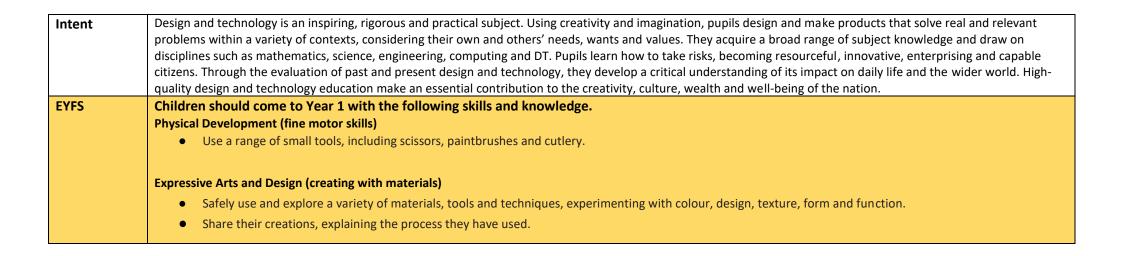
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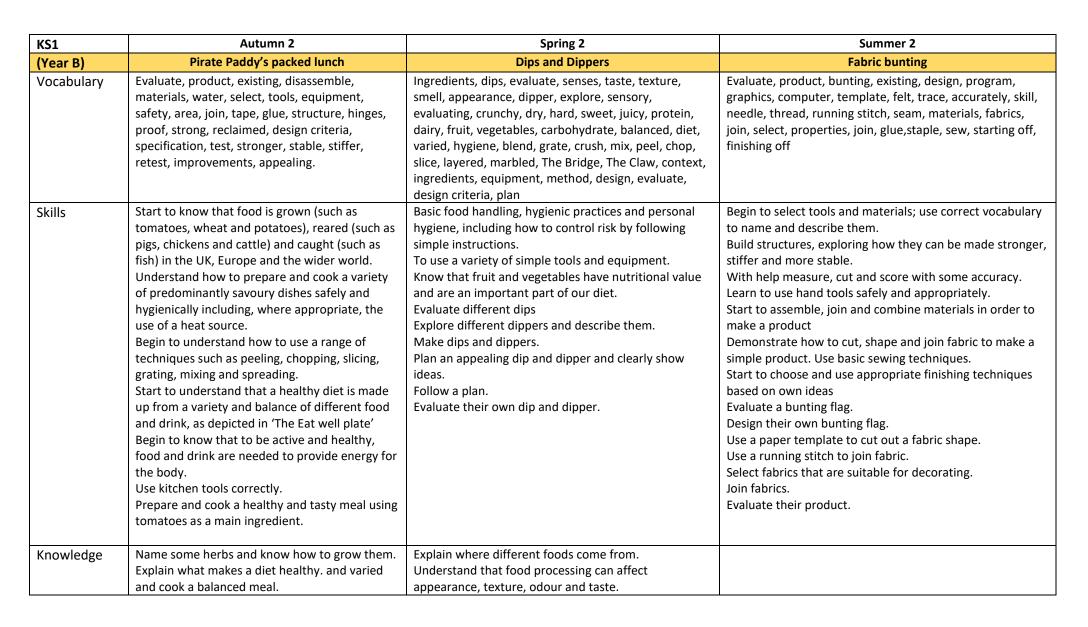
| KS1 | Autumn 2 | Spring 2 | Summer 2 |
|------------|---|---|---|
| (Year A) | Fabric faces | Moving pictures | Sensational salads |
| Vocabulary | Explore, fabric, textile, lace, felt, corduroy, jean, satin, silk, cotton, velvet, velour, ribbon, wool, fur, evaluate, hessian, attach, Template, line, shape, oval, round, square, heart, tone, Design, criteria, tools, criteria, tools, join, cut, evaluate. | Moving, picture, book, story, traditional tale, lever, slider, pivot, wheel, push, pull, direction, up, down, left, right, evaluate, annotated drawing, product, slider, moving, mechanism, lever, assemble, split pin, pivote, moving, picture, wheel, disc, assemble, reassemble, split pin, fixed, push, cut, draw, design criteria, annotated sketch, idea, discuss, choose, drawing, label, appealing, evaluate, make, improve. | Fruit, vegetable, plant, root, cauliflower, cabbage, strawberries, beetroot, onions, apples, plums, broad beans, blackberries, rhubarb, marrow, gooseberries, celery, lettuce, carrots, tomatoes, radishes, runner beans, turnips, potatoes, evaluate, vegetable, root, salad, texture, smell, appearance, taste, hygiene, blend, grate, mix, peel, chop, slice, The Bridge, The Claw, Fork Safe, Protein, vitamins, minerals, oily, salmon, mackerel, trout, tuna, shellfish, blend, grate, mix, zest, juice, chop, slice, peel, cut, combine, recipe. |
| Skills | Begin to select tools and materials; use correct vocabulary to name and describe them.Build structures, exploring how they can be made stronger, stiffer and more stable.With help measure, cut and score with some accuracy.Learn to use hand tools safely and appropriately.Start to assemble, join and combine materials in order to make a product.Start to choose and use appropriate finishing techniques based on own ideasExplore fabrics.Explore and evaluate how hair is created using different materials.Select a material and shape it Join fabrics together and attach different materials.Cut on a line and use a template to create a face.Create and follow a design Think of ideas and discuss them. | Select tools and materials; use correct vocabulary to name and describe them. Build structures, exploring how they can be made stronger, stiffer and more stable. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product. Start to choose and use appropriate finishing techniques based on their own ideas. Start to understand that mechanical systems such as levers Explore and evaluate an existing product. Use a mechanism in their own product. Make a lever and use it in their own product. Design a working product thinking about who it is for and what it needs. Make decisions about their product design using an annotated sketch. Use mechanisms to make a product. | Basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions. To use a variety of simple tools and equipment. Taste salads made from root vegetables and explain what I like about them and how they could be improved. Say which salad I liked the most and why. Follow the food hygiene rules when preparing food. Use kitchen equipment safely when preparing food. Assemble and combine ingredients. Select and safely use a zester and juicer. Chop using kitchen scissors and a safe knife. Follow a simple recipe. |

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| | Carefully select materials. | |
|---------------|-----------------------------|--|
| | Follow a design. | |
| Knowledge | | Know that fruit and vegetables have nutritional value and are an important part of our diet. Understand that food processing can affect appearance, texture, odour and taste. Recognise and name at least 5 different fruits and vegetables. Name some root vegetables. Explain that some fruit and vegetables grow above the ground and some grow below the ground and know which are which. Explain that it is important to eat at least 5 portions of fruit and vegetables a day to help give me energy and keep my body healthy. Explain that fruit and vegetables contain lots of vitamins and minerals. Say the different types of water that the fish we eat live in. Name some fruits that grow in the UK. Explain why some fruits don't grow in the UK and can say where these fruits grow. |
| Visit/Special | | |
| Occasions | | |

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| | Explain where, when and how strawberries are | |
|---------------|--|--|
| | grown around the UK. | |
| | Explain when tomatoes are in season in the UK. | |
| Visit/Special | | |
| Occasions | | |

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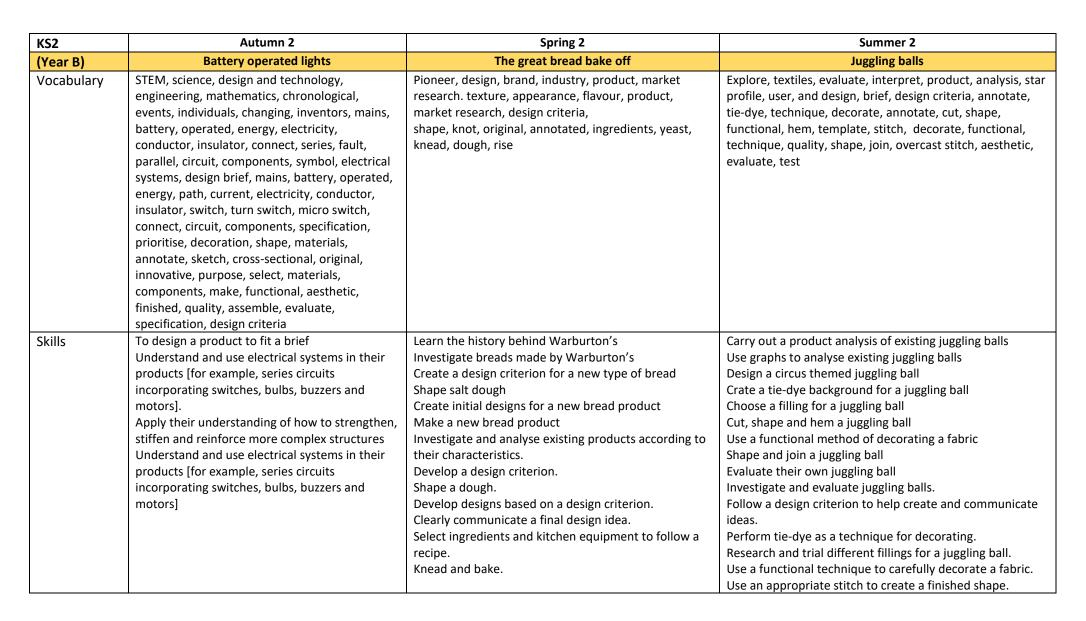
| KS2 | Autumn 2 | Spring 2 | Summer 2 |
|------------|---|---|---|
| (Year A) | Mechanical posters | Fly me a kite | Edible Garden |
| Vocabulary | Design brief, recycle, mechanism, mechanical system, moving, lever, linkage, design brief, pivot, input, output. Mechanism, lever, linkage, design brief, generate, loose/fixed pivot, guide/bridge, system, input, output, mechanism, lever, linkage, design brief, annotated sketch, generate, design criteria, adapt, prototype, evaluate, mock-up, high- quality, finish, techniques, select, improve, function, lever, linkage, input, output, design criteria, accuracy, tools, equipment, materials, components, replicate | Key events, design and technology, ideas, kite, parts, function, bridle, line, tow point, shape, delta, diamond, rokkaku, sled, keel, sail, spars, tail, design criteria, prioritise, decoration, shape, structure, frame, strength, stiffen, line, tail, design criteria, test, evaluate, materials | Herb, thyme, mint, parsley, tarragon, rosemary, basil, seed, balanced meal, complex carbohydrates, vitamins, minerals, dairy, fats, sugars, nutrition, polytunnels, glass houses, seeds, plants, calyx, pollinate, seasonality, smoothie, measure, millilitre, litre, seed, pinch out, sow, boil, simmer, seasoning, bruschetta, grate, chop, heat source, hob. |
| Skills | Investigate different lever and linkage mechanisms Make a mechanism that uses linkage and levers Develop design criteria and design ideas for a moving poster Select and use correct tools to make a moving poster Select materials to produce a high-quality finish Know the name and function of the parts of a lever and linkage system Evaluate their own moving poster Investigate mechanical systems. Make mechanical systems which use linkages and levers. Develop design criteria to design a product. Use sketches to develop and communicate ideas. Use prototypes to develop ideas. Carefully select materials and use different techniques. | With growing confidence generate ideas for an item, considering its purpose and the user/s. Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. Understand how to reinforce and strengthen a 3D framework. Start to measure, tape or pin, cut and join fabric with some accuracy. Now sew using a range of different stitches, to weave and knit Investigate kite shapes. Select from and use different materials. Develop a design for a kite. Accurately measure and cut the shape of a body for a kite. Make a strong and stiff structure to support the kite. | Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading. Use kitchen tools correctly. Prepare and cook a healthy and tasty meal using tomatoes as a main ingredient. |

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| | | Evaluate the kite design. | |
|----------------------------|---|---|--|
| | | Evaluate the kite design. | |
| Knowledge | Identify levers and linkages. Explain the difference between a lever and a linkage. | Explain how key events and individuals in technology have helped shape the world. Name and explain the function of different parts of a kite | Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. Name some herbs and know how to grow them. Explain what makes a diet healthy. and varied and cook a balanced meal. Explain where, when and how strawberries are grown around the UK. Explain when tomatoes are in season in the UK. |
| Visit/Special Occasions | | | |

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| | | | Evaluate their own product. |
|---------------|--|---|-----------------------------|
| | | | |
| | | | |
| Knowledge | To understand how to form an electrical circuit. | Find out about important people and events in the past that have shaped the way bread is made and sold today. | |
| Visit/Special | | | |
| Occasions | | | |