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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 |
| **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 |
| **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 |
| **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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