

Term	Year Group					
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Design</p> <ul style="list-style-type: none"> <li>Draws on their own experiences to help generate ideas. <b>Halloween decorations-aut</b></li> <li>Identifies a target group for what they intend to design and make. <b>Christmas cards/ Calenders-aut</b></li> <li>Models their ideas in card and paper. <b>Moving Christmas cards, Advent calenders -aut</b></li> <li>Suggests ideas and explain what they are going to do. – all year through adult led conversation during lesson inputs</li> <li>Develops their design ideas applying findings from their earlier research. –All year when learning new skills</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>Makes their design using appropriate techniques. <b>CP- Choosing the correct tools/ brush sizes/ pens or pencils-aut</b></li> <li>With help measures, mark outs, cuts and shapes a range of materials. <b>Play dough – maths -2d shapes-aut</b></li> <li>Uses tools eg scissors and a hole punch safely. <b>Nativity props -aut</b></li> </ul> <p>Assembles, joins and combines materials and components together using a variety of temporary methods e.g. glues or masking tape. – all year through <b>CP Card Making –aut</b></p> <ul style="list-style-type: none"> <li>Selects and uses appropriate fruit and vegetables, processes and tools. <b>Handa's surprise fruit salad-aut</b></li> <li>Uses simple finishing techniques to improve the appearance of their product. <b>Laminating calenders so they can be kept nicely- glue to make shiny products-aut</b></li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>Evaluates their product by discussing how well it works in relation to the purpose. Do you like your product? Would you make any changes?</li> <li>Evaluates their product by asking questions about what they have made and how they have gone about it. <b>Do they like their fruit salad? What would they change? -aut</b></li> </ul>	<p>Design</p> <ul style="list-style-type: none"> <li>Develops their design ideas through discussion, observation, drawing and modelling. <b>Plan a Tudor house - Aut</b></li> <li>Identifies simple design criteria. <b>Planning a Tudor house - Aut</b></li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>Measures, cut and scores with some accuracy. <b>Creating houses to represent great fire of London – Aut</b></li> <li>Chooses and uses appropriate finishing techniques. <b>Spray chalk pictures with hairspray, Great fire of London - Aut</b></li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>Evaluates against their design criteria. <b>Tudor house - Aut</b></li> </ul>	<p>Design</p> <ul style="list-style-type: none"> <li>Generates ideas for an item, considering its purpose and the user/s. <b>Plan stone age tools and shelters -Aut</b></li> <li>Identifies a purpose and establishes criteria for a successful product. <b>War shelters- Sum</b></li> <li>Plans the order of their work before starting. <b>Included in plans for tools - Aut</b></li> <li>Explores, develops and communicates design proposals by modelling ideas. <b>Practise iron age tools in clay- Aut</b></li> <li>Makes drawings with labels when designing. <b>Making models of stone and bronze age tools -Aut</b></li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>Works safely and accurately with a range of simple tools. <b>Forest school whitting - Aut</b></li> </ul>	<p>Design</p> <ul style="list-style-type: none"> <li>Generates ideas, considering the purposes for which they are designing. <b>Christmas sleds to carry a teddy, Autumn</b></li> <li>Develops a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. <b>Building roundhouses out of collected materials. Aut</b></li> <li>Evaluates products and identify criteria that can be used for their own designs. <b>Roman roads- Aut</b></li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>Selects appropriate tools and techniques for making their product. <b>Making damper bread forest school – Aut</b></li> <li>Uses simple graphical communication techniques. <b>Throughout year</b></li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>Evaluates their work both during and at the end of the assignment. <b>Throughout year.</b></li> <li>Evaluates their products carrying out appropriate tests. <b>Records information in the papyrus book to see if it is suitable for purpose.</b></li> </ul>	<p>Design</p> <ul style="list-style-type: none"> <li>Generates ideas through brainstorming and identify a purpose for their product.</li> <li>Draws up a specification for their design. <b>Greek vase(Autumn) &amp; Viking boat &amp; sails</b></li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>Evaluates a product against the original design specification. <b>All year</b></li> <li>Evaluates it personally and seek evaluation from others. <b>All year</b></li> </ul>	<p>Design</p> <ul style="list-style-type: none"> <li>Communicates their ideas through detailed labelled drawings. <b>Creating a coastal flag to represent the local area</b></li> <li>Develops a design specification. <b>Creating a specification for a coastal flag (dimensions, materials)</b></li> <li>Explores, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. <b>Experimenting with different carving tools (Maya print block).</b></li> <li>Plans the order of their work, choosing appropriate materials, tools and techniques. <b>Recreating Mayan art, creating a print block - Aut</b></li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>Selects appropriate tools, materials, components and techniques. <b>Ongoing</b></li> <li>Uses tools safely and accurately. – Ongoing throughout the year <b>(specifically relief printing using tools accurately). Aut</b></li> <li>Constructs products using permanent joining techniques. <b>Christmas activities – sewing. Aut</b></li> <li>Makes modifications as they go along. <b>Ongoing (creating print block etc).</b></li> <li>Pins, sews and stitches materials together create a product. <b>Sewing stocking Xmas activities - Aut</b></li> </ul>

Spring	<p style="text-align: center;">Making</p> <p>Assembles, joins and combines materials and components together using a variety of temporary methods e.g. glues or masking tape. – all year through CP Card Making -aut split pin animals-spr</p> <ul style="list-style-type: none"> <li>• Uses basic food handling, hygienic practices and personal hygiene.</li> <li>• Stone soup – forest school-spr</li> </ul> <p style="text-align: center;">Evaluating</p> <p>Evaluates their products as they are developed, identifying strengths and possible changes they might make. Split pin animals – are the limbs attached-spr</p>	<p style="text-align: center;">Design</p> <ul style="list-style-type: none"> <li>• Generates ideas by drawing on their own and other people's experiences. Drawing a still life from explorer tools, using different media – Spr</li> <li>• Identifies a purpose for what they intend to design and make. Making a map of the school/ map of the thames and landmarks - Spr</li> <li>• Makes simple drawings and label parts. Landmarks -Spr</li> </ul>	<p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Demonstrates hygienic food preparation and storage. Food discovery - Spr</li> <li>• Uses finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Paper mache John crome painting – Model - Spr</li> </ul>	<p style="text-align: center;">Design</p> <ul style="list-style-type: none"> <li>• Makes labelled drawings from different views showing specific features. Different viewpoints of the Nile - Spr</li> </ul> <p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Measures, mark outs, cuts and shapes a range of materials, using appropriate tools, equipment and techniques. Making hieroglyphics – Spr</li> <li>• Measures, tapes or pins, cuts and joins fabric with some accuracy. Sews bits of scrap fabric to make mummification bandages. Spr</li> </ul>	<p style="text-align: center;">Design</p> <ul style="list-style-type: none"> <li>• Develops a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Creating a Viking boat, experimenting with materials to make it stronger/ faster - Spr</li> </ul> <p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Measures and marks out accurately. Viking boat – measuring &amp; building-spr</li> <li>• Uses skills in using different tools and equipment safely and accurately. Viking boat – measuring &amp; building-spr</li> <li>• Cuts and joins with accuracy to ensure a good-quality finish to the product. Props for a Beowulf play - Spr</li> </ul>	<p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Assembles components make working models. – Science – electrical circuits – creating a functional circuit. Spr</li> </ul> <p style="text-align: center;">Evaluating</p> <ul style="list-style-type: none"> <li>• Evaluates their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluating the efficiency of functioning circuit and the materials used to support this. –spr</li> <li>• Evaluates against their original criteria and suggest ways that their product could be improved. Creating a meal from the workhouse and a contrasting house - Spr</li> </ul>
Summer	<p style="text-align: center;">Design</p> <ul style="list-style-type: none"> <li>• Models their ideas in card and paper. lift the flap parts of a flower-sum</li> </ul> <p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Assembles, joins and combines materials and components together using a variety of temporary methods e.g. glues or masking tape. – all year through CP Card Making -aut split pin animals-spr parts of a flower-sum</li> <li>• Uses basic food handling, hygienic practices and personal hygiene.</li> <li>• Stone soup – forest school-spr</li> <li>• Sandwiches – cutting into fractions-sum</li> </ul> <p style="text-align: center;">Evaluating</p> <ul style="list-style-type: none"> <li>• Evaluates their products as they are developed, identifying strengths and possible changes they might make. Split pin animals – are the limbs attached-spr is the sandwich holding together -sum</li> </ul>	<p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Begins to select tools and materials; use vocab' to name and describe them. Lighthouse keeper's lunch, making a picnic – Sum</li> <li>• Uses hand tools safely and appropriately. Forest school whittling - Sum</li> <li>• Assembles, joins and combines materials in order to make a product. Forest school whittling - Sum</li> <li>• Cuts, shapes and joins fabric to make a simple garment. Uses basic sewing techniques. Edith Cavell nurses uniform - Sum</li> <li>• Follows safe procedures for food safety and hygiene. Lighthouse keeper's lunch, making a picnic - Sum</li> </ul> <p style="text-align: center;">Evaluating</p> <ul style="list-style-type: none"> <li>• Evaluates their products as they are developed, identifying strengths and possible changes they might make. Evaluate lighthouse keepers lunch - Sum</li> <li>• Talks about their ideas, saying what they like and dislike about them. Say if they like their product in forest school - Sum</li> </ul>	<p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Selects tools and techniques for making their products. WW2 gardens - Sum</li> <li>• Measures, mark outs, cuts, scores and assembles components with more accuracy. WW2 gardens – Sum</li> <li>• Thinks about their ideas as they make progress and be willing to change things if this helps them improve their work. Make war shelters and drop weights on them - Sum</li> <li>• Measures, tapes or pins, cuts and joins fabric with some accuracy. Material for shelters – Sum</li> </ul> <p style="text-align: center;">Evaluating</p> <ul style="list-style-type: none"> <li>• Evaluates their product against original design criteria e.g. how well it meets its intended purpose. How strong was the WW2 shelter - Sum</li> <li>• Disassembles and evaluate familiar products.</li> </ul>	<p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Joins and combines materials and components accurately in temporary and permanent ways. Creating leaves indigenous to the rainforest, canopy in the classroom - Sum</li> <li>• Sews using a range of different stitches, weave and knit. Sewing papyrus to make a book. Spr</li> </ul>	<p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Selects appropriate materials, tools and techniques Creating a greek vase – adding handles, base, painting, drawing each other in poses – Sum</li> <li>• Weighs and measures accurately (time, dry ingredients, liquids). Cooking a Greek menu - Summer</li> <li>• Applies the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Greek cooking &amp; Basic food hygiene certificate course (Summer)</li> </ul>	<p style="text-align: center;">Making</p> <ul style="list-style-type: none"> <li>• Achieves a quality product. Y6 HIIT work out cards - Sum</li> </ul> <p style="text-align: center;">Evaluating</p> <ul style="list-style-type: none"> <li>• Records their evaluations using drawings with labels. Evaluating success of summer fair stools by creating blue print of school and investigation position - Sum</li> </ul>