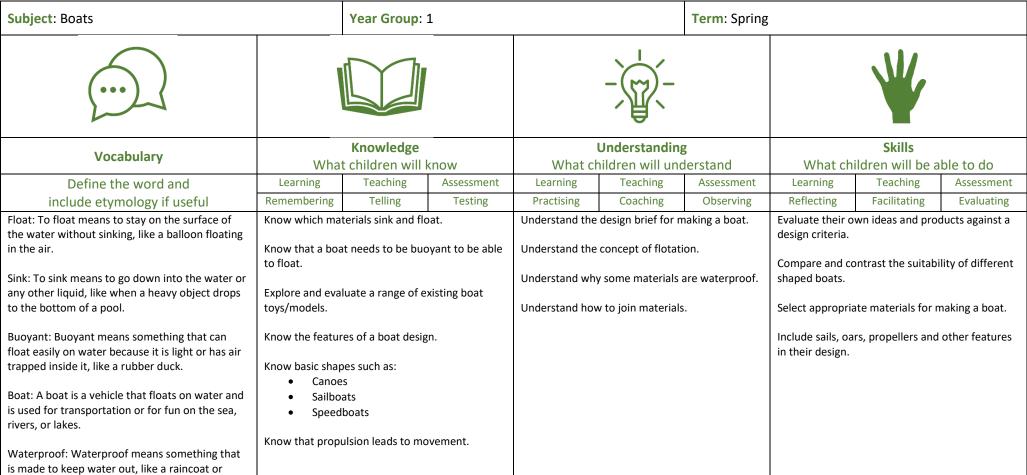


Subject: Food – Fruit salad	Year Group: 1				Term: Autumn					
							W			
Vocabulary		Knowledge			derstanding			Skills		
•	Wha	at children will k	now	What child	lren will unde	erstand	What ch	ildren will be a	ble to do	
Define the word and	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
include etymology if useful	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Fruit – any edible product of plant growth useful to humans or animals	· · · · · · · · · · · · · · · · · · ·			Understand where food comes from and be able to discuss the cycle of food production.			Find a recipe in a cookbook or using an internet search.			
Healthy – enjoying good health Ingredients – Latin (stem of ingrediens) something that enters as an element into a mixture	How to explain objects and designs to identify likes and dislikes of the designs.			Understand which foods are grown and which are produced.			Identify ingredients that can be classed as healthy and unhealthy.			
Recipe – Latin (recipere) a set of instructions for making or preparing a food dish		ements to existing of		Observe how food items are made and be able to copy the techniques modelled.			Create a template example of a healthy/unhealthy dish.  Group ingredients to show which ones are			
Peel/peeler – to strip of its skin/rind	How to cut, pee hygienically.	l or grate ingredien	ts safely and	Understand that food must be prepared safely and hygienically and be able to explain the reasons why.			grown and which ones are produced.			
Slice – Old French (esclicer – to split up) a thin, flat piece cut from something	To use scales or	measuring cups, m		Practise how to use a knife, grater and peeler safely, knowing the reasons why, observing how			Use a knife, grater and peeler safely and reflect on why it is important.			
Vegetable – Latin (vegetabillis – able to live and grow) any plant whose parts are used as food		ok healthy ingredie	·	to listen to instructions.  Understand the difference between healthy and			Measure ingredients using a scale and measuring cups/teaspoons/tablespoons.			
Knife – an instrument for cutting				unhealthy.	referice betwee	ir ilealtily allu				
Grate – product of grating				Compare and contr		•				
Grater - an instrument for grating				, 100	7 10 - 10 - 10 - 10	,				
Chop – product of chopping Hygiene – practice to preserve health										



umbrella that doesn't let water pass through it.

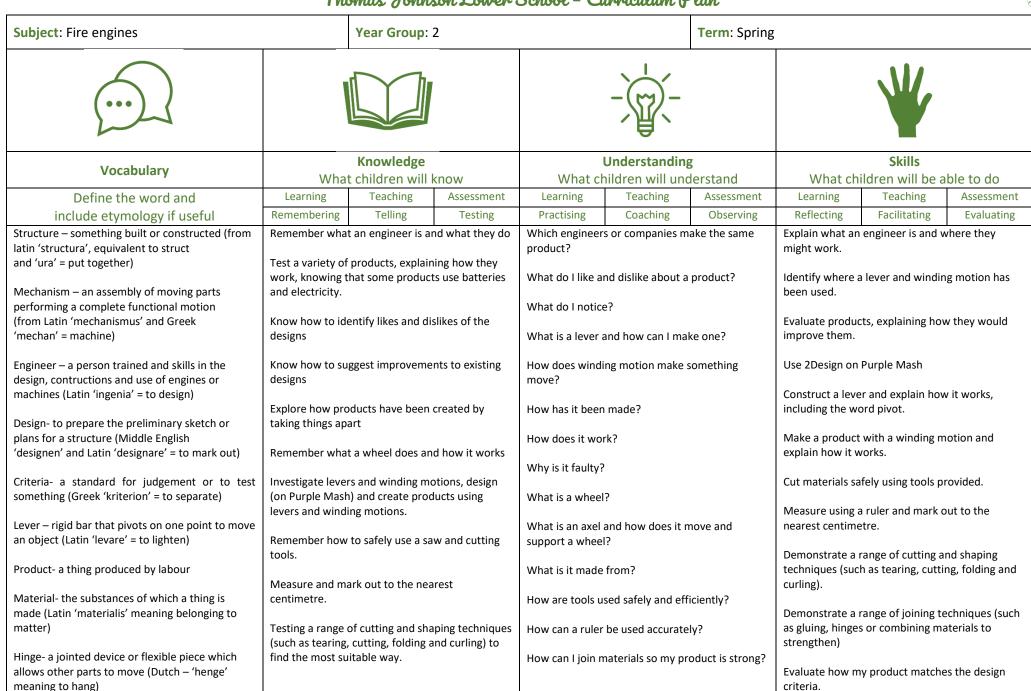




Subject: Levers and sliders – Moving seas	Year Group: 1				Term: Summer				
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
include etymology if useful	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Lever – a simple machine that helps you lift or move something using a bar or a stick that turns around a point called a fulcrum	that help us move things with less effort.  Know that levers have a fulcrum, which is the			Understand that force must be applied to make the load move.  The basic concepts of force, push and pull.			Follow simple instructions for how to assemble and use levers and sliders.  Be able to lift objects of varying weights with levers.		
Fulcrum – the point around which a lever turns  Effort – the force you use to move the lever  Load – the thing you are trying to lift or move with the lever	Know how to ide	nich the lever turn entify likes and dis ements to existing	slikes of the	Understand how levers and sliders are used in real life: seesaws, coat zips, doorknobs etc.			Safely manipulate small parts of mechanisms.  Safely use tools like scissors, pencils and a ruler.		
Slider – a simple mechanism that moves back and forth		oducts have been art	-				Join materials to resources.	I carefully and accomplete using app	ropriate
	centimetre.	ark out to the nea one else how a pr oe improved.					will be best for		

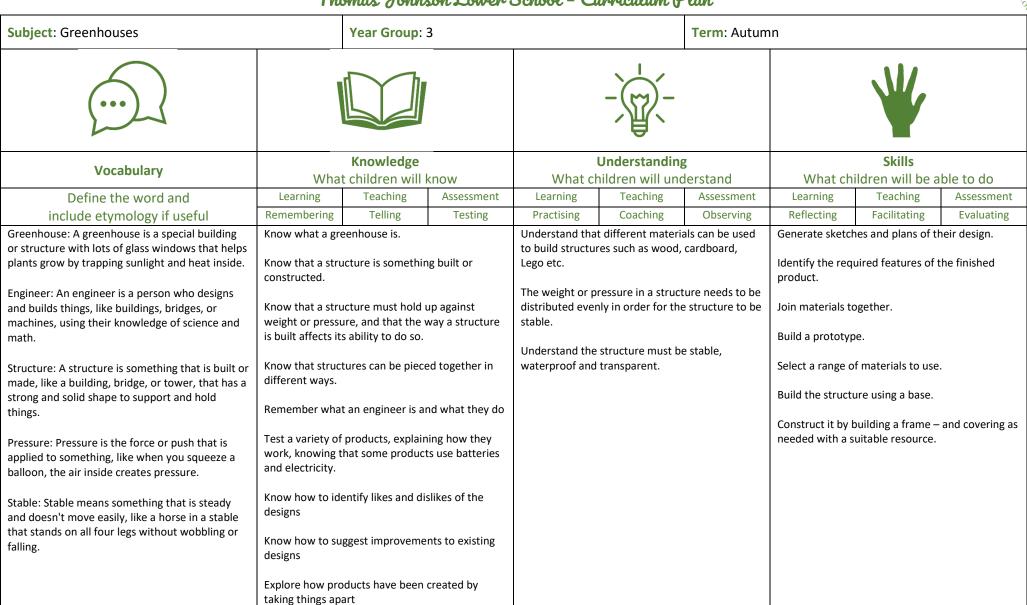


Subject: Sock Puppets  Year Group: 2			Term: Autumn							
	1									
Vocabulary	Knowledge				Understanding			Skills		
	Wha	t children will l	know	What ch	nildren will und	derstand	What children will be able to do			
Define the word and	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
include etymology if useful	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Puppet: A puppet is a special toy or doll that you can move and make talk by putting your hand or fingers inside it.  Stitch: A stitch is a small loop or knot made by sewing with a needle and thread to join two pieces of fabric together.  Thread: Thread is a thin string-like material made of cotton, nylon, or other materials that is used for sewing or weaving.  Product: A product is something that is made or created by someone, like a toy, a book, or a piece of artwork.	Know how to us needle.  Know how to us safely.  Know the purpo	e a running stitch e needles, thread se of their produc ucts can be impro	, thread and s and scissors ct.	features, what rare used for.  Understand how together.  Discuss their finis effective about	lore a range of punaterials are used very to put different ished product and it it.	components	why.  Recognise and copuppets.  Use a template fabric.  Stitch buttons to	describe a variety of to cut out approp to the finished process to taken to design	of different riate sizes of duct.	
Components: Components are the different parts or pieces that come together to make something, like the wheels, body, and engine of a toy car.										





Subject: Structures – Castles (winding dra	wbridges)	Year Group:	2			Term: Summ	ner			
								W		
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do			
Define the word and	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
include etymology if useful	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Structure – something built or constructed (from latin 'structura', equivalent to struct and 'ura' = put together)	Know that a structed.	ucture is somethir	ng built or	Understand that different materials can be used to build structures such as wood, cardboard, Lego etc.			Generate sketches and plans of their design.  Identify the required features of the finished			
Mechanism – an assembly of moving parts performing a complete functional motion (from Latin 'mechanismus' and Greek 'mechan' = machine)	weight or pressu	Know that a structure must hold up against weight or pressure, and that the way a structure is built affects its ability to do so.			ressure in a struc nly in order for th	ture needs to be e structure to be	product.  Join materials together.  Build a prototype.			
Engineer – a person trained and skills in the design, contructions and use of engines or machines (Latin 'ingenia' = to design)		lowered to allow	-	Understand how levers, wheels/axels, pulleys and gears can be used to make a winding mechanism work.			Select a range of materials to use.			
Building – a structure made to provide a safe and secure place for people to live, work or play.		t an engineer is a								
Design- to prepare the preliminary sketch or plans for a structure (Middle English 'designen' and Latin 'designare' = to mark out)		hat some product								
Criteria- a standard for judgement or to test something (Greek 'kriterion' = to separate)	Know how to ide designs	entify likes and di	slikes of the							
Lever – rigid bar that pivots on one point to move an object (Latin 'levare' = to lighten)	Know how to su designs	ggest improveme	nts to existing							
Product – a thing produced by labour  Material – the substances of which a thing is made (Latin 'materialis' meaning belonging to matter)	Explore how pro taking things apa	oducts have been art	created by							
Hinge- a jointed device or flexible piece which allows other parts to move (Dutch – 'henge' meaning to hang)										



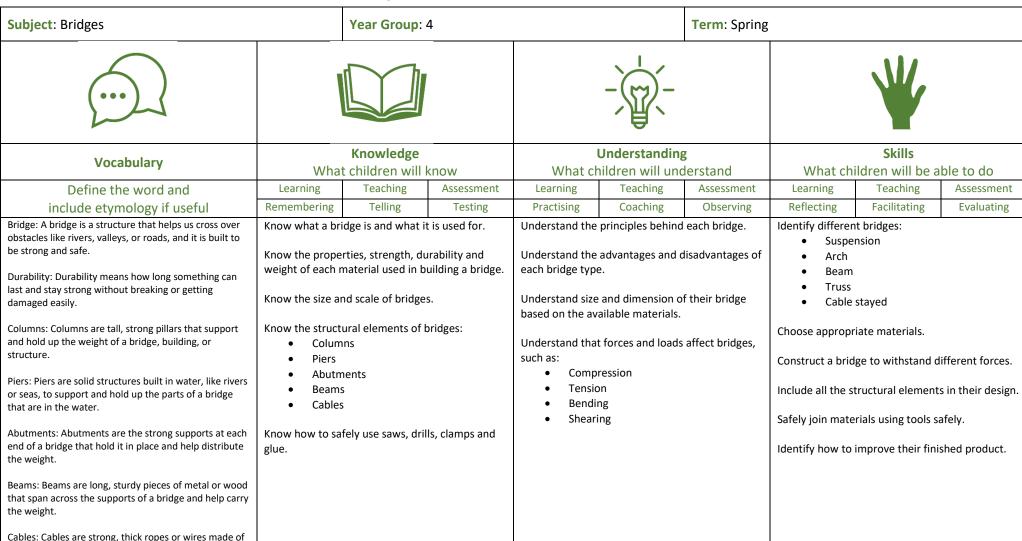
	'I ho	omas John	son Lower	School - Ca	urriculum ( <del>J</del>	Plan				
Subject: Food – Prepare and pack a healthy snack  Year Group: 3					Term: Spring					
Vocabulary		Knowledge			Understanding			Skills		
·	1	t children will	1		What children will understand			What children will be able to do		
Define the word and	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
include etymology if useful	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Fruit – any edible product of plant growth useful to humans or animals  Exported – when produce is sent out to another country Imported – when produce is accepted into another country  Healthy – enjoying good health Ingredients – Latin (stem of ingredienes) something that enters as an element into a mixture	and countries, fi eat.  How to explain of likes and dislikes  Suggest improve	cookery books of a inding ones they we objects and designs of the designs.  The ments to existing a peeple of the appealing to the cookery books of the cook	would like to  ns to identify g designs and	Understand where food comes from and be able to discuss the cycle of food production.  Understand which foods are grown and which are produced.  Observe how food items are made and be able to copy the techniques modelled.  Understand that food must be prepared safely			Find a recipe in a cookbook or using an internet search.  Identify ingredients that can be classed as healthy and unhealthy.  Create a template example of a healthy and unhealthy dish.  Group ingredients to show which ones are grown			
Climate – the weather and temperature in every country in the world  Recipe – Latin (recipere) a set of instructions for making or preparing a food dish	Assemble or coc	d products have book healthy ingredi	ents.	and hygienically and be able to explain the reasons why.  Practise how to use a knife, grater and peeler safely, knowing the reasons why, observing how to listen to instructions.			and which ones are produced.  Use a knife, grater and peeler safely and reflect on why it is important.  Measure ingredients using a scale and measuring cups/teaspoons/tablespoons.			
Nutrients – the substances in all living things to enable them to live, grow and thrive  Seasons – spring, summer, autumn, winter	weigh food item  Begin to evaluat	measuring cups, as to nearest grame their ideas and riteria and how to	n. products	Understand the difference between healthy and unhealthy ingredients and what makes them that way.			Evaluate a food dish or item, being able to explain why they like or dislike it.  Design packaging on 2Design.			

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Subject: Textiles – Running stitch, shirt po	ouch Year Group: 3					Term: Summ	ier			
							W			
Vocabulary	Knowledge What children will know			Understanding What children will understand			<b>Skills</b> What children will be able to do			
Define the word and	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
include etymology if useful	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Aesthetic – Latin (aestheticus – perception) sense of beauty Assemble – bring or gather in one place  Design – prepare plans or a sketch  Criteria/criterion – Greek (kriterion – a standard) rule for evaluating or testing something  Evaluation – appraisal/appraising  Fastening/fastener – something that fastens such as a lock or clasp  Mock-up – a model, often full-size, for testing after design and draft stage Net – stage before mock-up, product before fastening or stitching  Stitching – one complete movement of a threaded needle through a fabric or material. To sew, join or embellish with stitches.  Stencil – a device for applying a pattern or design to a fabric or material  Template – a pattern serving as a guide	How different m conditions, choo for their product Know how to use Remember how and design own Remember how nearest centime With tools provid them safely and	e 2Simple to crea to tinker with dif product. to measure and r tre. ded, children kno	der different table material te a design.  ferent materials mark out to the w how to use	How to follow in needles, scissors to explain why.  Observe the imp their own produ this is important  Practise differen certain ones are  Practise and den	and dislikes.  Int materials and the structions on wo sand materials sate or tance for the acts, being able to the sewing technique most suitable for monstrate a range ues (such as tearing)  In their product we their modules of the sewing techniques (such as tearing)	heir features.  rking with ifely, being able  esthetics of explain why  ues and why r their product.  e of cutting and ng, cutting,	from around the they like and distributed by like and distributed by the second state of the outs).  Use a running-state of the outs.  Use a running-state or provided.  Select the most decorate textile or printing, bein explain why the		aping in the solutions of the solutions or cut in the solutions or cut in the solutions of	



Subject: Torches	Year Group: 4					Term: Autum	umn			
Vocabulary		Knowledge			Understanding			Skills		
<u> </u>		t children will l			nildren will und			ildren will be a		
Define the word and	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	
include etymology if useful	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating	
Torch: A torch is a handheld device that produces a bright beam of light when you switch it on, and it helps you see in the dark.		rch is and how it u		Understand the features of a torch.  Understand electrical safety.			Identify the features of a torch.  Select a range of suitable materials.			
Power source: A power source is something that provides energy to make things work, like a battery or electricity from a plug in the wall.	Know that a toro	ch needs a light so	ource.	Understand simple circuitry.  Understand how to safely use a range of tools.			Design the torch using sketches and diagram. Include:  The size and shape of the casing Location of the switch			
Light: Light is something that brightens up a place and helps us see, like the Sun during the day or a lamp that you switch on in your room.	parts of the torc	terials are suitable  h.  e tools safely such						glayout		
Circuit: A circuit is a path that electricity can flow through, like a loop that connects the battery, wires, and bulbs in a torch.	screwdrivers, pli	•	. 45				components.	orch by combining		
Illuminate: Illuminate means to make something brighter or light up, like when you switch on a lamp, it illuminates the room and makes it less dark.							improve.	nd identify what t h and electrical co	·	



steel that are used to support and hold up the bridge, like the cables you might see on a suspension bridge.

