

	CUBS (22-36m)	BEARS (30-50m)	RECEPTION (40-60m)	YEAR 1	YEAR 2
AUT 1	<ul style="list-style-type: none"> Hold hammer – bang it. Explore using squeezey scissors and scoop scissors – open and close action with fingers. Hold glue – put it on the paper. Explore PVA glue using senses. Ripping paper. Move glue stick from pot to paper. Place hoops on rods. Bean bags in hoops. 	<ul style="list-style-type: none"> Using scissors to cut in a line moving forward with adult support-guidance and support to use one hand. Joining techniques –Glue/tape with adult support. Stir and mix with a spoon. Explore construction – guidance to construct with a purpose. 	<ul style="list-style-type: none"> Purposefully select resources, tools, equipment, safely. Use sellotape, masking tape and glue to join and connect junk modelling resources together. Be able to pull tape to correct length and cut it independently. Use hole punches and fold card more independently. Mix ingredients using spoons and scoops, use food cutters appropriately. 	<p>MAKE: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>DESIGN: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT</p> <p>COOKING AND NUTRITION: To use the basic principles of a healthy and varied diet to prepare dishes</p> <p>To understand where food comes from</p>
AUT 2	<ul style="list-style-type: none"> Use plastic scoop scissors, big tweezers – squeeze- open and close. Begin to realise glue joins-sticks, hold things together. PVA glue – scoop it, lift and spread from pot to paper. Use big peg boards. Printing to make Christmas cards/ calendars. 	<ul style="list-style-type: none"> Use normal scissors to cut out a simple shape more accurately and safely. Use a spoon and spade to scoop. Choose appropriate resources for a purpose. Use junk modelling to glue pieces together. Using hole punches – purposefully. Join using masking tape and sellotape. Printing technique to make Christmas cards/ calendars. 	<ul style="list-style-type: none"> Purposefully select resources, tools, equipment, safely. Use sellotape, masking tape and glue Be able to pull tape to correct length and cut it independently. Use hole punches and fold card more independently. Making jelly/ toast – use a knife to spread. Printing/ folding technique to make Christmas cards/ calendars. 	<p>DESIGN: To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>EVALUATE: To evaluate their ideas and products against design criteria</p> <p>COOKING AND NUTRITION: To understand where food comes from</p>	<p>DESIGN: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and IT</p> <p>MAKE: To select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components,</p> <p>EVALUATE: To explore and evaluate a range of existing products</p> <p>TECHNICAL KNOWLEDGE: To build structures, exploring how they can be made stronger, stiffer and more stable</p>
SPR 3	<ul style="list-style-type: none"> Introduce plastic squeezey scissors Wooden hammers and pegs Big tweezers. Glue to join items more purposefully. 	<ul style="list-style-type: none"> Using one handed tools and equipment safely –chopping fruit and vegetables using a knife with adult support to apply pressure. Explore folding paper with adult support to apply pressure to the fold. Use normal scissors to cut out a simple shape more accurately and safely and use hole punches more independently. 	<ul style="list-style-type: none"> Design a flag, ship – label parts. Make boats using different joining techniques. Use tape independently and make correct choices. Make door flaps and folded steps. Vocabulary: pattern, weak, strong, fold, flap. 	<p>DESIGN: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>MAKE: To select from and use a range of tools and equipment</p> <p>To select from and use a wide range of materials and components</p> <p>EVALUATE: To explore and evaluate a range of existing products</p>	<p>DESIGN: To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>COOKING AND NUTRITION: To use the basic principles of a healthy and varied diet to prepare dishes</p> <p>To understand where food comes from</p>
SPR 4	<ul style="list-style-type: none"> Use squeezey scissors Threading using large thread, laces in pasta and cotton reels. Make Easter/ Mothers Day cards. 	<ul style="list-style-type: none"> Folding paper with less adult support to apply pressure to the fold- make Easter /Mothers Day cards. Use normal scissors to cut out a curved shape more accurately along a line. Use hole punches more purposefully. Make biscuits – mix ingredients, roll, use cutters without sliding. 	<ul style="list-style-type: none"> Threading through hole punched holes. Folding paper with less adult support to apply pressure to the fold- make Easter/ Mothers Day cards. Use split pins, folding and flaps. Use tape to join and connect junk modelling. 	<p>DESIGN: To design purposeful, functional, appealing products for themselves and other users</p> <p>To generate, develop, model and communicate their ideas</p> <p>MAKE: Select from and use a wide range of materials and components</p> <p>COOKING AND NUTRITION: To use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>DESIGN: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and IT</p> <p>MAKE: To select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components,</p> <p>EVALUATE: To explore and evaluate a range of existing products. Evaluate ideas against design criteria</p> <p>TECHNICAL KNOWLEDGE: To build structures, exploring how they can be made stronger, stiffer and more stable</p>
SUM 5	<ul style="list-style-type: none"> Introduce real scissors, junk modelling – explore joining pieces together using tape. Small peg boards. Threading using laces. 	<ul style="list-style-type: none"> Purposefully select resources to create vehicles, boats, cars, trains. Use sellotape, masking tape and glue to join and connect junk modelling resources together. Be able to pull tape to correct length and cut it with support. 	<ul style="list-style-type: none"> Use a knife to spread/ cut – making sandwiches Make a bug box –joining parts together using good choices for strong connections. Make flaps, windows. Use saws and hammers with adult support. 	<p>DESIGN: To design purposeful, functional, appealing products</p> <p>MAKE: To select from and use a range of tools and equipment to perform practical tasks</p> <p>EVALUATE: To explore and evaluate a range of existing products</p>	
SUM 6	<ul style="list-style-type: none"> Use normal scissors to snip. Know safety rules, use junk modelling to glue pieces together. Using hole punches – purposefully. Join using masking taps and sellotape. 	<ul style="list-style-type: none"> Purposefully select resources, tools, equipment, safely. Use sellotape, masking tape and glue to join and connect junk modelling resources together. Be able to pull tape to correct length and cut it independently. Use hole punches and fold card more independently. 	<ul style="list-style-type: none"> Make a robot –joining parts together using good choices for strong connections. Make flaps, windows. Use saws and hammers safely. Design and decorate biscuits independently. 	<p>COOKING AND NUTRITION: To understand the basic principles of a healthy and varied diet to prepare dishes</p>	<p>DESIGN: To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</p> <p>MAKE: To select from and use a range of tools and equipment to perform practical tasks</p> <p>To select from and use a wide range of materials and components</p> <p>EVALUATE: To explore and evaluate a range of existing products</p> <p>To evaluate ideas and products against design criteria</p> <p>COOKING AND NUTRITION: To understand where food comes from</p>