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| **YEAR A** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme titles** | EYFS – Marvellous Me in SchoolKS1 – Me & My City | EYFS – Terrific TalesKS1 - Megastructures | EYFS – Ticket to RideKS1 – Around the World in 80 Years & Beyond | EYFS – Amazing AnimalsKS1 – What’s it like in Africa? | EYFS – PlacesKS1 – Panic on Pudding Lane | EYFS – Come OutsideKS1 – Living things & their Habitats. |
| **D.T strand** | Mechanisms  |  | Materials and Structures  | Food and Nutrition |  | Textiles  |
| **Nursery** | Using one-fold on paper make a person stand up. (Themselves)To know things, move. Explore mechanisms through play Explore a range of mechanisms in construction resources, books and toys.To explore using scissors. Cutting Playdoh, snippingTo explore paper, card and other materials in junk modelling.  | To build houses for the characters from one of the terrific tales. To know we live in houses, but they are not all the same. To explore using a range of construction toys to build. To explore using a range of materials to make houses. To continue to use scissors. Cutting playdoh, snipping paper. To continue to explore materials and junk modelling.  | To build a vehicle from a cardboard box. To know things, move, to look at which part of the vehicle is making it move. Wheels. To look at a range of different vehicles. Explore moving toys through play. Talk about which go faster.To explore materials wood and not wood. To explore joining materials together with glue and tape. To use scissors with support to create widows or wheels. To use a hammer to tap pegs into fruits To continue to explore materials and junk modelling. | To make a sandwichTo look and explore a knife, fork and spoon. To look at different foods and identify some. To talk about eating healthy. To practise cutting with a knife and fork in play doh. Then with bread. To practise spreading- jam sandwich. **Linked stories** Handa’s Surprise.Tiger who comes for tea. | A range of skills to develop amongst the themeTo try different foods from different places. To look at different homes in different places. To continue discussing healthy eating. To continue using a knife, fork and spoon. To continue exploring materials and joining them. To continue using scissors correctly. Introduce rulers and pencils.  | To create a material animal. To look, explore and feel different textiles. To thread and weave, in and out, large scale. On the fence outside or the loom on the field. Cut textiles using scissors. Join textiles using glue to create an animal or decorate an animal shape.  |
| **Skills Progression**  | To know things, move. Know scissors are used to cut. To fold materials to create a simple fold on paper for purpose. To know what they like and do not like. Verbally or through expression.  | To know people and animals live in houses and they are all different. Continue to use scissors safely. To know what they like and do not like. Verbally or through expression. | To know things, move and which part of the vehicle is making it move. To be able to say if something is wood or not wood. Continue to use scissors safely and with support for a purpose. To create a vehicle and be able to talk about it. What it is or it’s colour. What they like or do not like about it.  | Cut with supervision using a knife. Mix using a spoon. Spread using a knife.Talk about what they have made and if they like it or not.  | Continue to develop their food knowledge. Continue to develop their fine motor skills using scissors, rulers and a range of tools in an appropriate activity. Continue to develop their skills with a knife, fork and spoon. Continue exploring materials and different ways to join them through play.  | To look at materials and feel them. To continue scissor action, but now on a new material. To know which shapes they need for a beak or an eye and supported cut and stick them. To talk about their material animal and explain what it is and how they made it.  |
| **Reception** | To make a Pop-up card.Explore mechanisms through play To enjoy looking and reading pop up books. Explore joining materials. To use scissors to cut along a straight line.Make a pop-up card. Talk about their pop-up card and others and if they like it or not.  | To build and test houses a house for a character from one of the terrific tales. To know humans and animals live in different houses and they are made from different materials. To explore and test a range of materials. Continue to use scissors to cut along a straight line. To make a house out of construction materials or junk modelling. To test the house. Is it waterproof, will it blow down, is it strong. To discuss their findings.  | To design and test a moving cardboard vehicle. To look at a range of vehicles and discuss how they move and for what purpose. Explore moving toys through play. To look at a range of materials wood, plastic and metal. To look at wheels and introduce the word axles. To use scissors to cut with purpose. To make a vehicle with an axle. To use a hammer safely and correctly. To test the vehicle does it move? To talk about their vehicle what was good and what was not good.  | To make fruit kebabs. To explore food and where it comes from. To know that humans and animals sometimes eat the same and different. To know some foods are healthy and some are not. To use a sharp knife to chop fruits supervised using a chopping board. To make a fruit kebab To try and discuss what they liked and what they did not like about it. **Linked stories** Handa’s Surprise.Tiger who comes for tea. | A range of skills to develop amongst the theme. To look at different countries their vehicles and homes and talk about differences and similarities. To continue using scissors, a hole punch, a ruler and a pencil. To continue exploring different foods and discussing where they come from. To continue chopping playdoh and soft materials. To continue developing their answers by discussing what they like and do not like.  | To make a spider’s web and spider. To identify fabrics from other materials. To explore different fabrics and which would work best for a spider, a web, a different animal and why. Explain the characteristics of the material.To continue their skills of weaving and weave in and out, over and under in a range of different places.Continue weaving skills to create a spider’s web. Explore joining materials together and test if it is strong or not. Explore spiders. Different, colours, sizes, how many eyes, legs. Design their spider and start to label it. Supported cut and join textiles using a needle and thread in and out. (running stitch) to create the spider. To talk about their spider and web what do they like and what do they not like about it.  |
| **Skills Progression**  | To know and explain how things, move.To use scissors correctly with a purpose to cut a straight line.To know materials can be attached in different ways.To verbally talk about their pop-up card.  | To know people and animals live in houses and they are all different. That they are called habitats. Continue to use scissors correctly and safely. To know which materials are strong and waterproof. To build and test their house. To verbally discuss what happened, why and if they could make it better.  | To know vehicles, move. Explain how they move. Continue to use scissors and a hammer correctly, safely and with a purpose.To be able to name and sort wood, metal and plastic into different groups. To know wheels, go around and an axle holds the wheels. To know which material to use for strength of a wheel. To make a vehicle with an axle. To test the vehicle to see if it will move. To verbally discuss what happened, why and if they could make it better. | To know what a knife, fork, spoon and sharp knife are and what they are for. To know the word healthy and be able to sort foods to healthy and not healthy. To recognise different foods. To be able to say where some of it comes from. To chop fruit safely using a sharp knife and a chopping board. To make a fruit kebab and eat it. To verbally discuss how it tasted and if they liked it or not.  | Continue their verbal communication skills discussing similarities and differences. What they like and do not like.Continue to develop their food knowledge. Continue to develop their fine motor skills with scissors, knifes for chopping and joining materials.  | To identify and sort textiles from other materials wood, metal etc. To use scissors confidently and cut out spider shape. To use the information about spiders and design their own spider. To talk about their design. To know what they need to cut the material. Collect the correct tool and have a go independently. To talk about their design when it is made. To discuss what they like and what they would change if they made it again. |
| **Year One** | To design and make a moving picture out of card using a lever. Explore levers in playLook at a range of existing products and discuss them. Explore joining materials and through rigours use which is best. Look at a range of levers e.g. waving hands, discuss their purpose and effectiveness. To know other tools cut paper and card. Design a moving picture using Sheffield as reference. Make a moving picture using the skills practised and the appropriate materials and tools. Evaluate their design verbally.  | No project To continue to progress their skills in provision and other subjects.  | To design and make a wooden vehicle. Explore different vehicles with wheels for different purposes. Look how vehicles move and know that there is an axle and describe it. To look at discuss materials and their properties. E.g. wood is hard. Plastic can bend. Explore different wheels, axles and attaching them through play. To use a saw, bench hook and hand-held drill. To design and make a wooden vehicle with an axle and wheels. To test and evaluate the vehicle. If children can write to do so.  | To design and make a fruit saladExplore different fruits, name them and understand they don’t just come from the supermarket. Explore different fruits and the country they come from. Design a fruit salad.To recap chopping skills with a sharp knife and chopping board. To know all fruit doesn’t have to be the same shape. To make and taste a fruit salad. To evaluate, if children can write short statements to do so or verbal.  | No project To continue to progress their skills in provision and other subjects.  | To design and make a textile animal to create a class collage- e.g. under the sea or in the desert. Explore a range of materials and talk about their characteristics. To name some fabrics e.g. cotton, felt and find an example.Supported to thread a needle. Recap running stich from reception, introduce over stitch. Explore animals in the chosen habitat. The colours, textures, size and shape. Design an animal to add to the class collage. Independently label design. Talk about the best material to use. To know what a template is. Supported to make a template, attach and using scissor skills cut around it. Independently join textiles using a needle and thread using a running stitch or over stitch. Evaluate their design. Writing short statements.  |
| **Skills Progression**  | To discuss different levers and how they move. Use scissor correctly to cut a straight or curved line. To use a craft knife to cut a straight line. Understand different materials and tools are used for different purposes. Design a moving picture scene. To verbally evaluate their design.  | To continue in provision To explore a range of materials e.g. construction or junk modelling. To explore a range of joining methods. To continue to use scissors correctly. To talk and discuss about things they like and don’t like.  | To discuss and explore different vehicles how they move and their purpose. To be able to identify different materials wood, glass, plastic, rubber and metal and discuss their properties.To know that wheels are held on with an axle and the axle goes round and the wheels are stuck on the axle. To use a saw, bench hook and drill safely with support from a peer or teacher. To design their vehicle and label their design. To evaluate their vehicle verbal or written.  | To discuss and explore different foods. To recognise different fruits and be able to say where they come from. To use a knife and chopping board correctly. To design fruit salad and label their designTo know and name which tools they will need. To make and taste a fruit salad. To evaluate verbally or written.  | To continue in provisionTo explore a range of materials e.g. construction or junk modelling. To explore a range of joining methods. To use scissors and chopping methods correctly with playdoh or soft materials. To talk and discuss about things they like and don’t like. To write short statements to support their evaluation writing.  | To discuss and explore characteristics and use of different materials. Supported thread a needle. To design and label their design. To write a list of materials and tools they need. To make an animal using a running stitch. To decorate the anima using thread, other materials etc. To write a written evaluation.  |
| **Year Two** | To design and make a moving monster Explore levers, linkages and pivots in play. Look at a range of levers, linkages and pivots in toys and in the real world. Discuss their purpose and electiveness. To know which tool is best to cut which part. Scissors or a craft knife. To look at a range of joining materials and which is best for a pivot and linkages. Using the knowledge of moving parts to design a moving monster. Make a moving monster using the skills practised and the appropriate materials and tools. Create a written evaluation for their product.  | No project To continue to progress their skills in provision and other subjects.  | To design and make a rubber band vehicle. To explore different vehicles and how they move. Looking at vehicles that do not use wheels. Recap and discuss materials and their properties. Recap using different tools safely and effectively. Explore different ways to make a vehicle go faster. Balloon, rubber band etc. Which one is best. Design a cardboard design for the rubber band car. Make using a saw, hammer, a rubber band car. Test and evaluate the car.  | To design and make a salad. To explore salads, what they are and discuss what is in them. To know some foods come from a plant and some from an animal. To understand the word nutrition. To know the 6 areas of the food pyramid. To recap how to use a knife and a chopping board safely. Know how to peel, cut, grate, mix and mould foods (with close supervision)Design, make and taste their healthy salad. Evaluate their salad.  | No project To continue to progress their skills in provision and other subjects. | To design and make a textile animal to create a class collage- e.g. under the sea or in the desert. Explore a range of materials, name them and talk about their characteristics. Thread a needle independently. Recap running stitch and introduce over stich and cross stitch. Explore animals in the chosen habitat. Their colours, textures, size and shape. Design an animal to add to the class collage. Independently label design. Write which materials and stitch to use. Use a template, create own and independently attach and cut around it. Cut and join textiles using an over sew stitch and a cross stitch. Decorate using a range of items (buttons, sequins, beads, ribbons etc).Create a written evaluation for their product.  |
| **Skills Progression**  | Use technical vocabulary when describing pivots and levers. Join appropriately for different materials and situations e.g. glue, tape, split pin.Use appropriate tools for the job. Design and evaluate.  | To continue in provision- To explore a range of materials e.g. construction or junk modelling. To explore a range of joining methods. To continue to use scissors and tools correctly. To talk and discuss about thinks they like and don’t like.To write informed sentences about opinions.  | To discuss different vehicles and how they move- not just wheels. To be able to identify different materials wood, glass, plastic, rubber and metal and discuss their properties.To know that a car can go faster using an elastic band. To design and label their designs a rubber band car. To use tools and material effectively to make a car. To test and write a written evaluation of their design.  | To discuss foods and salads referring to the 6 areas on the food pyramid. To be able to identify different foods correctly and if it comes from a plant or an animal. To know how to chop, grate, peel and mix food carefully using the correct equipment. Taste and evaluate their design with a written evaluation.  | To continue in provision- To explore a range of materials e.g. construction or junk modelling. To explore a range of joining methods. To continue to use scissors and tools correctly. To talk and discuss about thinks they like and don’t like.To write informed sentences about opinions. | To explore and discuss characteristics and use of different materials. Independently thread a needle. To design and label their design. To write a list of materials and tools they need. To make an animal using a running stitch, overstitch and cross stitch. To decorate the anima using thread, other materials etc. To write a written evaluation.  |

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| **YEAR B** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme titles** | EYFS – Me & My HomeKS1 – Me & My School in Stocksbridge | EYFS – Hidden Heroes – People who Help usKS1 – Hidden Heroes | EYFS – What happens in Winter? KS1 – Healthy Me | EYFS – What happens in Spring? KS1 – Nurturing Nature | EYFS – On the farmKS1 – Extreme Environments | EYFS – How I do like to be beside the seaside.KS1 – How I do like to be beside the seaside. |
| **D.T Strand**  |  | Mechanisms  | Food and Nutrition  |  | Textiles- weaving  | Materials and Structures  |
| **Nursery** | A range of skills to develop amongst the themeTo look at different homes in different places. To explore different construction materials to make houses and schools. To know what we do in each of the rooms in a home. E.g. make food in the kitchen, bath in the bathroom. They have a purpose. To explore a range of materials and joining them in provision. Explore scissors, what they do, how to hold them.  | Make a simple pop up card. Two cuts and a fold. To know things, move. Explore mechanisms through play Explore a range of mechanisms in construction resources, books and toys.To explore using scissors. Cutting Playdoh, snippingTo explore paper, card and other materials in junk modelling. | To chop and taste different fruits and vegetables. To look and explore a knife, fork and spoon. To look at different foods and identify some. To talk about eating healthy. To practise cutting with a knife and fork in play doh. Then with bread. To practise chopping using an eating knife, soft foods, banana, grapes etc. To practise spreading- jam sandwich.  | A range of skills to develop amongst the themeTo try different foods from different places. To look at different homes in different places. To continue discussing healthy eating. To continue using a knife, fork and spoon. To continue exploring materials and joining them. To continue using scissors correctly. Introduce rulers and pencils. | To create a paper woven piece. To look, explore and feel different textiles. Cut textiles using scissors. To thread and weave, in and out, large scale. On the fence outside or the loom on the field. To thread in and weave supported paper weaving. To talk about the colours used and the pattern it makes.  | To make something that floats. To look at a range of different vehicles including boats. Explore moving toys through play. Talk about which go faster.To explore materials wood and not wood. To explore things that float and don’t float. To explore joining materials together with glue and tape. To use scissors with support to create widows or wheels. To use a hammer to tap pegs into fruits  |
| **Skills Progression**  | Know we all live in a different home. Know where you have your breakfast, where you have a bath etc. Know that you can build using construction toys, blocks, Duplo etc. Know scissors are used to cut. To explore materials. To know what they like and do not like. Verbally or through expression. | To know things, move. Know scissors are used to cut. To fold materials to create a simple fold on paper for purpose. To know what they like and do not like. Verbally or through expression. | Cut with supervision using a knife. Mix using a spoon. Spread using a knife.Talk about what they have made and if they like it or not. | Continue to develop their food knowledge. Continue to develop their fine motor skills using scissors, rulers and a range of tools in an appropriate activity. Continue to develop their skills with a knife, fork and spoon. Continue exploring materials and different ways to join them through play. | To look at materials and feel them. To continue scissor action, but now on a new material. To know the action in and out or over and under to weave. Supported to weave using paper. To talk about what they have made and if they like it or not.  | To know things, move and which part of the vehicle is making it move. To be able to say if something is wood or not wood. Continue to use scissors safely and with support for a purpose. To create something that can float and be able to talk about it. What it is or it’s colour. What they like or do not like about it. |
| **Reception** | To build and test houses a house for a character from one of the terrific tales. To know humans and animals live in different houses and they are made from different materials. To explore and test a range of materials. Continue to use scissors to cut along a straight line. To make a house out of construction materials or junk modelling. To test the house. Is it waterproof, will it blow down, is it strong. To discuss their findings. | To make a Pop-up card.Explore mechanisms through play To enjoy looking and reading pop up books. Explore joining materials. To use scissors to cut along a straight line.Make a pop-up card. Talk about their pop-up card and others and if they like it or not.  | To make a vegetable soup. To explore food and where it comes from. To know that humans and animals sometimes eat the same and different. To know some foods are healthy and some are not. To use a sharp knife to chop vegetables supervised using a chopping board. To make a soup To try and discuss what they liked and what they did not like about it.  | A range of skills to develop amongst the theme. To look at different countries their vehicles and homes and talk about differences and similarities. To continue using scissors, a hole punch, a ruler and a pencil. To continue exploring different foods and discussing where they come from. To continue chopping playdoh and soft materials. To continue developing their answers by discussing what they like and do not like. | To paper weave a farm yard animal. To explore and identify fabrics from other materials. To talk about fabrics, which looks like a sheep, a pig etc. To continue their skills of weaving and weave in and out of a fence and the loom on the field. Explore joining materials together and test if it is strong or not. Paper weave a farmyard animal. Thinking about the colours to use. To use scissors to cut paper correctly. To know what to stick the paper with. To talk about their work, what do they like and what do they not like about it. | To make a boat that floats.To look at a range of vehicles including boats and discuss how they move and for what purpose. Explore moving toys through play. To look at a range of materials wood, plastic and metal. To look at which materials float and sink. To use scissors to cut with purpose. To design their boat and talk about what they want it to look like. Some children may do simple labels. To make a boat that floats. To test the boat does it float? To talk about their boat what was good and what was not good.  |
| **Skills Progression**  | To know people and animals live in houses and they are all different. That they are called habitats. To use scissors correctly with a purpose to cut a straight line.To know materials can be attached in different ways.To know which materials are strong and waterproof. To build and test their house. To verbally discuss what happened, why and if they could make it better.  | To know and explain how things, move.To use scissors correctly with a purpose to cut a straight line.To know materials can be attached in different ways.To verbally talk about their pop-up card. | To know what a knife, fork, spoon and sharp knife are and what they are for. To know the word healthy and be able to sort foods to healthy and not healthy. To recognise different foods. To be able to say where some of it comes from. To chop fruit and vegetables safely supported using a sharp knife and a chopping board. To make a vegetable soup and eat it. To verbally discuss how it tasted and if they liked it or not. | Continue their verbal communication skills discussing similarities and differences. What they like and do not like.Continue to develop their food knowledge. Continue to develop their fine motor skills with scissors, knifes for chopping and joining materials.  | To identify and sort textiles from other materials wood, metal etc. To use scissors confidently and cut paper confidently. To know what they need to cut the material. Collect the correct tool and have a go independently. To weave a farmyard animal using paper. To talk about their design when it is made. To discuss what they like and what they would change if they made it again. | To know vehicles, move including boats. Explain how they move. Continue to use scissors correctly, safely and with a purpose.To be able to name and sort wood, metal and plastic into different groups. To know which material to use for their boat to float. To make a boat To test the boat to see if it floats. To verbally discuss what happened, why and if they could make it better. |
| **Year One** | No project To continue to progress their skills in provision and other subjects.  | To design and make a moving super hero picture out of card using a lever. Explore levers in playLook at a range of existing products and discuss them. Explore joining materials and through rigours use which is best. Look at a range of levers e.g. waving hands, discuss their purpose and effectiveness. To know other tools cut paper and card. Design a moving superhero picture.Make a moving picture using the skills practised and the appropriate materials and tools. Evaluate their design verbally.  | To design and make a healthy pizza. Explore existing products and discuss using the senses what they can see, feel, smell and taste. To know and explain why some foods are heathy and some foods are not healthy. Design a healthy pizza.To recap chopping skills with a sharp knife and chopping board. To make and taste a pizza. To evaluate, if children can write short statements to do so or verbal. | No project To continue to progress their skills in provision and other subjects.  | To weave a loom fish. Explore a range of materials and talk about their characteristics. To name some fabrics e.g. cotton, felt and find an example.Supported to thread a needle. Recap running stich from reception, introduce over stitch. To explore different fish, their colours, shapes and textures. To design a loom fish, thinking about what materials to use. Label the design. Using the weaving skills from previous years weave the loom fish. To evaluate, if children can write short statements to do so or verbal.  | Can you make a vehicle that floats and holds a bear? Explore different vehicles with wheels and without for different purposes. Look how vehicles move and float. To look and discuss materials and their properties. E.g. wood is hard. Plastic can bend. Explore different materials and how they float. How they are waterproof. To use a range of tools safely and with the correct purpose. To design and make a boat that can float and hold a teddy bear. To test and evaluate the boat. If children can write to do so.  |
| **Skills Progression**  | To continue in provision To explore a range of materials e.g. construction or junk modelling. To explore a range of joining methods. To continue to use scissors correctly. To talk and discuss about things they like and don’t like. | To discuss and explore different levers and how they move. Use scissor correctly to cut a straight or curved line. To use a craft knife to cut a straight line. Understand different materials and tools are used for different purposes. Design a moving picture scene. To verbally evaluate their design.  | To discuss and explore different foods. To recognise different foods and talk about if they are healthy or not and why. To use a knife and chopping board correctly. To design a healthy pizza and label their design. To know and name which tools they will need. To make and taste a pizza. To evaluate verbally or written. | To continue in provisionTo explore a range of materials e.g. construction or junk modelling. To explore a range of joining methods. To use scissors and chopping methods correctly with playdoh or soft materials. To talk and discuss about things they like and don’t like. To write short statements to support their evaluation writing. | To discuss and explore characteristics and use of different materials. Supported thread a needle. To design using inspiration from other fish a loom fish. Label their design. To write a list of materials and tools they need. To weave a loom fish To write a written evaluation.  | To discuss and explore different vehicles how they move and float and their purpose. To be able to identify different materials wood, glass, plastic, rubber and metal and discuss their properties.To design their boat from the information they found out when exploring materials and how things float. To label their design. To use the correct tools, safely and for the correct purpose. To test and write a written evaluate about their design and findings.  |
| **Year Two** | No project To continue to progress their skills in provision and other subjects.  | To design and make a moving SuperheroExplore levers, linkages and pivots in play. Look at a range of levers, linkages and pivots in toys and in the real world. Discuss their purpose and electiveness. To know which tool is best to cut which part. Scissors or a craft knife. To look at a range of joining materials and which is best for a pivot and linkages. which is best for a pivot and linkages. Using the knowledge of moving parts to design a moving monster. Make a moving monster using the skills practised and the appropriate materials and tools. Create a written evaluation for their product.  | To design and make a healthy pizza. To explore pizza’s, what they are and discuss what is in them. To know some foods come from a plant and some from an animal. To understand the word nutrition. To know the 6 areas of the food pyramid. To recap how to use a knife and a chopping board safely. Know how to peel, cut, grate, mix and mould foods (with close supervision)Design, make and taste their healthy pizza. Evaluate their pizza. | No project To continue to progress their skills in provision and other subjects.  | To design an African inspired woven wall art piece. Explore a range of materials, name them and talk about their characteristics. Thread a needle independently. Recap running stitch and introduce over stich and cross stitch. Explore African weaving the colours, textures, size and shapes they use. Design an African inspired woven wall art piece. Independently label design. Write which materials and stitch to use. Use card board loom to weave. Create a written evaluation for their product.  | Can you make a moving boat? To explore different vehicles including boats and how they move and float.Recap and discuss materials and their properties. Recap using different tools safely and effectively. Explore different ways to make a boat go faster. Balloon, rubber band wind power etc. Which one is best?Design a boat that moves. Label the design with the correct materials and tools to use. Make the boat using the correct materials and tools for the correct purpose. Test and evaluate the boat.  |
| **Skills Progression**  | To continue in provision- To explore a range of materials e.g. construction or junk modelling. To explore a range of joining methods. To continue to use scissors and tools correctly. To talk and discuss about thinks they like and don’t like.To write informed sentences about opinions. | To discuss and explore levers and pivots. Use technical vocabulary when describing pivots and levers. Join appropriately for different materials and situations e.g. glue, tape, split pin.Use appropriate tools for the job. Design and evaluate | To discuss and explore foods and pizzas referring to the 6 areas on the food pyramid. To be able to identify different foods correctly and if it comes from a plant or an animal. To know how to chop, grate, peel and mix food carefully using the correct equipment. Taste and evaluate their design with a written evaluation. | To continue in provision- To explore a range of materials e.g. construction or junk modelling. To explore a range of joining methods. To continue to use scissors and tools correctly. To talk and discuss about thinks they like and don’t like.To write informed sentences about opinions. | To explore and discuss characteristics and use of different materials. Independently thread a needle. To design and label their design. To write a list of materials and tools they need. To make a woven African wall art piece. To write a written evaluation.  | To discuss and explore different vehicles and how they move- not just wheels. To be able to identify different materials wood, glass, plastic, rubber and metal and discuss their properties.To know that a vehicle can move without just wheels. To design a moving boat and label it. To use tools and material effectively to make a moving boat. To test and write a written evaluation of their design |