

**St. Benedict's Primary School**  
**Design and Technology**  
**KNOWLEDGE AND SKILLS BUILDER**

Design and Technology element from the National Curriculum – MAKE

Phase	Context for learning	Knowledge and Skills
EYFS	<p><b>Reception</b>  <b>Topic Animals Spring 1</b>            Big Question Are all animals wild?            Context – Selecting tools and materials to build models of animals            Exploring and using media and materials</p>	<p><b>Skills</b> What are the features of the wild animal being studied?  <b>Knowledge</b> Some materials are better than others in creating a model that looks like an animal so you must choose your materials carefully.</p>
KEY STAGE 1	<p><b>Year 1 Autumn 1 ILP Enchanted Woodlands</b>            Big Question – Who lives in a woodland?            Context - Woodland Crowns            Programmes of Study            Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><b>Skills</b> Select and use a range of materials, beginning to explain their choices.  <b>Knowledge</b> Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows</p>
	<p><b>Year 1 Autumn 1 ILP Enchanted Woodlands</b>            Big Question – Who lives in a woodland?            Context – Innovate task: Woodland Animal Mask            Programmes of Study            Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><b>Skills</b> Select and use a range of materials, beginning to explain their choices.  <b>Knowledge</b> Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows</p>
	<p><b>Year 1 Spring 2 ILP Beachcombers</b>            Big Question – What are the features of a coastline?            Context – Treasure book            Programmes of Study            Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><b>Skills</b> Select and use a range of materials, beginning to explain their choices.  <b>Knowledge</b> Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</p>
	<p><b>Year 1 Spring 2 ILP Beachcombers</b>            Big Question – What are the features of a coastline?            Context – Seagull finger puppets            Programmes of Study</p>	<p><b>Skills</b> Select the appropriate tool for a simple practical task.  <b>Knowledge</b>            Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking.</p>

<p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>	
<p><b>Year 1 Spring 2 ILP Beachcombers</b>  Big Question – What are the features of a coastline?  Context – Innovate task: Create a sea creature  Programmes of Study  Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>	<p><b>Skills</b> Select the appropriate tool for a simple practical task.  <b>Knowledge</b> Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking.</p>
<p><b>Year 1 Spring 2 ILP Beachcombers</b>  Big Question – What are the features of a coastline?  Context – Innovate task: Create a 3D sea creature  Programmes of Study  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><b>Skills.</b> Select and use a range of materials, beginning to explain their choices.  <b>Knowledge</b> Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</p>
<p><b>Year 1 Summer 2 ILP Paws Claws and Whiskers</b>  Big Question –  Context – Looking after a mystery animal  Programmes of Study  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><b>Skills.</b> Select and use a range of materials, beginning to explain their choices.  <b>Knowledge</b> Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows</p>
<p><b>Year 1 Summer 2 ILP Dinosaur Planet</b>  Big Question–  Context - Sockasaurus rex  Programmes of Study  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><b>Skills.</b> Select and use a range of materials, beginning to explain their choices.  <b>Knowledge</b> Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</p>
<p><b>Year 1 Summer 2 ILP Dinosaur Planet</b>  Big Question–  Context – Bake treats for the dinosaur museum cafe  Programmes of Study  Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>	<p><b>Skills</b> Select the appropriate tool for a simple practical task.  <b>Knowledge</b> Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking.</p>
<p><b>Year 2 Autumn 1 ILP Street Detectives Autumn 1</b>  Big Question– What do you find on a street?  Context – Make a model of a house or building</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.  <b>Knowledge</b></p>

	<p>Programmes of Study Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p>
	<p><b>Year 2 Autumn 1 ILP Street Detectives Autumn 1</b> Big Question– What do you find on a street? Context – Make street signs to display in an outdoor play area. Programmes of Study Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect. <b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p>
	<p><b>Year 2 Autumn 2 Land Ahoy</b> ILP Big Question– How is an explorer different to a pirate? Context – Making a working lighthouse Programmes of Study Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Skills</b> Create an operational, simple series circuit <b>Knowledge</b> A series circuit is made up of an energy source, such as a battery or cell, wires and a bulb. The circuit must be complete for the electricity to flow.</p>
	<p><b>Year 2 Autumn 2 Land Ahoy</b> ILP Big Question– How is an explorer different to a pirate? Context – Finding pirate treasure. Design and make a tool for digging. Programmes of Study Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>	<p><b>Skills</b> Select the appropriate tool for a task and explain their choice. <b>Knowledge</b> Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials</p>
	<p><b>Year 2 Spring 2 ILP Towers, Tunnels and Turrets</b> Big Question– What was life like inside a castle? Context – Build a model of a castle Programmes of Study Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect <b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p>
	<p><b>Year 2 Spring 2 ILP Towers, Tunnels and Turrets</b> Big Question– What was life like inside a castle? Context – Build towers and stacks using natural materials Programmes of Study Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect <b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint</p>

	<p><b>Year 2 Spring 2 ILP Towers, Tunnels and Turrets</b>  Big Question– What was life like inside a castle?  Context - Making a fortress for the three little pigs  Programmes of Study  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect  <b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint</p>
	<p><b>Year 2 Summer 2 ILP Wriggle and Crawl</b>  Big Question–  Context – Make a 3D model of a mini-beast  Programmes of Study  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect  <b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p>
	<p><b>Year 2 Summer 2 ILP Wriggle and Crawl</b>  Big Question–  Context – Exploring honey  Programmes of Study  Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>	<p><b>Skills</b> Prepare ingredients by peeling, grating, chopping and slicing.  <b>Knowledge</b> Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare ingredients: peeling skins using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples.</p>
	<p><b>Year 2 Summer 1 ILP Scented Gardens</b>  Big Question–  Context – Mud kitchen  Programmes of Study  Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>	<p><b>Skills</b> Select the appropriate tool for a task and explain their choice.  <b>Knowledge</b> Different tools have characteristics that make them suitable for specific purposes. For example, scissors are used for cutting paper because they have sharp, metal blades that can cut through thin materials</p>
	<p><b>Year 2 Summer 1 ILP Scented Gardens</b>  Big Question–  Context –Scented playdough  Programmes of Study  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect  <b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p>
	<p><b>Year 2 Summer 1 ILP Scented Gardens</b>  Big Question–  Context –Innovate task: Selecting ingredients to make a fragranced gift  Programmes of Study</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect  <b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p>

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	<p><b>Year 2 Summer 1 ILP Scented Gardens</b></p> <p>Big Question–</p> <p>Context –Innovate task: Making a fragranced gift</p> <p>Programmes of Study</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect</p> <p><b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p>
	<p><b>Year 2 Summer 1 ILP Scented Gardens</b></p> <p>Big Question–</p> <p>Context –Innovate task: Decorate or wrap the fragranced gift</p> <p>Programmes of Study</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect</p> <p><b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p>
	<p><b>Year 2 Summer 1 ILP Scented Gardens</b></p> <p>Big Question–</p> <p>Context –Innovate task: Make a flowery gift tag with a message</p> <p>Programmes of Study</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Skills</b> Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect</p> <p><b>Knowledge</b> Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.</p>
LOWER KEY STAGE 2	<p><b>Year 3 Autumn 1 ILP Heroes and Villains</b></p> <p>Big Question – What is the difference between a hero and a villain?</p> <p>Context – Make a simple sock puppet of either Cruella de Vil or the dalmatian hero, Pongo.</p> <p>Programmes of Study</p> <p>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.</p>	<p><b>Skills</b> Plan which materials will be needed for a task and explain why.</p> <p><b>Knowledge</b> Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p>
	<p><b>Year 3 Spring 1 ILP Tremors</b></p> <p>Big Question – What causes tremors on earth?</p> <p>Context – Plan a simulated demonstration of seismic and tsunami formation</p> <p>Programmes of Study</p> <p>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.</p>	<p><b>Skills</b> Plan which materials will be needed for a task and explain why.</p> <p><b>Knowledge</b> Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p>

<p><b>Year 3 Spring 2 ILP Mighty Metals</b>  Big Question – How do different forces effect metals?  Context – Make mini parachutes  Programmes of Study  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.</p>	<p><b>Skills</b> Plan which materials will be needed for a task and explain why.  <b>Knowledge</b> Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p>
<p><b>Year 3 Spring 2 ILP Mighty Metals</b>  Big Question – How do different forces effect metals?  Context – Make a simple cart  Programmes of Study  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.</p>	<p><b>Skills</b> Plan which materials will be needed for a task and explain why.  <b>Knowledge</b> Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p>
<p><b>Year 3 Spring 2 ILP Mighty Metals</b>  Big Question – How do different forces effect metals?  Context – Design and make wind chimes  Programmes of Study  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.</p>	<p><b>Skills</b> Plan which materials will be needed for a task and explain why.  <b>Knowledge</b> Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p>
<p><b>Year 3 Spring 2 ILP Mighty Metals</b>  Big Question – How do different forces effect metals?  Context – Innovate task: Sort and select materials to use to make a friend for the Iron Man.  Programmes of Study  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.</p>	<p><b>Skills</b> Plan which materials will be needed for a task and explain why.  <b>Knowledge</b> Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p>
<p><b>Year 3 Spring 2 ILP Mighty Metals</b>  Big Question – How do different forces effect metals?  Context – Innovate task: A friend for the Iron Man. Making sure the design works with the materials available.  Programmes of Study  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.</p>	<p><b>Skills</b> Plan which materials will be needed for a task and explain why.  <b>Knowledge</b> Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p>
<p><b>Year 3 Spring 2 ILP Mighty Metals</b></p>	<p><b>Skills</b> Use tools safely for cutting and joining materials and components.</p>

<p>Big Question – How do different forces effect metals? Context – Innovate task: Constructing a friend for the Iron Man. Programmes of Study 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><b>Knowledge</b> Specific tools can be used for cutting, such as saws. Wood can be joined using glue, nails, staples, or a combination of these. Safety rules must be followed to prevent injury from sharp blades. These rules include using a bench hook to keep the wood still, using a junior hacksaw with a pistol grip and working under adult supervision.</p>
<p><b>Year 3 Spring 2 ILP Mighty Metals</b> Big Question – How do different forces effect metals? Context – Innovate task: Using some special equipment for joining metals to make a friend for Iron Man Programmes of Study 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><b>Skills</b> Use tools safely for cutting and joining materials and components. <b>Knowledge</b> Specific tools can be used for cutting, such as saws. Wood can be joined using glue, nails, staples, or a combination of these. Safety rules must be followed to prevent injury from sharp blades. These rules include using a bench hook to keep the wood still, using a junior hacksaw with a pistol grip and working under adult supervision.</p>
<p><b>Year 3 Summer 2 ILP Tribal Tales</b> Big Question - What is a tribe? Context –Constructing a monument: Select materials to build your monument. Programmes of Study 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.</p>	<p><b>Skills</b> Plan which materials will be needed for a task and explain why. <b>Knowledge</b> Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p>
<p><b>Year 4 Autumn 1 ILP I Am Warrior</b> Big Question – Why were the Romans so successful? Context – Weaponry: Design and make a shield Programmes of Study 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.</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics. <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
<p><b>Year 4 Autumn 1 ILP I Am Warrior</b> Big Question – Why were the Romans so successful? Context – Make a plaque to commemorate taking part in the Roman invasion. Programmes of Study 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.</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics. <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
<p><b>Year 4 Autumn 2 ILP Potions</b> Big Question – What is the difference between a solid, liquid and gas? Context – Making bath bombs Programmes of Study</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics. <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design</p>

	<p>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.</p>	<p>criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
	<p><b>Year 4 Autumn 2 ILP Potions</b>  Big Question – What is the difference between a solid, liquid and gas?  Context – Making chocolate hearts  Programmes of Study  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><b>Skills</b> Select, name and use tools with adult supervision.  <b>Knowledge</b> Useful tools for cutting include scissors, craft knives, junior hacksaws with pistol grip and bench hooks. Useful tools for joining include glue guns. Tools should only be used with adult supervision and safety rules must be followed.</p>
	<p><b>Year 4 Spring 1 ILP Traders and Raiders</b>  Big Question – Where did the Anglo Saxons settle and why?  Context – Make sailing boats  Programmes of Study  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.</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics.  <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
	<p><b>Year 4 Spring 1 ILP Traders and Raiders</b>  Big Question – Where did the Anglo Saxons settle and why?  Context – Make a detailed design and select suitable materials to make Saxon weaponry  Programmes of Study  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.</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics.  <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
	<p><b>Year 4 Spring 1 ILP Traders and Raiders</b>  Big Question – Where did the Anglo Saxons settle and why?  Context – Select appropriate tools and make small Anglo-Saxon charms using clay  Programmes of Study  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.</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics.  <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
	<p><b>Year 4 Spring 1 ILP Traders and Raiders</b>  Big Question – Where did the Anglo Saxons settle and why?  Context – Create Rune Stones: Use clay tools to carve Runic alphabet into clay  Programmes of Study</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics.  <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design</p>



	<p>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.</p>	<p>criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
	<p><b>Year 4 Spring 2 ILP Burps, Bottoms and Bile</b>  Big Question – How does the body digest food?  Context – Make a model of the digestive system  Programmes of Study  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.</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics.  <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
	<p><b>Year 4 Spring 2 ILP Burps, Bottoms and Bile</b>  Big Question – How does the body digest food?  Context – Make a wearable digestive system  Programmes of Study  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.</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics.  <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
	<p><b>Year 4 Spring 2 ILP Burps, Bottoms and Bile</b>  Big Question – How does the body digest food?  Context – Make a model of a working digestive system  Programmes of Study  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.</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics.  <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
	<p><b>Year 4 Summer 1 ILP Misty Mountain Sierra</b>  Big Question- What are the features of a mountain?  Context – Constructs a model of a mountain using papier-mâché, blocks, bricks or clay.  Programmes of Study  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.</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics.  <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design criteria. Recipe ingredients have different tastes and appearances. They look and taste better and are cheaper when in season.</p>
	<p><b>Year 4 Summer 2 ILP Blue Abyss</b>  Big Question -  Context – Innovate task 3D Art Exhibition: Select materials for artwork, experiment with shape and form and make sculpture  Programmes of Study</p>	<p><b>Skills</b> Choose from a range of materials, showing an understanding of their different characteristics.  <b>Knowledge</b> Different materials and components have a range of properties, making them suitable for different tasks. It is important to select the correct material or component for the specific purpose, depending on the design</p>

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UPPER KEY STAGE 2	<b>Year 5 Autumn 1 ILP Stargazers</b> Big Question: What happens when there is no gravity? Context – Design and make a satellite, rover or shuttle for a specific mission. Programmes of Study 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.	<b>Skills</b> Select and combine materials with precision. <b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.
	<b>Year 5 Autumn 1 ILP Stargazers</b> Big Question: What happens when there is no gravity? Context – Use stitching techniques and layering to create a moonscape textile sample. Programmes of Study 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.	<b>Skills</b> Select and combine materials with precision. <b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.
	<b>Year 5 Autumn 1 ILP Stargazers</b> Big Question: What happens when there is no gravity? Context – Rocket launch: List materials to make a rocket Programmes of Study 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.	<b>Skills</b> Select and combine materials with precision. <b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.
	<b>Year 5 Autumn 1 ILP Stargazers</b> Big Question: What happens when there is no gravity? Context – Rocket launch: Build rocket strong enough to withstand a powered launch. Programmes of Study 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.	<b>Skills</b> Select and combine materials with precision. <b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.
	<b>Year 5 Spring 2 ILP Beast Creator</b> Big Question- Context – Create a mini-beast hotel Programmes of Study	<b>Skills</b> Select and combine materials with precision. <b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.

	<p>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.</p>	
	<p><b>Year 5 Spring 2 ILP Beast Creator</b>  Big Question-  Context – Designing a super mini-beast: Build a 3-D model of your beast.  Programmes of Study  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.</p>	<p><b>Skills</b> Select and combine materials with precision.</p> <p><b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.</p>
	<p><b>Year 5 Spring 2 ILP Beast Creator</b>  Big Question-  Context – Designing a super mini-beast: Build a 3-D model of your beast.  Programmes of Study  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><b>Skills</b> Name and select increasingly appropriate tools for a task and use them safely.</p> <p><b>Knowledge</b>  There are many rules for using tools safely and these may vary depending on the tools being used. For example, someone using a chisel should chip or cut with the cutting edge pointing away from their body. All tools should be cleaned and put away after use, and should not be used if they are loose or cracked.</p>
	<p><b>Year 5 Spring 2 ILP Beast Creator</b>  Big Question-  Context – Entomologist's ending: Create 3D sculpture of fantasy beast  Programmes of Study  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.</p>	<p><b>Skills</b> Select and combine materials with precision.</p> <p><b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.</p>
	<p><b>Year 5 Summer 1 ILP Pharoahs</b>  Big Question-  Context – Building tombs and pyramids  Programmes of Study  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.</p>	<p><b>Skills</b> Select and combine materials with precision.</p> <p><b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.</p>
	<p><b>Year 5 Summer 1 ILP Pharoahs</b>  Big Question-  Context – Egyptian funeral preparations: Make a Canopic jar using clay to store an internal organ  Programmes of Study</p>	<p><b>Skills</b> Name and select increasingly appropriate tools for a task and use them safely.</p> <p><b>Knowledge</b>  There are many rules for using tools safely and these may vary depending on the tools being used. For example, someone using a chisel should chip or cut with the cutting edge pointing away from their body. All tools should be</p>

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	<p><b>Year 5 Summer 1 ILP Pharoahs</b>            Big Question-            Context – Egyptian funeral preparations: Plan what materials to use to build a sturdy sarcophagus            Programmes of Study            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.</p>	<p><b>Skills</b> Select and combine materials with precision.  <b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.</p>
	<p><b>Year 5 Summer 2 ILP Allotment</b>            Big Question:            Context – Make raised beds for planting            Programmes of Study            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.</p>	<p><b>Skills</b> Select and combine materials with precision.  <b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.</p>
	<p><b>Year 5 Summer 2 ILP Allotment</b>            Big Question:            Context – Farmers’ market: Gather together the materials, equipment and tools that you need.            Programmes of Study            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.</p>	<p><b>Skills</b> Select and combine materials with precision.  <b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.</p>
	<p><b>Year 5 Summer 2 ILP Allotment</b>            Big Question:            Context – Make garden structures for growing plants            Programmes of Study            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.</p>	<p><b>Skills</b> Select and combine materials with precision.  <b>Knowledge</b> Materials should be cut and combined with precision. For example, pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.</p>
	<p><b>Year 6 Autumn 1 ILP A Child’s War</b>            Big Question -            Context – Make a simple child’s toy using scraps of wood, card, fabric or paper.            Programmes of Study</p>	<p><b>Skills</b> Choose the best materials for a task, showing an understanding of their working characteristics.  <b>Knowledge</b> 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.</p>

	<p>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.</p>	
	<p><b>Year 6 Autumn 2 ILP Blood Heart</b>  Big Question -  Context – Make a large scale model of the heart  Programmes of Study  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.</p>	<p><b>Skills</b> Choose the best materials for a task, showing an understanding of their working characteristics.  <b>Knowledge</b> 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.</p>
	<p><b>Year 6 Summer 1 ILP Hola Mexico</b>  Big Question -  Context – Make a simple wind instrument out of junk materials  Programmes of Study  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.</p>	<p><b>Skills</b> Choose the best materials for a task, showing an understanding of their working characteristics.  <b>Knowledge</b> 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.</p>
	<p><b>Year 6 Summer 2 ILP Gallery Rebels</b>  Big Question -  Context – Make a beautiful sketchbook or journal  Programmes of Study  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.</p>	<p><b>Skills</b> Choose the best materials for a task, showing an understanding of their working characteristics.  <b>Knowledge</b> 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</p>
	<p><b>Year 6 Summer 2 ILP Gallery Rebels</b>  Big Question -  Context – Make a Surrealist sculpture, using different joining and cutting techniques to construct the model  Programmes of Study  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.</p>	<p><b>Skills</b> Choose the best materials for a task, showing an understanding of their working characteristics.  <b>Knowledge</b> 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</p>
	<p><b>Year 6 Summer 2 ILP Gallery Rebels</b>  Big Question -  Context – Innovate task: Creating gallery exhibits  Programmes of Study</p>	<p><b>Skills</b> Choose the best materials for a task, showing an understanding of their working characteristics.  <b>Knowledge</b> 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</p>

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