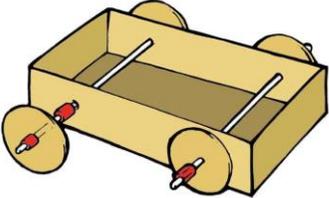


Autumn

We are caring

Celebrating our heroes around the world.

	Learning Objective	Vocabulary	Sticky knowledge	Coverage
<p>Mechanisms</p> 	<p>To think of an idea.</p> <p>To plan what to do next.</p> <p>To choose tools and materials.</p> <p>To explain why I have chosen them.</p> <p>To join materials and components in different ways.</p> <p>To explain what went well.</p> <p>To explain why I have chosen specific textiles.</p> <p>To measure materials to use in a model.</p>	<p>Wheels</p> <p>Axels</p> <p>Chassis</p> <p>Vehicles</p> <p>Dowel</p> <p>Join</p>	<ul style="list-style-type: none"> To use construction kits with wheels and axles, ask children to make a product that moves. To show how wheels and axles may be assembled as either fixed axles or free axles. To show different ways of making axle holders and stress the importance of making sure the axles run freely within the holders. To ensure that children are taught how to mark out, hold, cut and join materials and components correctly. To use samples of materials and components they will use when designing and making, ask the children to assemble some examples of wheel, axle, axle holder combinations. 	<ul style="list-style-type: none"> Ensure a variety of different shaped boxes are available so children can select the one most appropriate for their design. Provide wheels with a range of diameters and thicknesses for children to explore and select the most suitable. A card disc glued onto a wooden/MDF wheel is easy to draw on to add details using felt tip pens. To add a trailer, use flat magnets glued onto the ends of boxes (opposite poles outwards) or short pieces of pipe cleaner bent to form a 'hook and eye'.

Spring 1

We are healthy and active

Where does my food come from?

<p>Cooking and Nutrition</p> 	<p>To think of an idea.</p> <p>To plan what to do next.</p> <p>To describe the ingredience I am using.</p>	<p>Peel</p> <p>Cut/chop</p> <p>Drain</p> <p>Mash</p> <p>Healthy</p> <p>Unhealthy</p> <p>Plants</p> <p>Animals</p> <p>5 food groups</p> <p>Dairy</p> <p>Fat</p> <p>Fruits/vegetables</p>	<ul style="list-style-type: none"> To select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including peeling, chopping, mashing. To discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. <i>What should we do before we work with food?</i> To know that food comes from plants and animals. To know that you need a balanced diet of healthy food, exercise, sleep. To know about 5 different food groups. 	<ul style="list-style-type: none"> When choosing bought products choose some fillings that the children have not seen before and from a variety of different cultures. If you grow edible plants in the school grounds such as herbs, lettuce or tomatoes, encourage the children to use these in their food product. When possible, use some ingredients which are seasonal and locally sourced. Hygiene: tie long hair back, wear aprons, cover cuts with blue plasters and wash hands thoroughly with soap
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		Protein Starchy foods		and dry with a paper towel.
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Summer 1
We are scientists
Our Universe

<p>Structures</p> 	<p>To think of an idea and plan what to do next.</p> <p>To choose tools and materials and explain why I have chosen them.</p> <p>To join materials and components in different ways.</p> <p>To explain what worked well.</p> <p>To measure materials to use in a structure.</p>	<p>Structures</p> <p>Free standing structures</p> <p>Shell structures</p> <p>Frame</p> <p>Stiffer</p> <p>Stable</p> <p>Weak</p> <p>Rigid</p> <p>Join</p> <p>Evaluate</p>	<ul style="list-style-type: none"> • To know that a structure has to be strong, stiffer and more stable to stand alone. • To know that different tools can be used for different purposes. • To measure, mark out, cut, shape, join and finish techniques with a range of tools and new and reclaimed materials that children are likely to use to make their structures. • To build and explore a variety of freestanding structures using sticks, construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks e.g. <i>How can you stop your structures from falling over? How they can be made stronger and stiffer in order to carry a load?</i> • To make models of the structures they have seen in school and the local area. 	<ul style="list-style-type: none"> • Create a PowerPoint or range of pictures showing a variety of freestanding structures. • Exploring structures in the local area provides a good opportunity to develop children's observational drawing. • Ensure that work with construction kits and materials builds on children's prior experience. • Ensure that different types of construction kits are available for children to explore through focused tasks. • Demonstrate measuring, marking out, cutting, joining and strengthening techniques and provide help sheets showing instructions for the children to practise independently. • Prior to producing their designs, have a range of materials available for children to access and create models.
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