

## Key Stage 1 - Long Term Curriculum Overview - Year A

Subject	Autumn	Spring	Summer
Topic	Grandparents/My Local Area	Castles/Hot and Cold	Famous Stoke People/Recycling
<b>D&amp;T</b>	<p>DE1A, DE2A, DE3A, DE4A, DE5A, DE6A MME1A, MEL1A</p> <p><b>DE1B, DE2B, DE3B, DE4B, DE5B, DE6B</b> <b>MEL1B</b></p> <p><b><u>Mechanisms: PoaP - Wheels and Axles</u></b></p> <p><b><i>Design, make and evaluate a toy with wheels for a child:</i></b></p> <p>Explore and evaluate a range of wheeled products such as toys and everyday objects, including battery operated toys.</p> <p>Recognise if a battery operated device works or not and can diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</p> <p>Demonstrate to children how wheels and axles may be assembled as either fixed axles or free axles</p> <p>Practise how to mark out, hold, cut and join materials and components correctly</p> <p>Draw an example of a wheeled product, stating the user and purpose, and labelling the main parts e.g. body, chassis, wheels, axles and axle holders.</p> <p>Walk around the school building and grounds, recording how wheels and axles are used in daily life.</p>	<p>DE1A, DE2A, DE3A, DE4A, DE5A, DE6A MM1A, MM2A, MC1A</p> <p><b>DE1B, DE2B, DE3B, DE4B, DE5B, DE6B</b> <b>MM1B, MM2B, MC1B</b></p> <p><b><u>Structures: PoaP - Freestanding Structures</u></b></p> <p><b><i>Design, make and evaluate a tower for a model castle</i></b></p> <p>Go on a walk and/or look at photographs of the local area to explore structures such as playground equipment, street furniture, walls, towers and bridges</p> <p>Draw or photograph the structures they have been exploring and label with the correct technical vocabulary in relation to the structure, materials used and shapes</p> <p>Build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks</p> <p>Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials that children are likely to use to make their structures. Discuss the suitability of materials for their products according to their characteristics.</p> <p>Fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins</p>	<p>DE1A, DE2A, DE3A, DE4A, DE5A, DE6A CN1A, CN2A</p> <p><b>DE1B, DE2B, DE3B, DE4B, DE5B, DE6B</b> <b>CN1B, CN2B</b></p> <p><b><u>Cooking and Nutrition: PoaP - Preparing Fruit and Vegetables</u></b></p> <p><b><i>Design, make and evaluate a fruit salad for a school trip</i></b></p> <p>Identify basic food hygiene practices when handling food including the importance of following instructions to control risk</p> <p>Use simple utensils and practise food-processing skills such as washing, grating, peeling, slicing, squeezing</p> <p>Understand healthy eating advice, including eating more fruit and vegetables; using The Eatwell Guide model talk about the importance of fruit and vegetables in our balanced diet</p> <p>Examine, handle, smell and taste a range of fruit and vegetables in order to describe them through talking and drawing</p> <p>Evaluate existing products to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/ suitability for intended purposes</p>

## Key Stage 1 - Long Term Curriculum Overview—Year B

Subject	Autumn	Spring	Summer
Topic	London's Burning!/ Airports and Train Stations	Famous People and Events/ Non-Europe Contrast – Kenya	Victorians/Seaside Study
<b>D&amp;T</b>	<p>DE1A, DE2A, DE3A, DE4A, DE5A, DE6A <b>DE1B, DE2B, DE3B, DE4B, DE5B, DE6B</b> <b>MME1B</b></p> <p><b><u>Mechanisms: PoaP - Sliders and Levers</u></b></p> <p><b><i>Design, make and evaluate a Great Fire of London 'pop-up' book</i></b></p> <p>Children explore and evaluate a collection of books and everyday products that have moving parts, including those with levers and sliders</p> <p>Introduce and develop vocabulary e.g. lever, pivot, slider, left, right, push, pull, up, down, forwards, backwards, in, out.</p> <p>Develop knowledge and skills by replicating the slider and lever teaching aids. Encourage children to add pictures to their mechanisms.</p> <p>Generate simple design criteria with the children e.g. the mechanism should work smoothly, it should make the right type of movement.</p> <p>Develop their ideas through talking, drawing and making mock-ups of their ideas with paper and card.</p> <p>Discuss the finishing techniques the children might use e.g. using digital text and graphics, paint, felt tipped pens or collage.</p>	<p>DE1A, DE2A, DE3A, DE4A, DE5A, DE6A MT1A, MT2A <b>DE1B, DE2B, DE3B, DE4B, DE5B, DE6B</b> <b>MT1B, MT2B</b></p> <p><b><u>Textiles: PoaP - Templates and Joining</u></b></p> <p><b><i>Design, make and evaluate a puppet for an puppet show:</i></b></p> <p>Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.</p> <p>Investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used.</p> <p>Investigate fabrics to determine which is best for the purpose of the product they are creating.</p> <p>Use templates or simple paper patterns and practice correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product</p> <p>Practise different appropriate joining techniques for in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Identify advantages and disadvantages of each technique.</p> <p>Practise different finishing techniques in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing.</p>	<p>DE1A, DE2A, DE3A, DE4A, DE5A, DE6A CN1A, CN2A <b>DE1B, DE2B, DE3B, DE4B, DE5B, DE6B</b> <b>CN1B, CN2B</b></p> <p><b><u>Cooking and Nutrition: PoaP - Preparing Fruit and Vegetables</u></b></p> <p><b><i>Design, make and evaluate fruit kebabs for a picnic:</i></b></p> <p>Identify basic food hygiene practices when handling food including the importance of following instructions to control risk</p> <p>Use simple utensils and practise food-processing skills such as washing, grating, peeling, slicing, squeezing</p> <p>Understand healthy eating advice, including eating more fruit and vegetables; using The Eatwell Guide model talk about the importance of fruit and vegetables in our balanced diet</p> <p>Examine, handle, smell and taste a range of fruit and vegetables in order to describe them through talking and drawing</p> <p>Evaluate existing products to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/ suitability for intended purposes</p>