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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	**If you go down to the woods today?** • Use various construction materials • Construct stacking blocks vertically and horizontally, making enclosures and creating space • Realises tools can be used for a purpose	**Crumbs! What's on Fire?** • to join construction pieces together to build and balance • Builds stories around toys and use available resources to create props to support role play • Captures experiences and responses with a range of media	**Space Explorers!** • Understands that different media can be combined to create new effects • Constructs with a purpose in mind, using a variety of resources • Selects appropriate resources and adapts work where necessary	**Our World** • Uses simple tools and techniques competently and appropriately • Selects tools and techniques needed to shape, assemble and join materials they are using	**What grows in my garden?** • Can safely use and explore a variety of materials, tools and techniques • Can experiment with colour, design, texture, form and function • Use what they have learnt about media/materials in original ways, thinking about uses and purposes • Can represent their own ideas, thoughts and feelings through DT	**Amazing Creatures** • Can safely use and explore a variety of materials, tools and techniques • Can experiment with colour, design, texture, form and function • Use what they have learnt about media/materials in original ways, thinking about uses and purposes • Can represent their own ideas, thoughts and feelings through DT
Year 1 National Curriculum	**Animal Picnic & Black History Month** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, **templates** • select from and use a wide range of materials and components, including textiles, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from (shopping and choice of foods	**Woodland adventure**	**Litter Detectives**	**An African Village**	**Black Rock's Tower** **Structures** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, mock-ups, drawing • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable	**Moving Toys** **Mechanisms** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, mock-ups • select from and use a range of tools and equipment to perform practical tasks • evaluate their ideas and products against design criteria • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

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Year 1 Skills	• **Make –** select and safely use hand tools. Assemble join, cut and shape fabric. Use a basic running stitch. • Sort food into the 5 groups • To know everyone should eat 5 portions of fruit and veg a day and why. • Use graters, zester, juicers. • Follow a simple recipe. • Discuss, compare and write simple evaluations.				• existing knowledge-look at a range of structures and buildings • Decide on Purpose-decide the purpose of the buildings • Plan and test ideas using mock ups. • Explore how they can be made stiffer, stronger, more stable. • Understand simple workings. • Assemble and join using hand tools. • Discuss, compare and write simple evaluations.	• Decide the purpose of the vehicle and intended user. • Use hand tools such as scissors to cut, score and assemble. • Use mechanisms such as leavers, sliders and wheels. • Make mock ups of mechanisms to explore which work best. • Evaluate-identify strengths and possible next steps against original criteria.
Year 2 National Curriculum	**What impact can I have on my world? & Black History Month**	**Fairy Tale Garden**	**Rainforest Adventure**	**Great Fire of London**	**What is it like at the seaside?**	**Brunel's Bristol**
				Model making • generate, develop, model and communicate their ideas through talking, **templates, mock-ups** • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable	**Food (healthy picnic lunches including shopping and choice of foods)** • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from • select from and use a wide range of materials and components, including construction materials textiles and **ingredients**, according to their characteristics • evaluate their ideas and products against design criteria	**Structures** • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, **drawing, mock-ups** • build structures, exploring how they can be made stronger, stiffer and more stable • select from and use a wide range of materials and components, including **construction materials** • evaluate their ideas and products against design criteria
Year 2 Skills				• Use knowledge of houses/buildings of that time. • Discuss materials the houses would/could be made from. • Design with a purpose and intended user. • Design model using computer software. • Plan and test ideas using templates and mock ups.	• Know where different food originated from around the world. • Understand that food has to be farmed, grown elsewhere or caught. • Understand that everyone should eat 5 portions of fruit and veg a day. • Design and prepare a dish. • Understand simple hygiene and safety. Use graters and safety knives	• Decide purpose e.g. strong enough to hold 10 (toy) cars / can float on water • Plan and test ideas using templates/mock ups. • Explore how they can be made stiffer, stronger, more stable. • Understand simple workings. • Assemble and join using hand tools. • Discuss, compare and write simple evaluations.

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				• Select and use a range of hand tools. • Use simple finishing techniques to improve the look of the product.		
Year 3 National Curriculum	**Incredible Iron Man & Black History Month**	**Woodland Wonders**	**How Does your Garden Grow?**	**Exciting Egypt**	**The Rhythm of the Rain**	**Revolting Romans**
		• research similar products to develop designs • develop a design through discussions and annotated sketches • add detail to my design • chose a material for suitability and appearance and explain why it has been selected • evaluate my final product				
Year 3 Skills		• Select tools and techniques for making their product • Cut, shape and join fabric to make a simple item. • Use basic sewing • Work safely and accurately with a range of simple tools • Measure, tape or pin, cut and join fabric with some accuracy				
Year 4 National Curriculum	**Wonderful Whales & Black History Month**	**Good Vibrations (not linked to English)**	**The Battle for the Kingdom**	**Into the Woods**	**Global Food**	**Aqua Adventures**
	• Explore a variety of creative and practical activities • Engage in process of designing and making a product that is fit for purpose • Understand the context for which the product is made Understand the use of mechanical systems in their products				• Understand seasonality, and know where and how a variety of ingredients are grown • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques • Evaluate the effectiveness of cooking through the term	

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Year 4 Skills	Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • apply their understanding of how to strengthen, stiffen and reinforce more complex structures				• Cut using the cat's claw and bridge into regular shaped slices or diced pieces • Peel away from the body with 'fork secure' if needed. • Grate ingredients safely onto a surface or chopping board (with wet towel underneath). • Measure or weigh using chef's measures and scales, to the nearest 5 g's or 1oz. • Measure volume accurately to the nearest 25ml's. • Assemble or cook ingredients (controlling the temperature of the oven.) • Understanding time when baking. • Prepare ingredients hygienically using appropriate utensils/ equipment • Demonstrating ability to wash up hygienically. • Follow a recipe, understanding step by step instructions.	

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	Space: The Final Frontier & Black History Month	Running Like Clockwork	Visionary Victorians in Brilliant Bristol	Outrageous Olympians	Survival Adventures	It's a Small World
Year 5 National Curriculum		• design products that are fit for purpose • generate, develop, model and communicate ideas through discussion, annotated sketches • select from and use a wider range of tools and equipment for construction using sheet materials and wood to perform practical tasks accurately. • evaluate their ideas and products against their own design criteria and consider views of others to improve their work. • apply their understanding of how to strengthen, stiffen and reinforce more complex structures.				
Year 5 Skills		• create step-by-step plans as a guide to making; • independently take exact measurements and mark out; • use a full range of materials and components, building wooden frame to attach cardboard sides; • use tools/equipment safely • cut a range of materials with precision and accuracy; • assemble, join and combine materials and components with accuracy; • explain how mechanical systems, such as cams, create movement. Use mechanical systems in products; • create a moving part showing characters from the text				

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	Ancient Civilisation: Stone Age to Iron Age & Black History Month	**Mind, Body & Soul**	**Blitz, Blackout & Beyond**	**Out in the cold**	**Benin: Beauty and Bravery**	**Darwin's Discoveries**
Year 6 National Curriculum			• Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			
Year 6 Skills			• Cut a range of vegetables accurately and consistently into different sizes according to purpose • Maintain safe knife control without constant reminders • Select the most appropriate method and equipment • Measure ingredients accurately and adapt quantities if scaling up or down • Measure liquids precisely and adjust according to consistency • Follow, interpret and adapt a historical recipe • Evaluate the final produce: taste, texture, appearance, nutrition and how it reflects WW2 rationing			