










R	Autumn 1 Topic: Super Dooper Me Developing scissor skills	Autumn 2 Topic: celebrations and Christmas scissor skills	Spring 1 Topic: Favourite stories Sewing and joining	Spring 2 Topic: Super heroes Sewing and joining	Summer 1 Topic:	Summer 2 Topic:
Knowledge Curriculum coverage	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Introduction to using scissors - attaching with glue and tape, exploration of paint and introduction to colour mixing. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources, and skills Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources, and skills Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources, and skills Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources, and skills Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

Y1	Autumn 1 Space buggy Mechanisms Topic: Space	Autumn 2 Porridge -food tech Topic: Traditional tales/Christmas	Spring 1 Topic: Local area	Spring 2 Topic: Toys and Lego	Summer 1 Topic: Animals	Summer 2 Bunting - textiles Topic: Seaside
Knowledge Curriculum coverage	<ul style="list-style-type: none"> explore and evaluate a range of existing products select from and use a wide range of materials and components, including construction materials, textiles and ingredients design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from, design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p>explore and evaluate a range of existing products</p>	<ul style="list-style-type: none"> 			<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>

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

Reception		
Knowledge 	Skills 	Vocabulary 
<p>Show curiosity about objects, events and people</p> <p>Questions why things happen</p> <p>Engage in open-ended activity</p> <p>Thinking of ideas</p> <p>Find ways to solve problems / find new ways to do things / test their ideas</p> <p>Use senses to explore the world around them</p> <p>Create simple representations of events, people and objects</p> <p>Planning, making decisions about how to approach a task, solve a problem and reach a goal</p> <p>Checking how well their activities are going</p> <p>Changing strategy as needed</p> <p>Reviewing how well the approach worked</p>	<p>Cutting paper, wool, tape and ribbon with scissors effectively</p> <p>Experiment with folding paper and card - to make cards, to make fans to join etc</p> <p>Selecting fabrics and textiles for collage gluing on beads or sequins</p> <p>Sewing using sewing cards - leaning basic running stitch using laces.</p> <p>Making a simple snack (sandwiches, fruit kebab), exploring hygiene (hand washing and not putting fingers in mouth) , taste and how healthy it is.</p> <p>Cutting up food (with a cutlery knife or clean scissors) and understanding how to do this safely.</p> <p>Exploring how to build models using reclaimed materials attaching them with tape, glue or split pins.</p> <p>Be able to say something they liked about their model and talk simply about how they made it.</p>	<p>Cut, fold, make, ideas, try, explain, choose, hygiene, clean, safe, materials, attach, sew, join, split pins, tools,</p>

Year 1		
Knowledge 	Skills 	Vocabulary 
<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Understand where food comes from. use the basic principles of a healthy and varied diet to prepare dishes</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>explore and evaluate a range of existing products</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><u>Tools:</u> Select and explain why they have chosen a particular tool for a task.</p> <p><u>Materials:</u> Select and explain their choice of materials, sometimes with help.</p> <p><u>Health and Safety:</u> Explain how to keep safe during practical tasks</p> <p><u>Textiles:</u> 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><u>Card making:</u> Fold, tear, roll and cut paper and card.</p> <p><u>Cutting:</u> Cut safely and accurately with scissors</p> <p><u>Joining:</u> Join appropriately using glue, tape, split pins.</p> <p><u>Structures:</u> Build simple structures.</p> <p><u>Mechanisms:</u> make and use wheels and axels.</p> <p><u>ICT:</u> Input random instructions into simple devices for an unplanned outcome.</p> <p><u>Preparing and cooking food:</u> Work with an adult to make food following a simple recipe. Develop a food vocabulary using taste, smell, texture and feel</p> <p><u>Nutrition:</u> Identify the main food groups including fruit and vegetables</p> <p><u>Evaluate:</u> 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>Fabric, textiles, material, sew, stick, embellish, decorate, attach, join</p>

Year 2		
Knowledge 	Skills 	Vocabulary 
<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. explore and evaluate a range of existing products explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. build structures, exploring how they can be made stronger, stiffer and more stable 	<p><u>Tools:</u> Use tools safely for cutting and joining materials and components.</p> <p><u>Materials:</u> Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.</p> <p><u>Health and Safety:</u> Work safely and hygienically in construction and cooking activities.</p> <p><u>Textiles:</u> Join fabrics by using running stitch, glue, staples over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons- using a stitch to attach them.</p> <p><u>Card making:</u> Create simple levers using cards</p> <p><u>Cutting:</u> Use scissors to cut fabrics and create slots in paper.</p> <p><u>Joining:</u> Join appropriately with glue and or tape for different materials and situations</p> <p><u>Structures:</u> Improve structures by making them stronger, stiffer and more stable.</p> <p><u>Mechanisms:</u> Investigate joinings fixed and moving Create and use levers and sliders.</p> <p><u>ICT:</u> Input a sequence of instructions for a planned outcome.</p> <p><u>Preparing and cooking food:</u> cut, peel, grate and chop a range of ingredients to make dishes. Follow a recipe to make food with increasing independence.</p> <p><u>Nutrition:</u> Recognise the need for a variety of food in a diet.</p> <p><u>Evaluate:</u> 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>