



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2		<p><b><u>Local Study: Portsmouth in WW2</u></b></p> <p>We are learning to design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>We are learning to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>We are learning to use the basic principles of a healthy and varied diet to prepare dishes</p> <p>We are learning to explore and evaluate a range of existing products</p> <p>We are learning to evaluate their ideas and products against design criteria</p> <p><b><u>Cooking and Nutrition</u></b></p> <p>I can develop a food vocabulary using taste, smell, texture and feel.</p> <p>I can group familiar food products e.g. fruit and vegetables.</p> <p>I can explain where food comes from.</p> <p>I can cut, peel, grate, chop a range of ingredients</p> <p>I can work safely and hygienically.</p> <p>I can understand the need for a variety of foods in a diet.</p> <p>I can measure and weigh food items, non-statutory measures e.g. spoons, cups.</p>		<p><b><u>Our Great Britain</u></b></p> <p><b><u>Project linked to Science: Electricity</u></b></p> <p>We are learning to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>We are learning to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>We are learning to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>We are learning to 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</p> <p>We are learning to investigate and analyse a range of existing products</p> <p>We are learning to evaluate our ideas and products against our own design criteria and consider the views of others to improve your work</p> <p><b><u>Electrical Systems (Complex switches and circuits (inc programming, monitoring and control)</u></b></p> <p>I can develop a technical vocabulary appropriate to the project.</p> <p>I can use electrical systems such as motors, switches and buzzers.</p>		<p><b><u>Ancient Greeks</u></b></p> <p>We are learning to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>We are learning to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>We are learning to 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</p> <p>We are learning to investigate and analyse a range of existing products</p> <p>We are learning to evaluate our ideas and products against our own design criteria and consider the views of others to improve your work</p> <p>We are learning to understand how key events and individuals in design and technology have helped shape the world</p> <p><b><u>Mechanisms (Pulleys)</u></b></p> <p>I can build a framework that will support my mechanisms (revision from previous structures unit)</p> <p>I can stiffen and reinforce materials</p> <p>I can use mechanical systems such as gears, pulleys, levers and linkages.</p> <p>I can use appropriate materials to create pulleys</p> <p>I can apply my knowledge of how mechanical systems such as cams or pulleys or gears create movement</p> <p>I can accurately assemble, join and combine materials and components</p>