



<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><b>Pre-school</b></p> <p>Pre-school objectives from 'Development Matters' document</p>	<p><b>Food</b></p> <p>Introduction to what is food? What snack do I have?</p> <p>Explore natural materials, indoors and outside            Enjoy singing, music and toys that make sounds.            Listen and respond to a simple instruction.            Express preferences and decisions. They also try new things and start establishing their autonomy.</p>	<p><b>Food</b></p> <p>What do I like to eat? What do I dislike?</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.            Start to develop pretend play, pretending that one object represents another.            Grow in independence, rejecting help            Use large and small motor skills to do things independently.</p>	<p><b>Structures</b></p> <p>- Introduction to junk Modelling</p> <p>Explore different materials, using all their senses to investigate them.            Make simple models which express their ideas.            Use their imagination as they consider what they can do with different materials.            Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.            Add some marks to their drawings, which they give meaning to.            Develop manipulation and control.</p>
<p><b>FS1</b></p> <p>FS1 objectives from 'Development Matters' document</p>	<p><b>Food</b></p> <p>Collecting fruit and helping to mix crumble</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.            Create closed shapes with continuous lines, and begin to use these shapes to represent objects.            Explore different natural materials freely, in order to develop their ideas about how to use them and what to make.            Use a wider vocabulary.            Develop their own ideas and then decide which materials to use to express them.</p>	<p><b>Food</b></p> <p>Helping to cut up the fruit for snack time</p> <p>Use drawing to represent ideas like movement or loud noises.            Respond to what they have heard, expressing their thoughts and feelings.            Explore collections of materials with similar and/or different properties.            Use all your senses in hands-on exploration of natural materials.            Use a wider vocabulary.            Match their developing physical skills to tasks and activities in the setting.</p>	<p><b>Structures</b></p> <p>Junk Modelling            Making Vehicles, thinking about what shape items will be best?</p> <p>Join different materials and explore different textures            Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.            Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.            Explore collections of materials with similar and/or different properties.</p>



	<p>Use all your senses in hands-on exploration of natural materials.                  Explore collections of materials with similar and/or different properties.                  Use large-muscle movements to wave flags and streamers, paint and make marks.                  Make healthy choices about food, drink, activity and tooth brushing.                  Select and use activities and resources, with help when needed.</p>	<p>Choose the right resources to carry out their own plan.                  Use one handed tools and equipment.                  Show a preference for a dominant hand.                  Use talk to organise themselves and their play.</p>	<p>Talk about what they see, using a wide vocabulary.                  Use all your senses in hands-on exploration of natural materials.                  Use a wider vocabulary.</p>
<p><b>FS2</b></p> <p>FS2 objectives from 'Development Matters' document</p>	<p style="text-align: center;"><b>Food</b></p> <p style="text-align: center;">Cutting fruit and weighing to make crumble</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, knives, forks and spoons).                  Learn new vocabulary.                  Combine different movements with ease and fluency.                  Confidently and safely use a range of large and small apparatus indoors and outside.</p>	<p style="text-align: center;"><b>Food</b></p> <p style="text-align: center;">Rainbow Salad</p> <p>Create collaboratively, sharing ideas, resources and skills                  Return to and build on their previous learning, refining ideas and developing their ability to represent them.                  Learn new vocabulary.                  Connect one idea or action to another using a range of connectives.                  Articulate their ideas and thoughts in well-formed sentences.</p>	<p style="text-align: center;"><b>Structures</b></p> <p style="text-align: center;">Junk Modelling                  Making Vehicles, thinking about what they will use to join parts together</p> <p>Explore and use and refine a variety of artistic effects to express their ideas and feelings.                  Learn new vocabulary.                  Confidently and safely use a range of large and small apparatus indoors and outside.                  Show resilience and perseverance in the face of challenge.                  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.                  Know and talk about the different factors that support their overall health and wellbeing.</p>



<p><b>Year 1</b></p>	<p>Autumn 1</p> <p><b>Structures</b></p> <p>Charles Macintosh Inventor of the Mac raincoat</p>	<p>Spring 1</p> <p><b>Food</b></p> <p>Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</p> <p>Levi Roots - entrepreneur</p>	<p>Summer 2</p> <p><b>Mechanisms</b></p> <p>Wheels and axles</p> <p>George Stephenson</p>
<p><b>Year 2</b></p>	<p><b>Mechanisms</b></p> <p>Sliders and levers</p> <p>John Boyd Dunlop - Inventor of rubber inflatable tyres</p>	<p><b>Food</b></p> <p>Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)</p> <p>Heston Blumenthal - linking design, food, science.</p>	<p><b>Textiles</b></p> <p>Templates and joining techniques</p> <p>Orla Kielly - designer, fabrics,</p>
<p><b>Year 3</b></p>	<p><b>Shell Structures</b></p>	<p><b>Food</b></p> <p>Healthy and varied diet linked to topic (including cooking and nutrition requirements for KS2)</p> <p>Mary Berry</p>	<p><b>Textiles</b></p>
<p><b>Year 4/5</b></p>	<p><b>Levers and Linkages</b></p> <p>Pop up books</p>	<p><b>Food</b></p> <p>Healthy and varied diet linked to topic (including cooking and nutrition requirements for KS2)</p> <p>Mary Berry</p>	<p><b>Electrical Systems</b></p> <p><b>Torches</b></p>
<p><b>Year 5/6</b></p>	<p><b>Mechanical Systems</b></p> <p>Pulleys and Gears</p> <p>Johnny Ive (Apple) Product designer)</p>	<p><b>Electrical Systems</b></p> <p>More complex switches and circuits (including programming, monitoring and control)</p> <p>Ernestas Jonkute - Nanotechnologist</p>	<p><b>Food</b></p> <p>Celebrating culture and seasonality linked to topic (including cooking and nutrition requirements for KS2)</p> <p>Chris Nelson - Horticulturist.</p>