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|  | **Cycle A** | | | **Cycle B** | | |
|  | **AUTUMN** | **SPRING** | **SUMMER** | **AUTUMN** | **SPRING** | **SUMMER** |
| **FS** | **CONTINUOUS PROVISION**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **BEHAVIOUR** | **JOINING** | **CUTTING** | **BUILDING** | **FOLDING** | | **HIGH LEVEL** | **split pins**  **tying**  **paperclips**  **large tape dispenser** | **material corrugated card**  **tissue paper**  **card/boxes**  **regular scissors** | **brackets opening levers**  **hinge curves**  **variety of shapes and sizes**  **small construction kits** | **complex fold ( fans)**  **thicker paper** | | **MID LEVEL** | **small tape dispenser**  **tape**  **masking tape**  **pegs**  **scissors**  **glue spreader** | **trimmers**  **hole punch**  **paper sheets**  **spring scissors**  **card**  **tubes** | **bridging**  **smaller objects**  **irregular shapes**  **large construction kits** | **simple fold**  **regular paper** | | **EMERGENT** | **PVA glue**  **finger glue**  **glue sticks** | **paper strips**  **whole hand scissors** | **stacking larger object**  **regular shapes**  **same shapes**  **large outdoor construction kits** | **scrunching**  **thin paper** | | | | | | |
| **Year 1/2** | Where will your journey take you?  *MECHANISMS*  *FOCUS*  **WIND POWERED STRUCTURE**  Explore what a windmill is and identify the different parts they have.  Describe the appearance of different windmills and will begin to understand what they do.  Use different materials to make different types of windmill sails.  Use a range of craft materials to make their windmill from their own plan. They will follow instructions and use images to construct a model windmill.  Evaluate model | Healthy body, Happy mind  *FOOD FOCUS*  **FRUIT AND VEG**  Find out the favourite fruits and vegetables in the class and present the data in a pictogram.  Taste and describe a variety of fruits and vegetables.  Find out how to handle and prepare a variety of fruits and vegetables.  Design a recipe to include fruit and/or vegetables.  make and evaluate a food product based on a design | How has space travel evolved?  *MATERIALS AND STRUCTURES*  ***MAKE A WHEELED VEHICLE***  Explore modern fire engines.  Investigate wheels, axles and chassis.  Investigate different ways of creating the body of a fire engine, using materials such as cardboard boxes, lolly sticks and other craft materials. They will explore how to create features such as ladders and fire hoses, considering which materials and tools are best suited for different tasks | Fire! Fire! What influence did the Great Fire of London have on our lives today?  *MECHANISMS FOCUS*  Nativity scene – sliding/push/pull levers and linkages. | Hot and cold. How does the weather affect our lives?  *FOOD FOCUS*  Follow instructions to make sandwiches  Identify and name a variety of foods before making sandwiches.  Use a range of tools and methods when making their savoury snacks, including rolling and cutting. | Do all living things have the same needs  *TEXTILE FOCUS*  investigate a range of puppets and their features  Explore and discuss a variety of different finger puppets.  Using the template provided, they will work with fabric to create, make and decorate a finger puppet.  Learn different sewing techniques to use when creating a puppet  Use the skills they have acquired to design their own glove puppet  Follow a design to make a puppet.  Evaluate a finished product. |
| **Year 3/4** | Why was the Victorian era so important for the modern age  ELECTRICAL FOCUS  Make a YES NO Circuit board game with 8 Victorian questions. Buzzer will sound when question is correct and circuit is linked**.** | What do we know about our world and how should we support it?  STRUCTURE FOCUS  **Make a mini green house**  explore existing greenhouses  Children will explore the factors that make a structure stable, and then apply this knowledge and understanding to greenhouses.  In their independent activities, children will investigate the best frame size and shape for a stable structure that also lets in the maximum amount of sunlight  Generate ideas about the best designs for a mini greenhouse. They will then use what they have discussed to design and plan their mini greenhouse  make a evaluate effectiveness | Why do people settle in different areas?  FOOD FOCUS  **Practical cooking rotation.**  Plan an Anglo Saxon stew.  explore local indigenous ingredients  Measure and weigh ingredients  Cut and chop vegetables.  Demonstrate hygienic food preparation and storage  Evaluate final product | What makes a good neighbour?  TEXTILE FOCUS  SEW A PENCIL CASE  Investigate a range of pencil cases.  Practise and compare sewing stitches.  Investigate ways of opening and closing pencil cases.  Consider ways in which sewing patterns, and fastening of other materials and embellishments by sewing may make a product design more attractive.  Create an emblem to represent a flag.  They will then practise decorative sewing methods.  Design/ make evaluate a pencil case. | Serious structures: the how, the what, the why?  STRUCTURE AND MATERIALS FOCUS  **Bridge day : structures**  **DT SKILLS**  Research different types of bridges arch, beam, cantilever  Locate and investigate x famous bridges in the world.  Design a bridge to span a length of 60cm and to support a weight of 250g., make, test, evaluate bridges  **FOOD FOCUS**  Seasonal food : explore food found in England in different seasons ( Plan Bee unit) | What are the mysteries of the ancient world?  MECHANISM FOCUS  Make a shaduf that will transport one plastic cup of water  Use research to design a 3D model  select wood as range of materials  evaluate product using a criteria  Develop technical knowledge of reinforcing structures |
| **Year 5/6** | What did the Tudors do for us?  FOOD FOCUS  **Why should we eat seasonal foods? PLAN BEE**  Learn why certain British foods are seasonal, and consider some pros and cons of foods from other parts of the world being available all year round.  Learn how and when a variety of fruits /vegetables are produced in Britain, including how farming methods are used to slow down or speed up the ripening process  Plan and cook a vegetarian or fruit recipe that is in season  evaluate process | What would life be like without the Roman Empire?  MECHANISM FOCUS  **Create a moving toy with a cam mechanism (Plan BEE)**  Investigate toys with moving cam mechanisms  Testing different shaped cams to see how they affect the linear movement of the follower.  explore materials and investigate different ways of strengthening moving toy structures  Design a moving toy with a cam mechanism.  Make design  Evaluate design | How does water affect people’s lives?  MATERIALS AND STRUCTURE FOCUS  **Use wood to make a bird House for a local river bird. ( Plan BEE)**  Investigate the materials and features of bird houses and how to draw diagrams  Investigate and practise woodwork skills.  Design a bird house for a specific bird.  Make a bird house by following a plan.  Evaluate, make predictions and promote a completed bird house. | Is it ever right to fight?  TEXTILE FOCUS  **Make Do and Mend – sewing**  Children are asked to bring in old pieces of clothes which they can use to make something new out of.  S1- showing the different sewing techniques and practicing  S2- Either make something of their choice e.g.: bag, sock puppet etc... Or make bunting for the victory day party.  FOOD FOCUS  Bread ( PLAN BEE)  To investigate and evaluate bread products according to their characteristics  Children will learn about the ingredients of bread and how they may be used. They will then make bread, adapting and changing the recipe either according to given instructions or according to their own idea | England is a varied and diverse country. Can we say the same about countries of the world?  MECHANISM FOCUS  CHINESE INVENTIONS **(PLAN BEE)**  Understand how the four great inventions of China shaped the world. Investigate water-powered machines.  Test materials to build a kite.  Design a kite based on a set of design criteria.  Make and evaluate a kite. | What was the Ancient Greeks influence on the western world?  ELECTRICAL SYSTEMS FOCUS  PROGRAMMING PIONEERS **( PLAN BEE)**  ( MINOTAUR RELEASE ROOM)  To develop ideas for a product with an embedded computer system that controls it.  Children will consider why we make prototype models, and how using models to explain ideas can be interesting and inspiring. They may then either make shoebox model rooms to show how their previously designed electronic systems might work, or use 3-D CAD software to create 3-D models |