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| Title | Stir Fry |
| Overview | The aim of this unit is to provide children with the knowledge and understanding of the basic principles of nutrition and healthy eating. Children will be taught where food comes from. The children will be able to cut and prepare the vegetables for the stir fry. |
| Knowledge Acquisition | By the end of this unit children will have learnt how to prepare vegetables for their stir fry. They will have a better understanding of basic nutrition and healthy eating. |
| Vocabulary | Healthy eating/diet, ingredients, recipe, vegetables (onion, pepper, courgette, beansprouts), knife, chopping board, safety, taste, flavour |
| Key Learning Objectives | <p>EYFS</p> <ul style="list-style-type: none"> ➤ Children know the importance of a healthy diet and are able to talk about ways to keep healthy. ➤ Children show good control and coordination in small movements and can handle tools and equipment effectively and safely. ➤ To understand where food comes from (plants and animals) ➤ To identify the five food groups and understand that we need to have a healthy balanced diet ➤ To explain why eating fruit and vegetables is important (Five portions of fruit and vegetables a day) ➤ To explore and evaluate existing products. ➤ To prepare and safely cut the vegetables. ➤ To observe the stir fry being cooked and understand the process. ➤ To taste and evaluate the stir fry. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Sort food into the five food groups ➤ Explore and taste a selection of vegetables, discussing the vegetable's taste, smell, texture and appearance. ➤ Discuss our own experiences of eating fruit, vegetables and stir fries ➤ Research different vegetables where they come from? Why they are good for you? ➤ Grow beansprouts. ➤ Look at different stir fry recipes and ingredients. ➤ Write our own recipe for stir fry, discussing the reasoning for our recipe choice ➤ Use tools and techniques to prepare vegetables safely and hygienically ➤ Prepare, cook and taste the stir fry. ➤ Discussion throughout the designing, planning, making and evaluating processes |

| Title | Structures |
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| Overview | The aim of this unit is to develop the children's knowledge, understanding and skills needed to construct, develop and revise the structures of bridges and towers. Children will learn about the different types of bridges and towers and then make these using construction materials and joining techniques. Once made, children will evaluate and improve their structure to make it stronger and more stable. |
| Knowledge Acquisition | By the end of this unit children will be able to construct bridges and towers. They will have an understanding how they can revise the structure. Children will have gained knowledge of different types of bridges and then explored using joining techniques. Children will become familiar with evaluating their work and suggest improvements to their structures to make them stronger. |
| Vocabulary | Bridge, suspension bridge, arch bridge, beam bridge, cantilever bridge, ropes, chain, cables, pillars, vertical, horizontal, steel, iron, metal, tower, base, apex, stiffer, stable, stronger, joining together, rolling, folding, layering, rigid, |
| Key Learning Objectives | <p>EYFS</p> <ul style="list-style-type: none"> ➤ Children can construct with a purpose in mind, selecting appropriate resources and adapting work where necessary. ➤ Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <p>Year 1</p> <ul style="list-style-type: none"> ➤ To know the purposes and properties of bridges and towers ➤ To identify the different types of bridges and towers ➤ To know and explore methods of building a bridge ➤ To know and explore how bridges can be made stronger, stiffer and more stable ➤ To know and explore methods of building a tower ➤ To know and explore how towers can be made stronger, more stable and rigid |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Look at famous bridges and towers and identify their type and purpose ➤ Discuss have we seen bridges and towers before, are there any in our local area? ➤ Construct and evaluate their bridge and tower ➤ Improve their design to make it stronger and more stable ➤ Discussion throughout the designing, planning, making and evaluating processes |

| Title | Making hand/finger puppets |
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| Overview | The aim of this unit is for children to handle, manipulate and enjoy using a range of materials. Children will first explore and evaluate existing puppets, before designing and making hand or finger puppets using a range of materials, tools and techniques. |
| Knowledge Acquisition | By the end of this unit children will have designed and made a hand or finger puppet using a range of materials, tools and techniques. They will have evaluated existing puppets to generate ideas. |
| Vocabulary | Textile, colour, material, puppets, purpose, audience, fabric, join, glue, sew, staple, strength, decoration, evaluate |
| Key Learning Objectives | <p>EYFS</p> <ul style="list-style-type: none"> ➤ Children can construct with a purpose in mind, selecting appropriate resources and adapting work where necessary. ➤ Children show good control and coordination in small movements and can handle tools and equipment effectively and safely <p>Year 1</p> <ul style="list-style-type: none"> ➤ To sort materials into different colours and textures ➤ To explore and evaluate a range of existing puppets, including purpose and intended audience ➤ Draw on research to generate own ideas, drawing plan and deciding tools and materials necessary. ➤ Identify/investigate ways of joining pieces of fabric and how that may strengthen the puppet. ➤ Use tools safely to measure, mark out, cut, and join fabric to create and decorate a puppet to improve appearance ➤ Evaluate your own design |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Explore different types of puppets – materials, form, purpose, including how they are joined together. Do you like them? Is there anything you don't like about them? ➤ Explore ways of joining fabric – including sewing, gluing, stapling ➤ Design a hand/finger puppet thinking about what / who it will be used for – think about material and appearance ➤ Thread a needle and practice a running stitch ➤ Begin to decide suitable order to complete tasks ➤ Create puppet using joining skills ➤ Add decorations to the puppet to improve appearance ➤ Evaluate your puppet in relation to the design criteria ➤ Discussion throughout the designing, planning, making and evaluating processes |

| Title | Making a Kite |
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| Overview | The aim of this unit is to develop the children’s knowledge, understanding and skills needed to engage in designing and making. This unit will aim to allow children the opportunity to explore designs and evaluate these, before designing their own product, using a range of materials and tools and evaluating their own product. Children will be given the opportunity to explore structures and how they are able to make their kite stronger, stiffer and more stable. |
| Knowledge Acquisition | At the end of this unit children will have learnt the skills in order to design and make a kite. They will have had the opportunity to test their kites and suggest ways in which they could improve and make their kite stronger. |
| Vocabulary | Kite, design, tools, resources, material, construct/build, fly, evaluate, colour, texture, strength, stiff, stable |
| Key Learning Objectives | <p>EYFS</p> <ul style="list-style-type: none"> ➤ Children can construct with a purpose in mind, selecting appropriate resources and adapting work where necessary. ➤ Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <p>Year 1</p> <ul style="list-style-type: none"> ➤ To understand what a kite is and how it is used. ➤ To explain what they will be designing and making. ➤ To represent their ideas for a kite through writing and drawing. ➤ To choose suitable resources and tools. ➤ To explore kite shapes and structures, linking to strength and stability ➤ To construct a kite based on their own design. ➤ To complete simple evaluations about their design. |
| Suggested Learning Experiences | <ul style="list-style-type: none"> ➤ Discuss our own experiences of flying kites ➤ Look at key events and individuals involved in the making of kites. ➤ Investigate and analyse a range of existing kites, linking to strength and stability. ➤ Plan and design a kite through drawings and discussion including the tools and materials needed ➤ Construct a kite using tools and materials safely ➤ Fly and evaluate their kite ➤ Discussion throughout the designing, planning, making and evaluating processes |