated sketches</b> and <b>prototypes</b></p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components</p> <p><u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and</p>

	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	are grown, reared, caught and processed.	consider the views of others to improve their work <u>Technical knowledge</u> ♣ understand and use mechanical systems in their products: levers and linkages
Step/s towards achieving the unit Intent.	To investigate existing packaging; purpose, materials used, design features and environmental impact	To discuss what they know about eating healthily. What does it mean for them? Complete a healthy eating online quiz.	To investigate puppets and their features (use real puppets, are they finger, hand, shadow)
Step/s towards achieving the unit Intent.	To investigate the design features of cardboard packaging	To make a list of ingredients they will need to make flatbreads and what to have with them. Discuss if there are ingredients that can be found in the UK.	To evaluate a chosen puppet
Step/s towards achieving the unit Intent.	To identify and evaluate the importance of graphic design in packaging Children will study a variety of different graphics on packaging, suggesting reasons for the differences, and who they might have been designed for.	To explore the food pyramid and assess the red/amber/green colours on food labels.	To be able to work with fabric to create a finger puppet.
Step/s towards achieving the unit Intent.	To design a net, with tabs, for a package. Match the net to the 3D shape activity Children look at different nets and how they fold to make a 3d shape	<i>To safely use kitchen equipment to prepare their dishes i.e. knives, grater</i>	To be able to work with fabric to create a finger puppet. To develop and practise sewing skills, then reflect on their sewing skills.
Step/s towards achieving the unit Intent.	To be able to design a packaging box for a particular purpose and evaluate it's effectiveness (could be done in partners or groups).	To learn how to combine ingredients to make flatbread. To evaluate their recipe.	To design a glove puppet for a specific role in a production. To evaluate their finished product and the show they put on.
<b>Outcome of the learning opportunity</b>	<b>I can create and evaluate packaging made from recycled products.</b>	<b>I can create a healthy, balanced meal using seasonal food from a market/supermarket.</b>	<b>I can shadow puppets with moving parts to create a shadow puppet play to perform to the children in preschool.</b>
Suggestions for extracurricular opportunities in or out.	<ul style="list-style-type: none"> <li>Collect all recycling boxes at end of school day</li> <li>Children take picture of all items they recycle at home</li> </ul>	<ul style="list-style-type: none"> <li>Visit from a chef</li> <li>Supermarket shop as class</li> <li>Visit a farm shop</li> <li>Local farmer coming in to discuss seasonal crops</li> </ul>	<ul style="list-style-type: none"> <li>Watch a puppet show on youtube</li> </ul>

Year 4			
Unit of Learning	Learning Opportunity 1	Learning Opportunity 1	Learning Opportunity 1
	<b>Storybooks</b>	<b>Money Containers</b>	<b>South American Food</b>
Overall purpose/intent(s) of the unit	To explore existing products, evaluating and researching their use. To understand and use lever and linkage mechanisms, distinguishing between fixed and loose pivots.	To develop and use their knowledge of how to construct strong, stiff structures. To develop and use their knowledge of nets of cubes and cuboids to create a money container.	To know how to use appropriate equipment and utensils to prepare and combine food from another culture. To know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. To know and use relevant technical and sensory vocabulary appropriately.
National Curriculum coverage	<u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through <b>discussion, annotated sketches and prototypes</b> <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks <u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <u>Technical knowledge</u> Apply their understanding of how to <b>strengthen, stiffen</b> and reinforce more complex structures	<u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of according to their functional properties and aesthetic qualities <u>Evaluate</u> Investigate and analyse a range of existing products	As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.  Understand and apply the principles of a healthy and varied diet  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  Understand seasonality, and know where and how a variety of ingredients

		Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key individuals in design and technology have helped shape the world	are grown, reared, caught and processed.
Step/s towards achieving the unit Intent.	To investigate and evaluate products with lever and linkage systems.	To explore a range of money containers and examine their features.	To investigate and compare climates in South America
Step/s towards achieving the unit Intent.	To experiment with a range of techniques to create moving mechanisms.	To learn how to sew using a range of different stitches.	<i>To use recipe books to explore South American cuisine.</i>
Step/s towards achieving the unit Intent.	To explore and experiment with a range of different fonts and graphic techniques.	To gather ideas for designing a money container.	To make a list of ingredients to make their dish. Look at each ingredient, is it: grown, reared, caught or processed.
Step/s towards achieving the unit Intent.	To be able to plan and design a storybook	To be able to design a money container.	To use cooking equipment safely and effectively i.e. grater, knives
Step/s towards achieving the unit Intent.	To be able to make a storybook with moving mechanisms using a design. To evaluate their product with a partner/group	To be able to make a money container using textiles. Evaluate their finished product.	To evaluate their dish with a partner/group.
<b>Outcome of the learning opportunity</b>	<b>I can create a storybook with a moving part/pop-out aspect.</b>	<b>I can make a money container using recycled materials, following a design brief.</b>	<b>I can create a healthy dish based on ingredients from a South American country.</b>
Suggestions for extracurricular opportunities in or out.	Use the story with Reception children	Visit to Carymoor recycling centre Collect all leftover recycle boxes at end of school day to use items	Cook a meal for the staff to eat Visit from a chef

	Year 5		
	Learning Opportunity 1	Learning Opportunity 1	Learning Opportunity 1
Unit of Learning	<b>Funky Furnishings</b>	<b>Great British Dishes</b>	<b>Building Bridges</b>
Overall purpose/intent(s) of the unit	To investigate and analyse different furnishings. Explore different ways of joining fabric, developing sewing skills. Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. To explore how to create fastenings.	Know how to use utensils and equipment including heat sources to prepare and cook food. Further understand about seasonality in relation to British food products and the source of different food products. To know how to plan and shop for a meal in order to plan and prepare an affordable meal.	Understand how to strengthen, stiffen and reinforce 3-D frameworks, including pillars and beams which are used to span gaps, and trusses which are used to strengthen bridges.
National Curriculum coverage	<p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, pattern pieces and computer-aided design</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u></p>	<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><u>Technical Knowledge</u></p>

	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Step/s towards achieving the unit Intent.	To investigate and analyse different types of cushions	To explore a variety of British recipe books and choose the most popular.	To explore different bridges from around the world. Look at differences/similarities.
Step/s towards achieving the unit Intent.	To explore different ways to join fabric using sewing skills	To discuss and understand seasonality of food products, specifically in Britain.	To make a bridge using wooden blocks and other materials (use language arch, beam, suspension, cable, truss)
Step/s towards achieving the unit Intent.	To explore different ways to decorate fabric using sewing skills	To make a recipe and list of ingredients for a classic British dish (are the ingredients processed, reared etc)	To design an accurate picture of the bridge they will make and label this
Step/s towards achieving the unit Intent.	To explore different ways to create fastenings	To use cooking equipment safely and effectively (knives, hobs, oven, grater).	To make their bridge using their chosen materials, reflect on how to make it stable
Step/s towards achieving the unit Intent.	To design a cushion cover. To make and evaluate a cushion cover in a group.	To evaluate the dishes they have made (create a points system of who used the most ingredients from the UK).	Evaluate your bridge, who's was the strongest and why.
<b>Outcome of the learning opportunity</b>	<b>I can design and make a cushion cover with a fastening.</b>	<b>I can research, plan, buy, prepare and cook a British dish that requires a heat source to make.</b>	<b>I can create a model bridge for Year 1 to use in when playing with vehicles as part of their History learning about transport.</b>
Suggestions for extracurricular opportunities in or out.	<b><i>End of day parents come in to look at all the cushions together in hall</i></b>	<b><i>Visit from a local chef Create a lunch for the staff to eat</i></b>	<b><i>Visit local bridge in Broadway, take photo's of all angles</i></b>

	Year 6		
	Learning Opportunity 1	Learning Opportunity 1	Learning Opportunity 1
Unit of Learning	<b>Burgers</b>	<b>Shelters</b>	<b>Fairgrounds</b>
Overall purpose/intent(s) of the unit	To know about the nutritional value of certain food types. Know how to use utensils and equipment including heat sources to prepare and cook food. To know how to plan and shop for a meal in order to plan and prepare an affordable, sustainably produced meal.	To investigate a range of shelters, considering and evaluating how materials and textiles are selected, joined and reinforced to make them stable and suitable.	Explore and evaluate a range of existing products. Linking with learning in science, investigate ways of using electrical motors to create rotating parts. Investigate stable structures with moving mechanisms. Draw upon research to design a model fairground ride with a moving element.
National Curriculum coverage	<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas</p> <p><u>Make</u> Select from and use a wider range of tools and equipment Select from and use a wider range of materials and components</p> <p><u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><u>Technical knowledge</u> Apply their understanding of how to strengthen, stiffen and <b>reinforce more complex structures</b> Understand and use mechanical systems in their products Understand and use electrical systems in their products</p>
Step/s towards achieving the unit Intent.	To explore different types of burgers and their nutrition facts.	To understand what an Anderson shelter was and what its main purpose was. To consider how the shape of materials affects its strength	To experiment with pulley wheels and drive belts to study rotational movement.  Children demonstrate how the speed of rotation can change in a pulley train.  To demonstrate how a belt and pulley system can reverse the direction of rotation (by twisting the belt through 180 degrees).

			<p>To demonstrate an understanding of rotation in the vertical and horizontal plane.</p> <p>To start to use problem solving skills when thinking about design features for a model fairground ride.</p> <p>Children can make decisions with regard to the type of ride they will make.</p>
Step/s towards achieving the unit Intent.	To explore how to make burger patties	To test and compare the strength of certain materials.	<p>To select the materials needed to make a frame for holding a rotating mechanism for a model ride.</p> <p>To assemble equipment to make a rotating mechanism for a model ride.</p>
Step/s towards achieving the unit Intent.	To explore sauces and side dishes for burgers.	To research about shelters and then create a small model.	To construct a model ride and make modifications to their model as they go along.
Step/s towards achieving the unit Intent.	To explore burger buns and their suitability.	To draw a design of the Anderson Shelter the children want to make.	
Step/s towards achieving the unit Intent.	To be able to plan and design a burger to make. To be able to make a burger and evaluate the process.	To make a model shelter To continue and improve our structures	<p>To evaluate against their original criteria and suggest ways that their ride could be improved.</p> <p>To show control of a model fairground ride using an interface connection to a computer.</p> <p>To present their fairground ride to an audience and explain how they made their model.</p>
<b>Outcome of the learning opportunity</b>	<b>I can make burgers, including sauces and side dishes that are nutritionally valued and sustainably sources.</b>	<b>I can design and make a prototype for a modern “air-raid” shelter, linking their learning to WW2.</b>	<b>I can create a mini light-up fairground ride that has a moving part.</b>
Suggestions for extracurricular opportunities in or out.	Visit from a chef Visit to a café kitchen Create a menu and make lunch for staff in school	WW1 expert in Listen to sounds of an air raid and hide under tables to feel emotions Visit Somerset museum	Virtual reality go on a rollercoaster