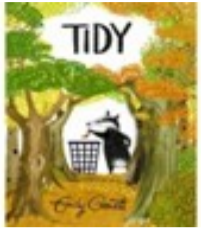




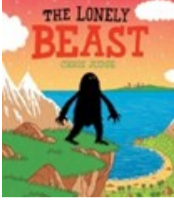

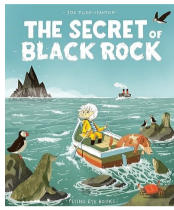




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Marvellous Me <i>My unique identity</i></p> <p>People who help us Exploring Autumn</p>	<p>Let's Celebrate! Light and Dark</p>	<p>Winter Wonderland <i>What is winter?</i> <i>Arctic animals</i></p>	<p>Let's explore <i>My house and my school</i></p> <p>Transport</p>	<p>Smile it's Spring Down on the farm</p>	<p>Healthy Hearts Big blue sea</p>
Driver						
Content						
Skills	<p>Make simple models which express their ideas.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Orange = birth – three years Green = 3 – 4 years</p>	<p>Make simple models which express their ideas.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>
Knowledge	<p>Selecting appropriate resources</p> <p>Using gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and myself.</p> <p>Use language of design and making (join, stick, paste, build, longer, shorter etc)</p> <p>Construct with a purpose using a variety of resources.</p> <p>Use simple tools and techniques.</p> <p>Build and construct with a wide range of objects.</p> <p>Select tools to assemble and join.</p> <p>Understand different media can be combined for a purpose.</p> <p>Adapt work if necessary.</p> <p>Consider and manage risks.</p> <p>Talk about how things work.</p> <p>Look at similarities and differences between existing objects.</p>	<p>Selecting appropriate resources</p> <p>Using gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and myself.</p> <p>Use language of design and making (join, stick, paste, build, longer, shorter etc)</p> <p>Construct with a purpose using a variety of resources.</p> <p>Use simple tools and techniques.</p> <p>Build and construct with a wide range of objects.</p> <p>Select tools to assemble and join.</p> <p>Understand different media can be combined for a purpose.</p> <p>Adapt work if necessary.</p> <p>Consider and manage risks.</p> <p>Talk about how things work.</p> <p>Look at similarities and differences between existing objects.</p>	<p>Selecting appropriate resources</p> <p>Using gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and myself.</p> <p>Use language of design and making (join, stick, paste, build, longer, shorter etc)</p> <p>Construct with a purpose using a variety of resources.</p> <p>Use simple tools and techniques.</p> <p>Build and construct with a wide range of objects.</p> <p>Select tools to assemble and join.</p> <p>Understand different media can be combined for a purpose.</p> <p>Adapt work if necessary.</p> <p>Consider and manage risks.</p> <p>Talk about how things work.</p> <p>Look at similarities and differences between existing objects.</p>	<p>Selecting appropriate resources</p> <p>Using gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and myself.</p> <p>Use language of design and making (join, stick, paste, build, longer, shorter etc)</p> <p>Construct with a purpose using a variety of resources.</p> <p>Use simple tools and techniques.</p> <p>Build and construct with a wide range of objects.</p> <p>Select tools to assemble and join.</p> <p>Understand different media can be combined for a purpose.</p> <p>Adapt work if necessary.</p> <p>Consider and manage risks.</p> <p>Talk about how things work.</p> <p>Look at similarities and differences between existing objects.</p>	<p>Selecting appropriate resources</p> <p>Using gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and myself.</p> <p>Use language of design and making (cut, chop, slice, peel etc)</p> <p>Use simple tools and techniques.</p> <p>Discuss how to make an activity safe and hygienic.</p> <p>Adapt work if necessary.</p> <p>Consider and manage risks.</p> <p>Look at similarities and differences between existing objects.</p>	<p>Selecting appropriate resources</p> <p>Using gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and myself.</p> <p>Use language of design and making (cut, chop, slice, peel etc)</p> <p>Use simple tools and techniques.</p> <p>Discuss how to make an activity safe and hygienic.</p> <p>Adapt work if necessary.</p> <p>Consider and manage risks.</p> <p>Look at similarities and differences between existing objects.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Marvellous Me!	Starry Night	Snowflakes & Sparkle!	Let's explore!	Smile it's Spring!	Feeling Hot, Hot, Hot!
Driver						
Content						
Skills	<p>Make simple models which express their ideas.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p>	<p>Make simple models which express their ideas.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Join different materials and explore different textures.</p>
Knowledge	<p>Selecting appropriate resources</p> <p>Using gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and myself.</p> <p>Use language of design and making (join, stick, paste, build, longer, shorter etc)</p> <p>Construct with a purpose using a variety of resources.</p> <p>Use simple tools and techniques.</p> <p>Build and construct with a wide range of objects.</p> <p>Select tools to assemble and join.</p> <p>Understand different media can be combined for a purpose.</p> <p>Adapt work if necessary.</p> <p>Consider and manage risks.</p> <p>Talk about how things work.</p> <p>Look at similarities and differences between existing objects.</p>		<p>Selecting appropriate resources</p> <p>Using gestures, talking and arrangements of materials and components to show design.</p> <p>Use contexts set by the teacher and myself.</p> <p>Use language of design and making (join, stick, paste, build, longer, shorter etc)</p> <p>Construct with a purpose using a variety of resources.</p> <p>Use simple tools and techniques.</p> <p>Build and construct with a wide range of objects.</p> <p>Select tools to assemble and join.</p> <p>Understand different media can be combined for a purpose.</p> <p>Adapt work if necessary.</p> <p>Consider and manage risks.</p> <p>Talk about how things work.</p> <p>Look at similarities and differences between existing objects.</p>			

	Autumn 2	Spring 1	Summer 1
Year 1	The Enchanted Woodland	Towers, Turrets and Tunnels	Rio de Vida
Driver	<p>Tidy by Emily Gravett (4 weeks)</p>  <p>Three Billy Goats Gruff Little Witch Hazel (3 weeks)</p> 	<p>Rapunzel by Bethan Woollvin</p> 	<p>Granddad's Island</p> 
Content	<p>Design a healthy lunch box for the troll. Making a sandwich or salad to practise food prep skills.</p> <p>Design, build and evaluate a woodland home for a fairy/troll. Using hinges, testing adhesives and following a plan.</p>	<p>Building bridges. Research, design and build a bridge.</p> <p>Penny challenge—different types of bridges made from paper.</p>	<p>Weaving</p> <p>Making chocolate cakes as part of the carnival celebration.</p>
Skills	<p>Imaginary and story based contexts</p> <p>Categorise healthy/unhealthy food and understand that food diversity is important.</p> <p>Testing suitability of materials.</p> <p>Food preparation, learning how to use a knife safely and looking at the different cutting skills such as chopping and slicing.</p>	<p>Building structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria</p>	<p>Prepare a simple dish hygienically and safely. Introduction of how to use an oven safely.</p> <p>Food preparation introducing skills such as sifting, and whisking.</p> <p>Understand where the ingredients used comes from e.g flour/eggs/milk/cocoa</p> <p>Selecting from a wide range of materials such as textiles. Understanding which materials would be more suitable for weaving. Which materials would make an effective finished product.</p>
Knowledge	<p>I have my own ideas and can explain what I want to do.</p> <p>I can use pictures and words to plan my design</p> <p>I can design a product for myself following a design criteria.</p> <p>I can research similar existing products.</p> <p>I can explain what I am making and why. I can consider what I need next.</p> <p>I can select tools/equipment to cut, join, shape finish and explain my choices.</p> <p>I can measure, mark out and cut with support.</p> <p>I can choose suitable materials and explain my choices,</p> <p>I can work in a safe and hygienic manner.</p> <p>I can talk about my work, linking it to what I was asked to do.</p> <p>I can talk about existing products and say what is and isn't good about them.</p> <p>I can talk about things that other people have made,</p> <p>I can begin to talk about what could make a product better.</p>	<p>I have my own ideas and can explain what I want to do.</p> <p>I can explain what my product is for and how it will work.</p> <p>I can use pictures and words to plan my design</p> <p>I can design a product for myself following a design criteria.</p> <p>I can research similar existing products.</p> <p>I can explain what I am making and why. I can consider what I need next.</p> <p>I can select tools/equipment to cut, join, shape finish and explain my choices.</p> <p>I can measure, mark out and cut with support.</p> <p>I can choose suitable materials and explain my choices,</p> <p>I can talk about my work, linking it to what I was asked to do.</p> <p>I can talk about existing products and say what is and isn't good about them.</p> <p>I can talk about things that other people have made,</p> <p>I can begin to talk about what could make a product better.</p>	<p>I have my own ideas and can explain what I want to do.</p> <p>I can explain what my product is for and how it will work.</p> <p>I can use pictures and words to plan my design</p> <p>I can design a product for myself following a design criteria.</p> <p>I can research similar existing products.</p> <p>I can explain what I am making and why. I can consider what I need next.</p> <p>I can select tools/equipment to cut, join, shape finish and explain my choices.</p> <p>I can measure, mark out and cut with support.</p> <p>I can choose suitable materials and explain my choices,</p> <p>I can talk about my work, linking it to what I was asked to do.</p> <p>I can talk about existing products and say what is and isn't good about them.</p> <p>I can talk about things that other people have made,</p> <p>I can begin to talk about what could make a product better.</p>

	Autumn 2	Spring 1	Summer 1	Summer 2
Year 2	The Street Detectives	The Scented Garden	Animal Survival	Let's Explore the World
Driver	Hansel and Gretel 	The Lonely Beast by Chris Judge 	Ratatouille 	The Secret of Black Rock by Joe Todd Stanton 
Content	Designing Gingerbread houses	Grow herbs and use them to make a pizza.	Designing and making ratatouille	Designing a moving paper dinosaur puppet.
Skills	<p>Context inspired by wider environment and industry.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>	<p>Prepare a simple dish hygienically and safely. Using an oven safely.</p> <p>Food preparation skills., Including chopping, slicing then developing year 1 knife skills to dicing and crushing .</p> <p>Developing rolling pin skills enabling dough to be even and a desired shape.</p> <p>Grating or tearing cheese.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand that some people in communities grow their own fruits and vegetables .</p>	<p>Prepare a simple dish hygienically and safely. Using a hob safely.</p> <p>Food preparation skills including, sifting flour, whisking eggs, mixing batter. Year 1 knife skills plus developed to refined</p> <p>Chopping, slicing and dicing fruit.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where the ingredients used come from.</p>	<p>Context inspired by wider environment and industry.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>
Knowledge	<p>I can have my own ideas and plan and develop these ideas into a design</p> <p>I can explain what I want to do and describe how I may do it.</p> <p>I can explain the purpose of a product, how it will work and how suitable it will be for the user.</p> <p>I can design using pictures, words, models, diagrams and begin to use ICT in my designs.</p> <p>I can design products for myself and others following a design criteria.</p> <p>I can choose the best tools and materials and explain my choices.</p> <p>I can use knowledge of existing products to help produce ideas.</p> <p>I can explain what I am making and how it fits the purpose</p> <p>I can make suggestions as to what I need to do next.</p> <p>I can join components and materials together in different ways.</p> <p>I can measure, mark out, cut and shape materials and components with support.</p> <p>I can describe which tools I am using and why,</p> <p>I can choose suitable materials and explain my choices depending on characteristics..</p> <p>I can use finishing techniques to make products look good.</p> <p>I can work safely and hygienically and explain why this is important.</p>	<p>I can have my own ideas and plan and develop these ideas into a design.</p> <p>I can explain what I want to do and describe how I may do it.</p> <p>I can explain the purpose of a product, how it will work and how suitable it will be for the user.</p> <p>I can design using pictures, words, models, diagrams and begin to use ICT in my designs.</p> <p>I can design products for myself and others following a design criteria.</p> <p>I can choose the best tools and materials and explain my choices.</p> <p>I can use knowledge of existing products to help produce ideas.</p> <p>I can explain what I am making and how it fits the purpose</p> <p>I can make suggestions as to what I need to do next.</p> <p>I can join components and materials together in different ways.</p> <p>I can measure, mark out, cut and shape materials and components with support.</p> <p>I can describe which tools I am using and why,</p> <p>I can choose suitable materials and explain my choices depending on characteristics..</p> <p>I can use finishing techniques to make products look good.</p> <p>I can work safely and hygienically and explain why this is important.</p>	<p>I can have my own ideas and plan and develop these ideas into a design.</p> <p>I can explain what I want to do and describe how I may do it.</p> <p>I can explain the purpose of a product, how it will work and how suitable it will be for the user.</p> <p>I can design using pictures, words, models, diagrams and begin to use ICT in my designs.</p> <p>I can design products for myself and others following a design criteria.</p> <p>I can choose the best tools and materials and explain my choices.</p> <p>I can use knowledge of existing products to help produce ideas.</p> <p>I can explain what I am making and how it fits the purpose</p> <p>I can make suggestions as to what I need to do next.</p> <p>I can join components and materials together in different ways.</p> <p>I can measure, mark out, cut and shape materials and components with support.</p> <p>I can describe which tools I am using and why,</p> <p>I can choose suitable materials and explain my choices depending on characteristics..</p> <p>I can use finishing techniques to make products look good.</p>	<p>I can have my own ideas and plan and develop these ideas into a design.</p> <p>I can explain what I want to do and describe how I may do it.</p> <p>I can explain the purpose of a product, how it will work and how suitable it will be for the user.</p> <p>I can design using pictures, words, models, diagrams and begin to use ICT in my designs.</p> <p>I can design products for myself and others following a design criteria.</p> <p>I can choose the best tools and materials and explain my choices.</p> <p>I can use knowledge of existing products to help produce ideas.</p> <p>I can explain what I am making and how it fits the purpose</p> <p>I can make suggestions as to what I need to do next.</p> <p>I can join components and materials together in different ways.</p> <p>I can measure, mark out, cut and shape materials and components with support.</p> <p>I can describe which tools I am using and why,</p> <p>I can choose suitable materials and explain my choices depending on characteristics..</p> <p>I can use finishing techniques to make products look good.</p>