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|  | **Autumn**  | **Spring**  | **Summer** |
| **Year Group** |  |
| **Year 1** | **Sliders and Leavers – transport link** Progression of Skills* about the movement of simple mechanisms such wheels and axles
 | **Food – preparing fruit and vegetables** Progression of Skills* that all food comes from plants or animals
* that food has to be farmed, grown elsewhere (e.g. home) or caught
* how to use techniques such as cutting, peeling and grating
 | **Free standing structures** Progression of Skills* how freestanding structures can be made stronger, stiffer and more stable
* about the simple working characteristics of materials and components
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| **Year 2** | **Food – Sandwiches** Progression of Skills* how to name and sort foods into the five groups in the Eatwell plate
* • that everyone should eat at least five portions of fruit and vegetables every day
* how to prepare simple dishes safely and hygienically, without using a heat source
 | **Mechanisms – Wheels and axels** Progression of Skills* about the movement of simple mechanisms such wheels and axles
 | **Textiles – Templates and joining techniques** Progression of Skills* that a 3-D textiles product can be assembled from two identical fabric shapes
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| **Year 3** | **Textiles – 2D Shape to 3D product** **Suggested Unit - Christmas Card Idea - Mechanical Systems - Levers and linkages** Progression of Skills* that a single fabric shape can be used to make a 3D textiles product
 | **Mechanical Systems – Pneumatics**Progression of Skills* how mechanical systems such as levers and linkages or pneumatic systems create movement
 | **Food - Healthy and varied diet (bread-based product)**Progression of Skills* that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate
* how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
* how to use a range of techniques such as kneading and baking
* that to be active and healthy, food and drink are needed to provide energy for the body
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| **Year 4** | **Nets – Structure/shell structure** Progression of Skills* how to use learning from mathematics to help design and make products that work
* how to program a computer to control their products
* how to make strong, stiff shell structures
* how to use learning from science to help design and make products that work
 | **Electricity - Night Light**Progression of Skills* that mechanical and electrical systems have an input, process and output
* how simple electrical circuits and components can be used to create functional products
 | **Food – Celebrating seasonality** **(Growing own produce – allotment link)**Progression of Skills* 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
* that recipes can be adapted to change the appearance, taste, texture and aroma
* how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
* how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading
* that seasons may affect the food available
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| **EYFS** |  |  |  |