







Y1	Autumn 1 Topic: Traditional Tales	Autumn 2 Topic: Lego/Christmas	Spring 1 Topic: Who Lives Here?	Spring 2 Topic: Animal Kingdom	Summer 1 Topic: Space	Summer 2 Topic: The Seaside
Knowledge Curriculum coverage	<ul style="list-style-type: none"> <li>▪ explore and evaluate a range of existing products</li> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ Understand where food comes from. use the basic principles of a healthy and varied diet to prepare dishes</li> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>		<ul style="list-style-type: none"> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> </ul> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>		<ul style="list-style-type: none"> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> <li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>▪ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>	

Y2	Autumn 1 Topic: Tales With a Twist	Autumn 2 Topic: Castles and Christmas	Spring 1 Topic: Bostin' Birmingham Landmarks	Spring 2 Topic: Bostin' Birmingham Landmarks	Summer 1 Topic: Our Great World	Summer 2 Topic: Our Great World
Knowledge Curriculum coverage		<ul style="list-style-type: none"> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> <li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>			<ul style="list-style-type: none"> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> <li>▪ use the basic principles of a healthy and varied diet to prepare dishes</li> <li>▪ understand where food comes from.</li> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>▪ explore and evaluate a range of existing products</li> </ul>	<ul style="list-style-type: none"> <li>▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>▪ build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>

**Year 1**

<p><b>Knowledge</b> </p>	<p><b>Skills</b> </p>	<p><b>Vocabulary</b> </p>
<ul style="list-style-type: none"> <li>▪ of materials and components, including construction materials, textiles and ingredients</li> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ Understand where food comes from. use the basic principles of a healthy and varied diet to prepare dishes</li> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>▪ explore and evaluate a range of existing products</li> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> <li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>▪ build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p><b>Tools:</b> Select and explain why they have chosen a particular tool for a task.</p> <p><b>Materials:</b> Select and explain their choice of materials, sometimes with help.</p> <p><b>Health and Safety:</b> Explain how to keep safe during practical tasks</p> <p><b>Textiles:</b> Cut out shapes from a range of fabrics and paper and attach it. Colour fabrics and decorate by gluing on sequins and beads.</p> <p><b>Card making:</b> Fold, tear, roll and cut paper and card.</p> <p><b>Cutting:</b> Cut safely and accurately with scissors</p> <p><b>Joining:</b> Join appropriately using glue, tape, split pins.</p> <p><b>Structures:</b> Build simple structures.</p> <p><b>Mechanisms:</b> make and use wheels and axles.</p> <p><b>ICT:</b> Input random instructions into simple devices for an unplanned outcome.</p> <p><b>Preparing and cooking food:</b> Work with an adult to make food following a simple recipe. Develop a food vocabulary using taste, smell, texture and feel</p> <p><b>Nutrition:</b> Identify the main food groups including fruit and vegetables</p> <p><b>Evaluate:</b> Talk about their designs as they develop and identify good points and points to be improved.</p>	<p>Design/er, plan, ideas, make, build, evaluate good points, improve, existing products</p> <p>Fabric, cotton, silk, felt, texture, absorbent, strong, fabric dye</p> <p>Fold, tear, accurate, safely, structure, stronger, model,</p> <p>Taste, smell, feel, animals, plant, vegetable, fruit, recipe, instructions, cut, chop</p> <p>Vehicle, wheel, axle, body, assembling, cutting, joining, finishing, fixed, free, moving, mechanism tools, equipment, stiffer</p> <p>Romers</p>

**Year 2**

<p><b>Knowledge</b> </p>	<p><b>Skills</b> </p>	<p><b>Vocabulary</b> </p>
<ul style="list-style-type: none"> <li>▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li> <li>▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>▪ design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>▪ use the basic principles of a healthy and varied diet to prepare dishes</li> <li>▪ understand where food comes from.</li> </ul> <p>explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> <li>▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> <li>▪ build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p><b>Tools:</b> Use tools safely for cutting and joining materials and components.</p> <p><b>Materials:</b> Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.</p> <p><b>Health and Safety:</b> Work safely and hygienically in construction and cooking activities.</p> <p><b>Textiles:</b> Join fabrics by using running stitch, glue, staples over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons- <b>using a stitch to attach them.</b></p> <p><b>Card making:</b> Create simple pop ups using cards</p> <p><b>Cutting:</b> Use scissors to cut fabrics and create slots in paper.</p> <p><b>Joining:</b> Join appropriately with glue and or tape for different materials and situations</p> <p><b>Structures:</b> Improve structures by making them stronger, stiffer and more stable.</p> <p><b>Mechanisms:</b> Investigate joinings fixed and moving Create and use levers and sliders.</p> <p><b>ICT:</b> Input a sequence of instructions for a planned outcome.</p> <p><b>Preparing and cooking food:</b> cut, peel, grate and chop a range of ingredients to make dishes. Follow a recipe to make food with increasing independence.</p> <p><b>Nutrition:</b> Recognise the need for a variety of food in a diet.</p> <p><b>Evaluate:</b> Discuss how closely their finished products meet their design criteria.</p>	<p>Product, Criteria, Technology ,Feature ,Purpose,Test, Hygiene ,Diagram ,Structure</p> <p>Evaluate, designer, mockup, detailed plan, existing products</p> <p>Running stitch, textiles, embellish, quality finish, thread, rikrak, sequins, durable, hygienic, peel, grate</p> <p>Strengthen, stable, Attach ,Waterproof ,Flexibility, Horizontal ,Vertical, cut, fold, join, fix</p> <p>structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic</p> <p>slider, lever, pivot, slot,, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards</p>