

MTP Autumn 24 25 26 27	Question	Vocabulary	Technical knowledge	Research	Design	Make	Evaluate
Hazel	Who am I?	Healthy Diet Varied Snack Cutting Cooking Chopping Stirring	Use the basic principles of a healthy and varied diet	Research what makes a healthy snack	A healthy snack for break times	A healthy snack	Taste the healthy snacks made in class and discuss what you liked and disliked
Juniper	Where do I belong?	School Building Strengthen Stiffen Reinforce Structures Sketches prototypes	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Research Barnby and North Cove school building	Generate, develop and model their ideas through discussion, sketches and prototypes	Create a 3D model of our school	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
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Hazel	Could all animals live in the same place?	Cut Shape Join Materials Safely Make	Know how to cut different materials safely using a variety of tools Know how to drill, screw, glue and nail materials to make and	Research a range of human made habitats for local wildlife	Design a habitat that has a clear purpose and an intended user.	Make a product, refining the design as work progresses.	Evaluate existing designs, saying what they like and dislike before designing their own.

			strengthen products.				
Juniper	What are the risks of natural disasters?	Techniques (different) Construct Product Repair Strengthen Materials	Use suitable techniques to construct products Use suitable techniques to repair items. Know how to strengthen materials using suitable techniques.	Research a range of bridges Identify the features of bridges that make them strong	From research into bridges create a design criteria for your product Design and make a prototype using research	Make a product by carefully selecting materials	Evaluate their own and their peers' designs against a design criteria.
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Hazel	What were the Queen's favourite flowers?	Thread Needle Decorate Textiles Templates Stitch Running stitch Technique Purpose Join	Children know: how to shape textiles using templates. How to thread a needle. How to join textiles using running stitch. How to colour and decorate textiles using a number of techniques.	Research clothing items discussing designs and simple construction (The Queen's Knickers)	Design clothing for a purpose and specific user.	Make a product, refining the design as work progresses.	Evaluate their product against, a given design criteria.
Juniper	Who has a King or Queen?	Join Textiles	Children can independently	Research contents of	Design a Cross stitch kit	Make a product using all	Evaluate the quality of

		<p>Stitching</p> <p>Running stitch</p> <p>Seam</p> <p>Seam allowance</p> <p>Techniques</p> <p>Decorate</p>	<p>thread a needle.</p> <p>Children know how and when to use a range of basic stitches.</p> <p>How to over-stitch to produce a finished cross-stitch.</p>	<p>cross stitch kits and how instructions are used to support the user</p> <p>Research the effectiveness and impact of simple designs</p>	<p>for a purpose and with a specific audience in mind.</p>	<p>the elements of a Cross Stitch kit</p> <p>Demonstrate a range of sewing techniques using a variation of stitches</p>	<p>the design and the instructions giving reasons for success or the need for improvement</p>
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<p>Hazel</p>	<p>How can we improve the speed of a vehicle?</p>	<p>Lever</p> <p>Sliders</p> <p>Wheels</p> <p>Axles</p> <p>Mechanisms</p> <p>Design criteria</p> <p>Product</p>	<p>How to create products using mechanisms, such as levers, sliders, wheels, axles.</p>	<p>Research a range of wheeled vehicles</p> <p>Identify which what makes a vehicle fast and reliable</p>	<p>Design a product that has a clear purpose and an intended user.</p>	<p>Make a product, refining the design as work progresses.</p>	<p>Evaluate their product against a design criteria.</p>
<p>Juniper</p>	<p>Why are skeletons so important?</p>	<p>Viking longships</p> <p>Mechanical systems</p> <p>Strengthen</p> <p>Stiffen</p> <p>Reinforce</p> <p>Pulleys</p> <p>Lever</p> <p>materials</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and use mechanical systems in their</p>	<p>Research Viking longships and defense mechanisms used by Anglo Saxons</p>	<p>A Viking longship with sails and oars that will float</p> <p>A defense mechanism using mechanical systems</p>	<p>A Viking longship using a range of materials and tools and equipment</p>	<p>Evaluate their ideas and products against their own design criteria and consider views of others</p>

			products (for example, gears, pulleys, cams, levers and linkages)				
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Hazel	Who would you put on a £50 note?	Circuit Electricity Faults Batteries Design Wire Component	Know what a series circuit is. Know that the cell or battery provides the power. How to find faults in circuits and battery operated devices	Invent a battery powered product to help people in everyday life	Design a functional product based on a design criteria.	Make a product, selecting and using a range of materials and components.	Evaluate their product against design criteria.
Juniper	How do toys use electricity to entertain children?	Switches B buzzers Bulbs Motors Circuits Series circuit Parallel circuit Wires System Electrical Disassemble	The difference between a series and parallel circuit. How to use electrical systems in their products [such as switches, bulbs, buzzers and motors] How to test if a circuit will	Research existing products with circuits by disassembling and investigating how they work.	Design a product and circuit.	Make a product including a circuit.	Refine work and techniques as work progresses, continually evaluating the product design.

			work or not				
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Hazel	How is life different for children across the world?	Healthy Ingredients Traditional Cutting Chopping Stirring Cooking	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from in UK and a non-European country	Traditional meals in Britain and a Non-European country	Healthy meals from Britain and a Non-European country	Select from and use a wide range of ingredients to make a meal from Britain and a Non-European Country	Explore and evaluate a range of existing products
Juniper	Where does a river start?		Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are	Research a local dish and a dish that they eat near The Amazon	Design a meal from either location	Select from and use a wider range of ingredients to produce your meal	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

			grown, reared, caught and processed.				
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