

2-3 Yr Olds	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Expressive Arts and Design					
<b>New Learning</b>	<b>Design</b> I can create my own art: pictures or models.		<b>Design</b> I can give meaning to my art: pictures or models.		<b>Design</b> My making represents my ideas: pictures, models.	
<b>Connections</b>	<b>Cross-curricular connections:</b> The Natural World; EAD (Art) <b>Cornerstones Projects:</b>		<b>Cross-curricular connections:</b> The Natural World; EAD (Art) <b>Cornerstones Projects:</b>		<b>Cross-curricular connections:</b> The Natural World; EAD (Art) <b>Cornerstones Projects:</b>	
	Let's Explore / Build It Up	Marvellous Machines / Puppets & Pop-Ups	Long Ago / Stories & Rhymes	Ready, Steady, Grow / Signs of Spring	Animal Safari / Creep, Crawl, Wiggle	On the Beach / Moving It / Moving On
<b>Key Knowledge</b>	I can build by stacking vertically. I can hold the scissors with two hands, and I am learning how the blades open and close. I can begin to name the food I have for lunch and snack.		I can join construction components by pushing, clicking, twisting, and snapping. I can hold the scissors and open and close the blades. I can name the foods I like that I have for lunch and snack.		I can use smaller constructions sets. I can make small snips into the paper. I can begin to name other foods around me.	
3-4 Yr Olds	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Expressive Arts and Design					
<b>New Learning</b>	<b>Design</b> Identifying running stitches in the environment. Having an idea before construction. Enclosed construction. Cutting with purpose. Joining using PVA glue. Creating models with some details. Developing food vocabulary.		<b>Design</b> Practising sewing. Sharing ideas with a partner before construction. Adding details to construction. Cutting with increasing accuracy with support. Joining using tape. Revisiting models to improve or edit. Cooking.		<b>Design</b> Knowing where sewing would be a practical joining activity. Developing ideas further by working with a partner. Add moving parts to construction. Cutting with increasing accuracy. Choosing how to join. Enhancing models over time. Cooking showing basic hygiene awareness.	
<b>Connections</b>	<b>Cross-curricular connections:</b> The Natural World and PSHE <b>Cornerstones Projects:</b>		<b>Cross-curricular connections:</b> The Natural World and PSHE <b>Cornerstones Projects:</b>		<b>Cross-curricular connections:</b> The Natural World and PSHE <b>Cornerstones Projects:</b>	
	Let's Explore / Build It Up	Marvellous Machines / Puppets & Pop-Ups	Long Ago / Stories & Rhymes	Ready, Steady, Grow / Signs of Spring	Animal Safari / Creep, Crawl, Wiggle	On the Beach / Moving It / Moving On
<b>Key Knowledge</b>	I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support. I can develop and share my ideas with support from my peers or an adult. I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tessellate basic shapes. I can snip the paper and move the scissors forward. Uses glue spatulas and PVA glue to join pieces. I know that this is stronger than using the glue stick. Creates my own model with some details, and begin to self-correct any mistakes. I can begin to develop a food vocabulary using taste, smell, texture and feel.		I can begin to use the skill of sewing over and under to make a running stitch with some support. I work with my friend, and we copy, share, and develop ideas together. I can cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features. I am beginning to cut along the paper with support from a helping hand holding the paper. Joins items using tapes - masking and Sellotape - cutting lengths needed. I return to my model on another occasion to edit and improve it. I can stir, spread, knead and shape a range of food and ingredients.		I can complete some running stitches and work independently. I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further. I can balance items. I can explore and add moving parts to my constructions. I can cut along a straight line, and I am improving in accuracy. Joins items in a variety of ways, Sellotape, hole punches, string, glue, masking tape and ribbon. I add details and features to enhance my model. I can begin to work safely and show basic hygiene awareness, e.g., washing hands.	

Reception	AUTUMN TERM (2024)	SPRING TERM (2025)	SUMMER TERM (2025)
<b>Expressive Arts and Design</b>			
<b>Revisit</b>	<p><b>Links to prior learning:</b>            EYFS Design curriculum builds directly on the learning undertaken in Pre-School. (Expressive Arts and Design: EAD)</p> <ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> </ul>		
<b>New Learning</b>	<p><b>Shade and Shelter</b> (Cornerstones CYCLE A: Year 1)</p> <ul style="list-style-type: none"> <li>• A shelter is a structure designed to give protection from weather or danger.</li> <li>• A material is what an object is made from.</li> <li>• Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.</li> </ul>	<p><b>Taxi!</b> (Cornerstones CYCLE A: Year 1)</p> <ul style="list-style-type: none"> <li>• Most vehicles that move on land have axles and wheels that are fixed to a chassis.</li> <li>• A product or project is usually guided by a set of design criteria.</li> </ul>	<p><b>Chop, Slice and Mash</b> (Cornerstones CYCLE A: Year 1)</p> <ul style="list-style-type: none"> <li>• Some foods come from animals, such as meat, fish and dairy products.</li> <li>• Some come from plants, such as fruit and vegetables.</li> </ul>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• I can complete some running stitches and work independently.</li> <li>• I work with my friend, and we copy, share, and develop ideas together.</li> <li>• I can work independently to develop my ideas.</li> <li>• I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose.</li> <li>• I can cut a curved line.</li> <li>• Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.</li> <li>• I return to my piece of artwork on another occasion to edit and improve my model.</li> <li>• I can stir, spread, knead and shape a range of food and ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support.</li> <li>• I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further.</li> <li>• I can design, build, review and adapt my constructions to ensure they fit the purpose.</li> <li>• I can cut a circle shape, cutting around the shape with round edges.</li> <li>• I can cut out a square shape.</li> <li>• Joins items which are cut, torn and glued.</li> <li>• Uses techniques such as flanges, slots, braces, tabs and ties, with some support.</li> <li>• I add details and features to enhance my model. I review my own work.</li> <li>• I can begin to work safely and show basic hygiene awareness, e.g., washing hands.</li> </ul>	<ul style="list-style-type: none"> <li>• I can join two fabrics with various stitches.</li> <li>• I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively</li> <li>• I combine materials, shapes, and textures to add details and complexity.</li> <li>• I can work on a large and small scale</li> <li>• I can cut around complex shapes such as people.</li> <li>• Joins items using hot glue guns.</li> <li>• Joins items using hammers and nails.</li> <li>• I discuss strengths and areas for improvement. I make considered improvements.</li> <li>• I can measure and weigh food items, non-standard measures, e.g., spoons, cups.</li> </ul>
<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>• Structures</li> <li>• Everyday Products</li> </ul>	<ul style="list-style-type: none"> <li>• Generation of Ideas</li> <li>• Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Food Prep and Cooking</li> <li>• Origins of Food</li> </ul>
<b>Connections</b>	<p><b>Cross-curricular connections:</b>            Understanding of the World – Past and Present</p>	<p><b>Cross-curricular connections:</b>            Understanding of the World – People, Place and Communities</p>	<p><b>Cross-curricular connections:</b>            Understanding of the World – Past and Present</p>

Key Stage 1	AUTUMN TERM (2024)	SPRING TERM (2025)	SUMMER TERM (2025)
Revisit	<b>Design and Technology</b>		
	<p><b>Links to prior learning:</b> EYFS Design curriculum builds directly on the learning undertaken in Pre-School. (Expressive Arts and Design: EAD)</p> <ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> </ul>		
New Learning Cycle A	<p><b>Shade and Shelter</b></p> <ul style="list-style-type: none"> <li>• Construction using different materials and joining techniques.</li> <li>• A shelter is a structure designed to give protection from weather or danger.</li> <li>• A material is what an object is made from.</li> <li>• Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.</li> <li>• A product or project is usually guided by a set of design criteria.</li> <li>• The project or product must meet the design criteria to be successful.</li> <li>• Construct simple structures, models or other products using a range of materials.</li> </ul>	<p><b>Taxi</b></p> <ul style="list-style-type: none"> <li>• Identifying different parts of a vehicle: axle, chassis, wheels.</li> <li>• Most vehicles that move on land have axles and wheels that are fixed to a chassis.</li> <li>• A product or project is usually guided by a set of design criteria.</li> <li>• Two products can be compared by looking at a set of criteria and scoring both products against each one.</li> <li>• A strength is something that is good about a piece of work.</li> <li>• A weakness is an area that could be improved.</li> </ul>	<p><b>Chop, Slice and Mash</b></p> <ul style="list-style-type: none"> <li>• Know where different foods come from,</li> <li>• Know a variety of prepping and cooking methods.</li> <li>• Some foods come from animals, such as meat, fish and dairy products.</li> <li>• Some come from plants, such as fruit and vegetables.</li> <li>• Some foods need to be prepared before eating.</li> <li>• Peeling, slicing, chopping, grating, tearing or mashing are different methods of preparing foods.</li> <li>• Hand washing and good hygiene prevent the spread of germs.</li> </ul>
New Learning Cycle B	<p><b>Beach Hut</b></p> <ul style="list-style-type: none"> <li>• Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares.</li> <li>• Properties of components and materials determine how they can and cannot be used.</li> <li>• Select the appropriate tool for a task and explain their choice.</li> </ul>	<p><b>Push and Pull (and Cut, Stitch and Join)</b></p> <ul style="list-style-type: none"> <li>• A machine is made up of different parts that all work together to perform a task.</li> <li>• Individual parts of a machine are called components.</li> <li>• The part of a machine that brings about movement is called the mechanism.</li> <li>• A slider mechanism moves in a straight line.</li> <li>• A lever mechanism is a bar that moves around a fixed point called a pivot.</li> <li>• Models can have moving parts that use levers, sliders, wheels and axles.</li> <li>• Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive.</li> </ul>	<p><b>Remarkable Recipes</b></p> <ul style="list-style-type: none"> <li>• Food comes from two main sources: animals and plants.</li> <li>• Tools have characteristics that make them suitable for specific purposes. For example, a knife is good for cutting food because it has a sharp metal edge.</li> <li>• Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</li> <li>• Generate and communicate their ideas through a range of different methods.</li> <li>• A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• <b>Structures</b> - Construct simple structures, models or other products using a range of materials.</li> <li>• <b>Everyday Products</b> - Name and explore a range of everyday products and describe how they are used.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Generation of Ideas</b> - Create a design to meet simple design criteria.</li> <li>• <b>Investigation</b> - Select the appropriate tool for a simple practical task.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nutrition</b> - Select healthy ingredients for a fruit or vegetable salad.</li> <li>• <b>Food Prep and Cooking</b> - Measure and weigh food items using non-standard measures, such as spoons and cups.</li> <li>• <b>Origins of Food</b> - Sort foods into groups by whether they are from an animal or plant source.</li> </ul>

Lower Key Stage 2	AUTUMN TERM	SPRING TERM	SUMMER TERM
Design and Technology			
Revisit Cycle A	<p><b>Shade and Shelter</b></p> <ul style="list-style-type: none"> <li>Construction using different materials and joining techniques.</li> <li>A shelter is a structure designed to give protection from weather or danger.</li> <li>A material is what an object is made from.</li> <li>Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.</li> <li>A product or project is usually guided by a set of design criteria.</li> <li>The project or product must meet the design criteria to be successful.</li> <li>Construct simple structures, models or other products using a range of materials.</li> </ul>	<p><b>Taxi</b></p> <ul style="list-style-type: none"> <li>Identifying different parts of a vehicle: axle, chassis, wheels.</li> <li>Most vehicles that move on land have axles and wheels that are fixed to a chassis.</li> <li>A product or project is usually guided by a set of design criteria.</li> <li>Two products can be compared by looking at a set of criteria and scoring both products against each one.</li> <li>A strength is something that is good about a piece of work.</li> <li>A weakness is an area that could be improved.</li> </ul>	<p><b>Chop, Slice and Mash</b></p> <ul style="list-style-type: none"> <li>Know where different foods come from,</li> <li>Know a variety of prepping and cooking methods.</li> <li>Some foods come from animals, such as meat, fish and dairy products.</li> <li>Some come from plants, such as fruit and vegetables.</li> <li>Some foods need to be prepared before eating.</li> <li>Peeling, slicing, chopping, grating, tearing or mashing are different methods of preparing foods.</li> <li>Hand washing and good hygiene prevent the spread of germs.</li> </ul>
Revisit Cycle B	<p><b>Remarkable Recipes</b></p> <ul style="list-style-type: none"> <li>Food comes from two main sources: animals and plants.</li> <li>Tools have characteristics that make them suitable for specific purposes. For example, a knife is good for cutting food because it has a sharp metal edge.</li> <li>Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</li> <li>Generate and communicate their ideas through a range of different methods.</li> <li>A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.</li> </ul>	<p><b>Push and Pull (and Cut, Stitch and Join)</b></p> <ul style="list-style-type: none"> <li>A machine is made up of different parts that all work together to perform a task.</li> <li>Individual parts of a machine are called components.</li> <li>The part of a machine that brings about movement is called the mechanism.</li> <li>A slider mechanism moves in a straight line.</li> <li>A lever mechanism is a bar that moves around a fixed point called a pivot.</li> <li>Models can have moving parts that use levers, sliders, wheels and axles.</li> <li>Products can be improved in different ways, such as making them easier to use, more hardwearing or more attractive.</li> </ul>	<p><b>Beach Hut</b></p> <ul style="list-style-type: none"> <li>Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares.</li> <li>Properties of components and materials determine how they can and cannot be used.</li> <li>Select the appropriate tool for a task and explain their choice.</li> </ul>
New Learning Cycle A	<p><b>Cook Well, Eat Well</b></p> <ul style="list-style-type: none"> <li>Humans get nutrition from what they eat.</li> <li>It is important to have a balanced diet made up of the main food groups: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads).</li> <li>Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet.</li> <li>Humans stay hydrated by drinking water.</li> <li>Safety rules must be followed when using electricity.</li> </ul>	<p><b>Making it Move</b></p> <ul style="list-style-type: none"> <li>Cams are devices that can convert circular motion into up-and-down motion.</li> <li>The cam is fixed to the axle and the follower sits on the cam. When the axle is rotated, the follower moves up and down, following the shape of the cam.</li> <li>Different shaped cams produce different patterns of movement in the follower.</li> <li>Design criteria are the exact goals a project must achieve to be successful.</li> <li>These criteria might include the product's use, appearance, cost and target user.</li> </ul>	<p><b>Greenhouse</b></p> <ul style="list-style-type: none"> <li>Having a knowledge of key designers.</li> <li>Developing knowledge of strengthening structures.</li> <li>Work from different designers can be compared by assessing specific criteria.</li> <li>Diagonal struts create triangular shapes within a frame structure.</li> <li>Adding diagonal struts to a frame structure adds strength and stability.</li> <li>Use tools safely for cutting and joining materials and components.</li> </ul>
New Learning Cycle B	<p><b>Fresh Food, Good Food</b></p> <ul style="list-style-type: none"> <li>Food deteriorates due to the growth of microorganisms.</li> <li>Particular areas of the world have conditions suited to growing certain crops, such as coffee in Peru and citrus fruits in California in the United States of America.</li> <li>A prototype is a mock-up of a design that will look like the finished product but may not be full size or made of the same materials.</li> <li>Cooking techniques include baking, boiling, frying, grilling and roasting.</li> <li>Foods need packaging to keep them fresh, safe to eat and free from damage.</li> </ul>	<p><b>(Functional and Fancy Fabrics)</b></p> <ul style="list-style-type: none"> <li>Fabrics can be natural or synthetic.</li> <li>Natural fabrics include cotton, silk and wool.</li> <li>Synthetic fabrics include Lycra, polyester and nylon.</li> <li>Design features are the aspects of a product's design that the designer would like to emphasise. For example, the use of a particular material or a feature that makes the product durable.</li> <li>A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes.</li> </ul>	<p><b>Tomb Builders</b></p> <ul style="list-style-type: none"> <li>There are six simple machines: pulley, lever, wheel and axle, wedge, inclined plane and screw.</li> <li>Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.</li> <li>Characteristics of materials, such as rigidity, strength and smoothness will affect the success of a working model.</li> <li>The evaluation process can include suggesting improvements and explaining why they should be made.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li><b>Nutrition</b> - Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).</li> <li><b>Food Prep and Cooking</b> - Prepare and cook a simple savoury dish.</li> <li><b>Origins of Food</b> - Identify and name foods that are produced in different places.</li> </ul>	<ul style="list-style-type: none"> <li><b>Generation of Ideas</b> - Develop design criteria to inform a design.</li> <li><b>Investigation</b> - Use tools safely for cutting and joining materials and components.</li> </ul>	<ul style="list-style-type: none"> <li><b>Structures</b> - Create shell or frame structures using diagonal struts to strengthen them.</li> <li><b>Everyday Products</b> - Explain how an existing product benefits the user.</li> </ul>

Upper Key Stage 2	AUTUMN TERM (2024)	SPRING TERM (2025)	SUMMER TERM (2025)
Design and Technology			
Revisit Cycle A	<p><b>Cook Well, Eat Well</b></p> <ul style="list-style-type: none"> <li>Humans get nutrition from what they eat.</li> <li>It is important to have a balanced diet made up of the main food groups: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads).</li> <li>Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet.</li> <li>Humans stay hydrated by drinking water.</li> <li>Safety rules must be followed when using electricity.</li> </ul>	<p><b>Making it Move</b></p> <ul style="list-style-type: none"> <li>Cams are devices that can convert circular motion into up-and-down motion.</li> <li>The cam is fixed to the axle and the follower sits on the cam. When the axle is rotated, the follower moves up and down, following the shape of the cam.</li> <li>Different shaped cams produce different patterns of movement in the follower.</li> <li>Design criteria are the exact goals a project must achieve to be successful.</li> <li>These criteria might include the product's use, appearance, cost and target user.</li> </ul>	<p><b>Greenhouse</b></p> <ul style="list-style-type: none"> <li>Having a knowledge of key designers.</li> <li>Developing knowledge of strengthening structures.</li> <li>Work from different designers can be compared by assessing specific criteria.</li> <li>Diagonal struts create triangular shapes within a frame structure.</li> <li>Adding diagonal struts to a frame structure adds strength and stability.</li> <li>Use tools safely for cutting and joining materials and components.</li> </ul>
Revisit Cycle B	<p><b>Fresh Food, Good Food</b></p> <ul style="list-style-type: none"> <li>Food deteriorates due to the growth of microorganisms.</li> <li>Particular areas of the world have conditions suited to growing certain crops, such as coffee in Peru and citrus fruits in California in the United States of America.</li> <li>A prototype is a mock-up of a design that will look like the finished product but may not be full size or made of the same materials.</li> <li>Cooking techniques include baking, boiling, frying, grilling and roasting.</li> <li>Foods need packaging to keep them fresh, safe to eat and free from damage.</li> </ul>	<p><b>Functional and Fancy Fabrics</b></p> <ul style="list-style-type: none"> <li>Fabrics can be natural or synthetic.</li> <li>Natural fabrics include cotton, silk and wool.</li> <li>Synthetic fabrics include Lycra, polyester and nylon.</li> <li>Design features are the aspects of a product's design that the designer would like to emphasise. For example, the use of a particular material or a feature that makes the product durable.</li> <li>A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes.</li> </ul>	<p><b>Tomb Builders</b></p> <ul style="list-style-type: none"> <li>There are six simple machines: pulley, lever, wheel and axle, wedge, inclined plane and screw.</li> <li>Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.</li> <li>Characteristics of materials, such as rigidity, strength and smoothness will affect the success of a working model.</li> <li>The evaluation process can include suggesting improvements and explaining why they should be made.</li> </ul>
New Learning Cycle A	<p><b>Moving Mechanisms</b></p> <ul style="list-style-type: none"> <li>Pneumatic systems.</li> <li>Difference mechanisms can work together.</li> <li>Testing a product against the design criteria will highlight anything that needs improvement or redesign.</li> <li>A pneumatic system uses compressed air to exert a force.</li> <li>Mechanisms and systems can work together to perform a function.</li> <li>A strong and stable structure is necessary to support mechanisms in a machine.</li> <li>Evaluations can be made by asking product users a selection of questions to obtain data on how the product has met its design criteria.</li> </ul>	<p><b>Eat the Seasons</b></p> <ul style="list-style-type: none"> <li>Seasonality</li> <li>Sweet and Savoury dishes</li> <li>Seasonality is the time of year when the harvest or flavour of a type of food is at its best.</li> <li>A balanced diet gives your body all the nutrients it needs to function correctly. This means eating a wide variety of foods in the correct proportions.</li> <li>Sweet dishes are usually, desserts, such as cakes, fruit pies and trifles.</li> <li>Savoury dishes usually have a salty or spicy flavour rather than a sweet one.</li> </ul>	<p><b>Architecture</b></p> <ul style="list-style-type: none"> <li>Architecture is defined by different styles often linked to particular periods of time. Each period uses visual elements to create its own style.</li> <li>The design of products needs to take into account the culture of the target audience.</li> <li>The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years.</li> <li>Computer-aided design (CAD) is the use of specialised computer software to design objects.</li> <li>CAD designs can also be made into objects using 3-D printers.</li> </ul>
New Learning Cycle B	<p><b>Food for Life</b></p> <ul style="list-style-type: none"> <li>A processed food is changed during preparation and includes processes, such as cooking, freezing, pasteurising, or the addition of ingredients.</li> <li>Processed foods can be convenient and increase availability, but often lack of nutrients and contain unhealthy ingredients when compared to whole foods.</li> <li>Sliced bread is processed. It can contain many more ingredients than homemade bread, including preservatives and artificial ingredients.</li> <li>Whole foods have not been changed from their natural form.</li> <li>Eating a balanced diet is a positive lifestyle choice that should be sustained over time.</li> <li>Follow a recipe that requires a variety of techniques and source the necessary ingredients independently.</li> </ul>	<p><b>Engineer</b></p> <ul style="list-style-type: none"> <li>Bridge structures have changed over time. This is due to factors such as technology, design innovation and new and better access to materials.</li> <li>Significant bridges include: the Menai Bridge, Clifton Suspension Bridge and Forth Bridge.</li> <li>Strength can be added to a framework by using multiple layers or changing its shape.</li> <li>Triangles do not collapse or distort easily and so are used in architecture to provide support and stability.</li> <li>Ideas can be communicated in a range of ways, including through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>	<p><b>Make Do And Mend</b></p> <ul style="list-style-type: none"> <li>Make Do and Mend was a campaign run by the Ministry of Information during the Second World War to encourage people to recycle and repurpose their old clothes rather than buy new.</li> <li>Hand stitches include running stitch, blanket stitch and whip stitch.</li> <li>It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li><b>Generation of Ideas</b> - Use pattern pieces and computer-aided design packages to design a product.</li> <li><b>Investigation</b> - Name and select increasingly appropriate tools for a task and use them safely.</li> </ul>	<ul style="list-style-type: none"> <li><b>Nutrition</b> - Evaluate meals and consider if they contribute towards a balanced diet.</li> <li><b>Food Prep and Cooking</b> - Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish.</li> <li><b>Origins of Food</b> - Describe what seasonality means and explain some of the reasons why it is beneficial.</li> </ul>	<ul style="list-style-type: none"> <li><b>Structures</b> - Build a framework using a range of materials to support mechanisms</li> <li><b>Everyday Products</b> - Explain how the design of a product has been influenced by the culture or society in which it was designed or made.</li> </ul>

