

Y1/2		Food: Kebabs	Mechanisms: Cards with Sliders and Levers	Structures: Free Standing	Mechanisms: Wheels and Axels	Food: Pesto Sandwiches and Smoothies	Textiles: Making and Joining Techniques	Food: Dough (Pizzas)	Mechanisms: Moving Pictures (Levers and Linkages)	Food: Pasta Sauces	Structures: Shell	Textiles: Wallet	Structures: Frames (Bridges)	Food: Transition Project with BIS	Mechanisms and Electronics: Electronic Vehicles (Levers and Pulleys)	Food: Seasonal Pastries	Textiles: Tote Bag	Cross-curricular units (Computing, science, DT) *
	Food	Use simple utensils and equipment to peel, chop and skewer. Cutting skills: basic Select from a range of fruit and vegetables based on their characteristics. Understanding where a range of fruit and vegetables comes from. Know about a range of fresh and processed ingredients. Understand and use basic principles of a healthy and varied diet. Apply basic principles of food hygiene at an age-appropriate level washing hands and surfaces so that we do not become sick.				Use simple utensils and equipment to peel, chop, squeeze, spread, grate and blend. Cutting skills: bridge and claw. Select from a range of fruit and vegetables based on their characteristics. Understanding where a range of fruit and vegetables comes from. Know about a range of fresh and processed ingredients. Understand and use basic principles of a healthy and varied diet. Apply basic principles of food hygiene at an age-appropriate level washing hands and surfaces so that we do not become sick; relate to science knowledge e.g. having grown mould on bread, understanding that we cannot see germs.		Use simple utensils and equipment (squeeze, peel, slice, grate, chop, use oven). Cutting skills: bridge and claw. Mix, prove, roll and knead a dough. Know about a range of fresh and processed ingredients. Understanding where a range of fruit and vegetables comes from. Know about a range of fresh and processed ingredients. Select from a range of fruit and vegetables based on their characteristics. Understand and use basic principles of a healthy and varied diet. Apply basic principles of food hygiene at an age-appropriate level washing hands and surfaces so that we do not become sick; relate to science knowledge e.g. having grown mould on bread, understanding that we cannot see germs.		Use simple utensils and equipment (squeeze, peel, slice, grate, chop, use hob and blender). Understanding where a range of fruit and vegetables comes from. Know about a range of fresh and processed ingredients. Select from a range of fruit and vegetables based on their characteristics. Understand and use basic principles of a healthy and varied diet. Cutting skills: bridge and claw; rocking Apply basic principles of food hygiene at an age-appropriate level washing hands and surfaces so that we do not become sick; relate to science knowledge e.g. having grown mould on bread, understanding that we cannot see germs; relate to learning in Y4 Science.			Use simple utensils and equipment (squeeze, peel, slice, grate, chop, use oven, use hob and blender). Use the rubbing in method to make a pastry or breadcrumbs. Understanding where a range of fruit and vegetables comes from. Know about a range of fresh and processed ingredients. Select from a range of fruit and vegetables based on their characteristics. Understand seasonality and apply this to a product. Understand and use basic principles of a healthy and varied diet. Cutting skills: bridge and claw; rocking Apply basic principles of food hygiene at an age-appropriate level washing hands and surfaces so that we do not become sick; relate to science knowledge e.g. having grown mould on bread, understanding that we cannot see germs; relate to learning in Y4 Science.		Use simple utensils and equipment (squeeze, peel, slice, grate, chop, use oven, use hob and blender). Choose and combine skills from Y3-5 Understanding where a range of fruit and vegetables comes from. Know about a range of fresh and processed ingredients. Select from a range of fruit and vegetables based on their characteristics. Understand seasonality and apply this to a product. Understand and use basic principles of a healthy and varied diet.			
	Textiles					Cutting from a template accurately using felt. Use different joining techniques (stapling, gluing, pinning (or double-sided tape), sewing). Use a basic running stitch and over stitch. Thread a thicker needle with support (staff, threader).	Cutting from a template accurately using measurements and a range of fabrics including tougher fabrics. Use different joining techniques (stapling, gluing, pinning, sewing). Use a range of stitches: running stitch, over stitch, back stitch. Thread a thinner needle with support (staff, threader). Add a popper/button using a glue gun.					Cutting from a template accurately using measurements and a range of fabrics including tougher fabrics. Use different joining techniques (stapling, gluing, pinning, sewing). Use a range of stitches: running stitch, over stitch, back stitch. Thread a thinner needle with support (staff, threader). Add a popper/button using a glue gun.			Cutting from a template accurately using measurements and a range of fabrics including tougher fabrics. Cut materials without templates, using measurements. Use different joining techniques (stapling, gluing, pinning, sewing). Use a glue gun if required to join embellishments. Tie dye. Use a range of stitches: running stitch, over stitch, back stitch. Use cross stitch/embroidery patterns to embellish; use applique. Thread a thinner needle independently.			
	Mechanisms		Explore and create products using mechanisms, such as levers and sliders.		Explore and create products using mechanisms, such as levers, sliders and wheels.				Explain how mechanical systems such as levers and linkages create movement. Use mechanical systems in their products.						Simply explain how gears and pulleys work. Use gears and pulleys in a design.			
	Structures		Build simple structures, exploring how they can be made stronger, stiffer and more stable. Talk about and start to understand the simple working characteristics of materials and components;		Apply Y1 knowledge of structures.				Apply Y1 knowledge of structures.		Apply CAD to design process. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; Understanding triangulation.		Apply Y5 structures knowledge			
	Electronics and Computing												use a backstop.		Apply understanding of learning in science to a product, plus: Use a circuit to power a pulley system.			Apply understanding of learning in science, plus: Programme an electronic product using micro:bits in Computing lessons (see Computing curriculum).