

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Animals including Humans: Learn about bodies and senses in this varied and creative block. Observe changes over time and think about the question how do we change as we get older? Collect data, look for patterns and carry out investigations. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S3.4</p>	<p>Plants & Hygiene: Outdoor learning to connect with the world of plants. From fruit and vegetables to flowers and trees, understand and observe them and even grow your own seeds and keep them healthy. How diseases are spread. Physical Health & Wellbeing: Health and prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies immunisation and vaccination S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S2.1, S2.2</p>	<p>Everyday Materials: Explore different materials and sort them into groups based on their properties. Investigate absorbency of different materials to make a towel for teddy. Design a house for the Three Little Pigs. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S5.1, S5.2, S5.3, S5.4</p>	<p>Everyday Materials: Explore a range of materials suitable for fixing a broken umbrella and test them using pipette to simulate raindrops and record results in a table. Working with play figures frozen in ice, plan and devise an investigation to release them. Explore puddles and observe how they change. Think carefully about what is happening: can children explain why a puddle changes? S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S5.1, S5.2, S5.3, S5.4</p>	<p>Seasonal Changes: Look at weather forecasts and video your own school weather forecasts; do weather observations and make collages about the seasons; have fun with shadows; make a class weather station that can measure rainfall, wind direction and temperature. Physical Health & Wellbeing: Health and Prevention - Sun safety S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S6.1, S6.2</p>	<p>(POND UNIT) Animals and Humans: Look carefully at the behaviour and habitats of creatures found in the school grounds. Learn about a variety of common animals with a particular focus on the pets we keep and how we keep them happy and healthy. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S3.1, S3.2, S3.3</p>
	<p>Theme Week Tech challenge: cars (distance & weight using a ramp) Technology: Playground structures e.g. swing and slide gluing using glue gun, cutting using scissors & Tenon saw, joining, axels, measuring Scientist Study of: David</p>	<p>Food Tech: Jam sandwich using blackcurrants Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. C1, C2</p>	<p>Food Tech: Welsh Cakes Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, C1, C2</p>	<p>Technology: Build a catapult and drawbridge (levers and pulleys) generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication</p>	<p>Technology: Make windsocks Design purposeful and functional products based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and</p>	<p>Technology: 'toad abode' / frog hotel design purposeful, functional, appealing products for themselves and other users based on design criteria. Explore and evaluate a range of existing products.</p>

	<p>Attenborough & Rachel Carson D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D4.1, D4.2</p>			<p>technology. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Inventor Study of: James Dyson D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2</p>	<p>finishing]. Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics. Evaluate their ideas and products against design criteria. D1.1, D1.2, D2.1, D2.2, D3.2, D4.1 D4.2 Food Tech: Vegetable ratatouille Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. C1, C2</p>	
Year 2	<p>(POND UNIT) Plants: Learn why plants need certain conditions to survive with an observation investigation and prediction. Create artwork based on the results of the observation investigation. Study the life cycle of a plant. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S3.1, S3.2</p>	<p>Use of Everyday Materials: Explore the useful properties of materials with a range of investigations involving absorbency, elasticity and flexibility to find out which paper is strongest. Discover which type of kitchen towel or cloth is most effective at mopping up spills; consider why building materials must be absorbent and which ones fit the bill; create artwork by exploring the textures of materials and learn all about wax and</p>	<p>Animals including Humans: Humans: Exploring and comparing the human body through experiments. Study the use of medicine and hygiene for our bodies to keep us healthy. Build understanding that exercise makes the heart work harder and that it is an essential part of a healthy lifestyle. Find out about healthy lunch box foods before designing and sharing your own snack. Healthy Eating: What constitutes a healthy diet</p>	<p>Living Things & Their Habitats: How can we work out what's alive and what's not? Collect specimens and sort them into categories. Investigate habitats and food chains. Design and make a bug hotel made up of different microhabitats to encourage a variety of creatures you can investigate. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S2.1, S2.2</p>	<p>Animals including Humans: Hatch eggs and study the life cycle of chickens. Compare and classify animals by their type e.g., reptile, bird. Find out about the term 'offspring' linked to hatching of chicks. Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S4.1, S4.2, S4.3</p>	<p>Living Things & Their Habitats: Create a class allotment, grow and nurture your own plants by watering and introducing useful mini beasts, understand how food chains work and understand that energy from the Sun is passed through each link in a food chain. Sample some of the food you have grown. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S3.1, S3.2</p>

		<p>how to re-mould it. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S5.1, S5.2</p>	<p>(including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S4.1, S4.2, S4.3</p>			
	<p>Theme Week Tech challenge: Egg parachutes Technology: Building balloon cars Using wheels and axles, learning about gears Scientist Study of: Tu YouYou and The Wright Brothers D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2</p>	<p>Technology: Making waterproof capes. Use of Silhouette Studio software and Silhouette Cameo to make brands. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. D1.1, D1.2, D2.1, D2.2, D3.2</p>	<p>Food Tech: Making smoothies Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Physical Health & Wellbeing: Healthy Eating - principles of planning and preparing a range of healthy meals C1, C2</p>	<p>Technology: Projects on a Page (Sliders and Levers) Designing, making and evaluating a moving storyboard to retell a story to the class Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Inventor Study of: Steve Jobs (Invention of the mobile phone) D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2</p>	<p>Food Tech: Cheese scones (duck and chick eggs compare) Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing C1, C2</p>	<p>Technology: Projects on a Page (Textiles - Templates and joining techniques) Designing, making and evaluating a puppet to perform a play Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Explore and evaluate a range of existing products. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Food Tech: Make salsa Use the basic principles of a healthy and varied diet to prepare dishes.</p>

						Understand where food comes from. C1, C2, D1.1, D1.2, D2.1, D2.2, D3.2, D4.1
Year 3	<p>Animals (including humans): Become a team of personal trainers for (real) clients in need of expert, health, dietary and training advice. Develop specialised knowledge, skills and understanding in nutrition, muscles, bones and joints and even conduct your own research in order to answer your client's questions. Make a presentation tailored to your client's needs that will set them on the road to a healthier lifestyle.</p> <p>Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1, S3.2</p>	<p>Impact of Plastic on the World Looking at impact of plastic, Blue Planet II, thinking about alternatives. Advantages and disadvantages of plastic, properties of plastic, recycling in Maidenhead, process of recycling plastic, 'Trash Island' and ethical dilemmas, industry's reaction to plastic pollution S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9</p>	<p>Rocks and Fossils: Compare and group together different kinds of rocks based on their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3</p>	<p>Forces and Magnets: Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S6.1, S6.2, S6.3, S6.4, S6.5, S6.6</p>	<p>Light: Create your own shadow puppet play using your expert knowledge and skills on light and shadows. You will make a theatre and puppets for the show in groups and conduct your own investigations on shadows, light, reflections and an introduction to refraction. Health and prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S5.1, S5.2, S5.3, S5.4, S5.5</p>	<p>(POND UNIT) Plants: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S2.1, S2.2, S2.3, S2.4</p>
	<p>Theme Week Tech challenge: cars powered by elastic band (distance & time) Technology: Moving Skeletons / Monsters</p>	<p>Technology: Design and make an eco-friendly container Use research and develop design criteria to inform the design of</p>	<p>Food Tech: Vegetable soup Understand and apply the principles of a healthy and varied diet. Prepare and cook a</p>	<p>Technology: Projects on a Page (Levers and Linkages) Pop up Easter cards Generate, develop, model and communicate</p>	<p>Technology: Design and make a shadow puppetry theatre Use research and develop design criteria to inform the design of</p>	<p>Technology: Projects on a Page (Textiles – 2D shape to 3D project) Making a money purse Generate, develop, model and communicate</p>

	<p>pneumatic systems, simple levers Study of: Jane Goodall & Charles Darwin D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2</p>	<p>innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Food Tech: Stained Glass Biscuits Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2, C1, C2, C3</p>	<p>variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. C1, C2, C3 Healthy eating: what constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.</p>	<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Study of: Henry Ford (Evolution of motor cars) D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3, D4.1, D4.2</p>	<p>innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Food Tech: Projects on a Page (Healthy and Varied Diet) Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2, C1, C2, C3 Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating</p>	<p>their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3, D4.1, D4.2</p>
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					(including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Year 4	<p>Electricity: Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S6.1, S6.2, S6.3, S6.4, S6.5</p>	<p>(POND UNIT) Living Things & Their Habitats: Use classification keys to help group, identify and name a variety of living things. Learn about the 7 characteristics of a living thing; sort living things in several ways; make a dichotomous classification key to identify local invertebrates; make observational drawings. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S2.1, S2.2, S2.3</p>	<p>Animals including Humans: Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Physical Health & Wellbeing: Health and prevention - dental decay S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1, S3.2, S3.3</p>	<p>States of Matter: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3</p>	<p>Sound: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S5.1, S5.2, S5.3, S5.4, S5.5</p>	<p>Animals including Humans: Growth, nutrition for different sportspeople e.g. ballerina opposed to an Olympic rower, looking at relation to height and distance of jumping, effect of sport on our body – heart rate, perspiration etc. Physical health and fitness: the characteristics and mental and physical benefits of an active lifestyle. The risks associated with an inactive lifestyle (including obesity). S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1, S3.2, S3.3</p>

	<p>Theme week tech challenge: paper aeroplane (value of money & distance)</p> <p>Technology: A motorised car</p> <p>frame structure, using glue gun, Tenon saw, axles, cam belt, simple electrical circuit</p> <p>Scientist Study of: Stephen Hawking & Helen Sharman</p> <p>D1.1, D1.2, D2.1, D2.2, D3.2, D3.3, D4.1, D4.2, D4.3</p>	<p>Technology: Building a Bridge (strength, freestanding structures)</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing], accurately.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Food Tech: Tudor biscuits</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D4.1, D4.2, D4.3, C1, C2, C3</p>	<p>Food Tech: Making a sandwich using salad leaves planted</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, C1, C2, C3</p>	<p>Technology: Making ear defenders</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products.</p> <p>Inventor Study of: Alexander Graham Bell (Invention of The Telephone)</p> <p>D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3, D4.1</p> <p>Food Tech: Stuffed Vegetables</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown,</p>	<p>Technology: Textiles</p> <p>Design a team badge, use fabrics, sequins, beads, buttons., different stitches</p> <p>Silhouette Cameo Printer and Silhouette Studio to create a t-shirt transfer</p> <p>Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D3.3</p>
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					<p>reared, caught, and processed.</p> <p>Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet C1, C2, C3</p>	
Year 5	<p>(POND UNIT) Living Things and their Habitats: Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird. Describe the life process of reproduction in some plants (strawberry, potato, tulip) and animals (insects, amphibians, reptile and anatomy of a chicken's egg). S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S2.1, S2.2</p>	<p>Earth and Space: Describe the movement and properties of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Physical Health & Wellbeing: Health and Prevention - Sun safety S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S5.1, S5.2, S5.3, S5.4</p>	<p>Forces: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Look at rotational forces. Recognise that some mechanisms, including levers, pulleys and transmission of forces in gears, allow a smaller force to have a greater effect. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S6.1, S6.2, S6.3</p>	<p>Changing Materials: Compare and group together everyday materials based on their properties, including their solubility and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,</p>	<p>Properties of materials: Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal). Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3, S4.4, S4.5, S4.6</p>	<p>Animals Including Humans: Describe the changes as humans develop to old age Physical Health & Wellbeing: Health and prevention -allergies, immunisation and vaccination. Health and Wellbeing: Changing adolescent body - changes 9-11 S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1</p>

				<p>including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3, S4.4, S4.5, S4.6</p>		
	<p>Theme week tech challenge: marble run (gravity & time)</p> <p>Technology: Moving Toys cams and pulleys, using glue gun, Tenon saw for cutting, joining, cutting with scissors</p> <p>Scientist Study of: Marianne North & Sir Isaac Newton</p> <p>D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D4.1, D4.2</p> <p>Food Tech: Cracking potato cake</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.</p> <p>Healthy Eating: the principles of planning and preparing a range of healthy meals</p> <p>D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D4.1, D4.2, C1, C2, C3</p>	<p>Technology: Design Sundials</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Understand how key events and individuals in design and technology have helped shape the world. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Inventor Study of: Galileo Galilei (study of the sky with telescope)</p> <p>D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2</p>	<p>Technology: Projects on a Page (Mechanical systems – pulleys or gears)</p> <p>Making moving toys. Develop a simple design specification to guide their thinking. Produce detailed lists of tools, equipment, and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality, and fitness for purpose. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2</p>	<p>Food Tech: Spanish tortilla</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.</p> <p>D3.3, C1, C2, C3</p>	<p>Food Tech: Chicken Tikka</p> <p>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2, C1, C2, C3</p>	<p>Technology: Making boxing ring. 3D printing</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Understand how key events and individuals in design and technology have helped shape the world. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2</p>

<p>Year 6</p>	<p>(POND UNIT) Living Things and their habitats: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S2.1, S2.2</p>	<p>Animals Including Humans: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. Describe the ways in which nutrients and water are transported within animals, including humans. Health and prevention: The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. The facts and science relating, to allergies immunisation and vaccination. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1, S3.2, S3.3</p>	<p>Electricity: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S6.1, S6.2, S6.3</p>	<p>Light: Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S5.1, S5.2, S5.3, S5.4</p>	<p>WeDo Lego: Pulling Investigating the effects of balanced and unbalanced forces on the movement of an object. Speed investigating the factors that make a car go faster and predicting future motion. Sort to recycle Design a device that sorts objects using their physical properties, including shape and size. S1.1, S1.5, S1.6, S1.7, S1.8, S1.9</p>	<p>Animals Including Humans: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Being safe: Appropriate touch Health & Prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Health and Wellbeing: Changing adolescent body - changes 9-11, menstrual cycle S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3</p>
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		<p>healthy meals, characteristics of poor diet</p> <p>D1.1, D1.2, D2.2, D3.1, D3.2, D4.4, C1, C2, C3</p>				
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Colour Key

Relationships, Sex and Health Education

Theme Week Technology Challenge

Technology Project

Food Technology

Scientist / Inventor Study