

# Autumn 1 Geography Focus

## Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading Texts</b>	The Lighthouse Keepers Lunch	Where the Wild Things Are	Shackletons Journey	The Kapok Tree	London Eye Mystery	Ghost
<b>Week 1</b>	Expectations, Values, PSHE	Expectations, Values, PSHE	Expectations, Values, PSHE	Expectations, Values, PSHE	Expectations, Values, PSHE	Expectations, Values, PSHE
<b>Week 2</b>	What is it like here? (Kapow scheme of work)	Would you prefer to live in a hot or cold place? (Kapow scheme of work)	Who lives in Antarctica? (Kapow scheme of work)	Why are rainforests so important? (Kapow scheme of work)	Can I carry out an indepth field work enquiry? (Kapow scheme of work)	What is life like in the Alps? (Kapow scheme of work)
<b>Week 3</b>						
<b>Week 4</b>						
<b>Week 5 (Science)</b>	Everyday materials	Use of Everyday materials	Forces and Magnets	Electricity	Forces	Electricity
<b>Week 6 (Science)</b>	Everyday materials	Use of Everyday materials	Forces and Magnets	Electricity	Forces	Electricity



# Autumn 2 - History Focus

## Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading Texts</b>	Vlad and the Great Fire	The Owl who was Afraid of the Dark	Stone Age Boy	Captive Celt	Way of the Waves	Goodnight Mr Tom
<b>Week 1</b>	How am I making History?	How was school different in the past?	British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	Were the Vikings raiders, traders or something else?	British history 6: What was the impact of World War II on the people of Britain?
<b>Week 2</b>	Kapow scheme of work (Autumn)	Kapow scheme of work (Autumn)	Kapow scheme of work (Autumn)	Kapow scheme of work (Yr 3 Spring)	Kapow scheme of work (Autumn)	Kapow scheme of work (Spring)
<b>Week 3</b>						
<b>Week 4</b>	Everyday materials	Use of Everyday materials	Rocks	Sound	Earth & Space	Light
<b>Week 5</b>	Everyday materials	Use of Everyday materials	Rocks	Sound	Earth & Space	Light
<b>Week 6 Christmas Week</b>						



# Spring 1 Geography Focus

Whole School Long Term Curriculum Plan | Extra dance sessions am through SSN



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Texts	A Tiny Seed	Katie Morag	Mousehole Cat	The Firework Makers Daughter	Floodlands	A Long Way to Water
Week 1	What is weather like in the UK? (Kapow scheme of work)	Why is our world wonderful? (Kapow scheme of work)	Why do people live near Volcanoes? (Kapow scheme of work)	Where does our food come from? (Kapow scheme of work)	Where does our energy come from? (Kapow scheme of work)	Would you like to live in the desert? (Kapow scheme of work)
Week 2						
Week 3						
Week 4 (Science)	Seasonal Changes	Living things and Habitats	Light	Living things and Habitats	Living things and Habitats	Living things and Habitats
Week 5 (Science)	Seasonal Changes	Living things and Habitats	Light	Living things and Habitats	Living things and Habitats	Living things and Habitats
Week 6 (Science)	Seasonal Changes	Living things and Habitats	Light	Living things and Habitats	Living things and Habitats	Living things and Habitats

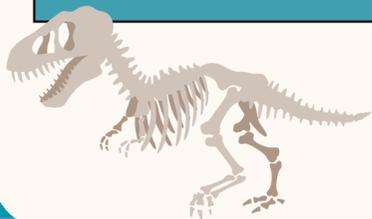


# Spring 2 - History Focus

## Whole School Long Term Curriculum Plan

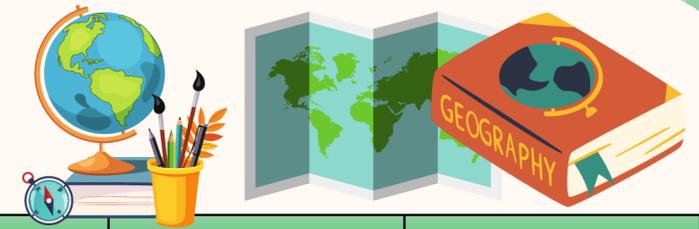


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Texts	Julia Donaldson's Poems to Perform	This Rabbit Belongs to Emily	Flat Stanley and the Great Egyptian Grave Robbery	The Golden Horseman of Baghdad	The Golden Horseman of Baghdad  26/27 - Who Let the Gods Out	Macbeth
Week 1	How have Toys changed?	How did we learn to fly?	What was important to Ancient Egyptians	Early Islamic Civilisations Timeline - overview of where and when	Early Islamic Civilisations Timeline - overview of where and when  26/27- Ancient Greece Timeline - overview of where and when	What can the census tell us about local areas?
Week 2						
Week 3						
Week 4	Animals and Humans	Animals and Humans	Animals and Humans	Animals and Humans	Animals and Humans	Animals and Humans
Week 5	Animals and Humans	Animals and Humans	Animals and Humans	Animals and Humans	Animals and Humans	Animals and Humans
Week 6	Animals and Humans	Animals and Humans	Animals and Humans	Animals and Humans	Animals and Humans	Animals and Humans



# Summer 1 Geography Focus

## Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading Texts</b>	Katie & The Bathers	Meerkat Mail	The Worst Witch	Deadman's Cove	Kensuke's Kingdom	Holes
<b>Week 1</b>						
<b>Week 2</b>	What is it like to live in Shanghai? (Kapow scheme of work)	What is it like to live by the coast? (from 2026) (Kapow scheme of work)	Are all settlements the same? (Kapow scheme of work)	What are rivers and how are they used? (Kapow scheme of work)	Why do oceans matter? (Kapow scheme of work)	Why does population change? (Kapow scheme of work)
<b>Week 3</b>						
<b>Week 4 (Science)</b>						
<b>Week 5 (Science)</b>	Plants	Plants	Plants	States of Matter	Properties & Changes	Evolution & Inheritance
<b>Week 6 (Science)</b>	Plants	Plants	Plants	States of Matter	Properties and Changes	Evolution and Inheritance

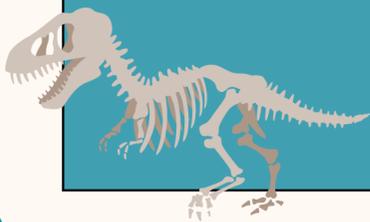


# Summer 2 - History Focus

## Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading Texts</b>	Look Up!	Caribbean Dozen	Big Book of Bad Things	Werewolf Club Rules	The Rainmaker Danced	The Final Year
<b>Week 1</b>	How have Explorers changed the World?	What is a monarch?	How have children's lives changed?	How hard was it to invade and settle in Britain?	What was life like in Tudor England?	Transition unit The Sikh Empire
<b>Week 2</b>						
<b>Week 3</b>						
<b>Week 4</b>	Environment	Environment	Environment	Environment	Environment	Environment
<b>Week 5</b>	Environment	Environment	Environment	Environment	Environment	Environment
<b>Week 6</b>	Environment	Environment	Environment	Environment	Environment	Environment





# Autumn 1 - Art Focus

## Whole School Long Term Curriculum Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<u>Drawing: Marvellous marks</u> Kapow Unit Wax crayons, chalk, felt tips	<u>Drawing: Exploring Line and Shape</u> Kapow Unit Artists: Bridget Riley, add in Bharti Kerr Pencil, wax crayon, felt tips	<u>Drawing: Tell a Story</u> Kapow Unit Artist: Quentin Blake and add in Christian Robinson Charcoal	<u>Drawing: Growing Artists</u> Kapow Unit Artist: Georgia O'Keefe, add in Idris Khan Pencil Pastels	<u>Drawing: Power Printing</u> Artist: Henri Matisse Pencil drawing & monoprint	<u>Drawing: Depth and Movement</u> Artist: Teis Albers Pastels, Printing	<u>Drawing: Make my voice heard</u> Artist: Banksy, Leonard Da Vinci, Diego Rivera Charcoal, Pastels





# Spring 1 - Art Focus

## Whole School Long Term Curriculum Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Painting &amp; Mixed Media</b>	Painting & Mixed Media: <u>Paint my World</u> Kapow Unit	Painting & Mixed Media: <u>Colour Splash</u> Artists: Jasper Johns, Final Plate drawing <u>Ella Bulley</u> Poster paints, printing Kapow Unit	Painting & Mixed Media: <u>Life in colour</u> Artist: Romare Bearden, add in <u>Howardena Pindell</u> Collage, watercolour Kapow Unit	Painting & Mixed Media: <u>Prehistoric Painting</u> , Poster Paints Kapow Unit	Painting & Mixed Media: <u>Light &amp; Dark</u> Artists: Clara Peeters, Paul Cezanne Watercolour Digital Art	Painting & Mixed Media: <u>Portraits</u> Artists: Frida Kahlo, Vincent Van Gogh Collage, Acrylic Kapow Unit	Painting & Mixed Media: <u>Artist Study</u> Artists: Frank Bowling (Option 2 Lesson 4), Labaina Hamid Lesson 5 Acrylic, Collage There is no need to cover all the artists, make sure lesson 6 & 7 are completed. Kapow Unit





# Summer 1 - Art Focus

## Whole School Long Term Curriculum Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Craft &amp; Design or Sculpture and 3D</b>	Craft and Design: <u>Let's get crafty</u> Sculpture with everyday materials.	Sculpture and 3D: <u>Paper Play</u> Artists: Add In <u>Anish Kapoor</u> , Louise Bourgeois Sculpture with everyday materials.	Craft and Design: <u>Map it out</u> Artist: Susan Stockwell, Josef Albers Monoprint.	Sculpture and 3D: <u>Abstract Shape</u> Artists: Anthony Caro, Ruth Asawa. Sculpture with every day materials.	Sculpture - <u>Mega Materials</u> Artist: Magdelene Odundo, Barbara Hepworth Wire modelling Sculpture with everyday materials.	Sculpture and 3D: <u>Interactive Installation</u> Artists: Cai Quo-Qiang Digital Art Sculpture with everyday materials.	Craft and Design: <u>Photo Opportunity</u> Artists: Hannah Hoch, Derrick O'Boateng Digital Art Poster Paints.



# Jigsaw PSHE

## Whole School Long Term Curriculum Plan



	Ages 3-5	Ages 5-6	Ages 6-7	Ages 7-8	Ages 8-9	Ages 9-10	Ages 10-11
Being Me In My World	<p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>
Celebrating Difference	<p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>



# Jigsaw PSHE

## Whole School Long Term Curriculum Plan



	Ages 3-5	Ages 5-6	Ages 6-7	Ages 7-8	Ages 8-9	Ages 9-10	Ages 10-11
Dreams and Goals	<p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>
Healthy Me	<p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>



# Jigsaw PSHE

## Whole School Long Term Curriculum Plan



	Ages 3-5	Ages 5-6	Ages 6-7	Ages 7-8	Ages 8-9	Ages 9-10	Ages 10-11
Relationships	<p>Family life</p> <p>Friendships</p> <p>Breaking friendships</p> <p>Falling out</p> <p>Dealing with bullying</p> <p>Being a good friend</p>	<p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>
Changing Me	<p>Bodies</p> <p>Respecting my body</p> <p>Growing up</p> <p>Growth and change</p> <p>Fun and fears</p> <p>Celebrations</p>	<p>Life cycles – animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>

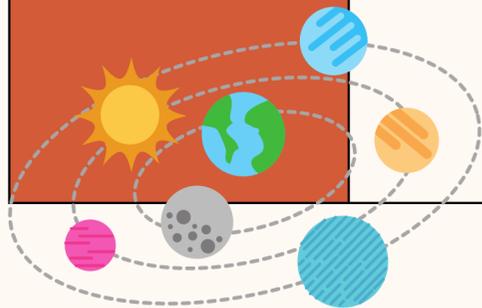


# Science Focus

## Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Everyday Materials	Uses of Everyday Materials	Forces and Magnets	Electricity	Forces	Electricity
Autumn 2	Everyday Materials	Uses of Everyday Materials	Rocks	Sound	Earth and Space	Light
Spring 1	Seasonal Changes	Living Things and their Habitats	Light	Living Things and their Habitats	Living Things and their Habitats	Living Things and their Habitats
Spring 2	Animals Including Humans	Animals Including Humans	Animals Including Humans	Animals Including Humans	Animals Including Humans	Animals Including Humans
Summer 1	Plants	Plants	Plants	States of Matter	Properties and changes	Evolution and Inheritance
Summer 2	Environment	Environment	Environment	Environment	Environment	Environment

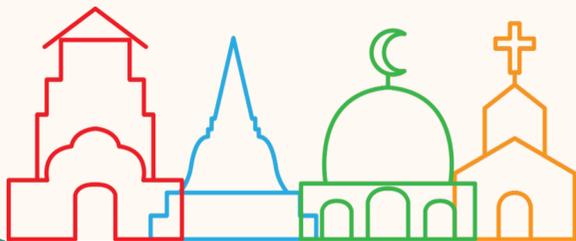


# Autumn 1 - Religion and Worldviews

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	<p>How did the world begin?</p> <p>Christian, Jewish, Hindu</p>	<p>Why do we need to give thanks?</p> <p>Hindu, Christian, Humanist</p>	<p>What makes us human?</p> <p>Hindu, Christian, Buddhist, Humanist</p>	<p>Are all religions equal?</p> <p>Bahá'í, Sikh, Hindu</p>	<p>Why do people have to stand up for what they believe in?</p> <p>Christian, Muslim, Sikh</p>	<p>Why does religion look different around the world? (Part 1)</p> <p>Jewish, Muslim, Christian</p>

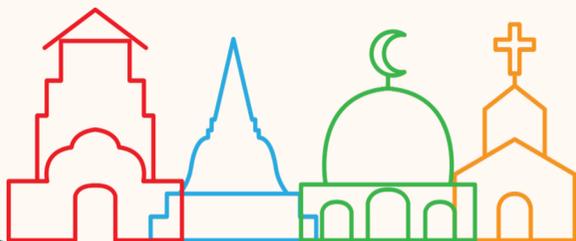


# Autumn 2 - Religion and Worldviews

## Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	<p>What do some people believe God looks like?</p> <p>Christian, Hindu, Muslim</p>	<p>What do candles mean to people?</p> <p>Christian, Hindu, Jewish</p>	<p>Where do our morals come from?</p> <p>Christian/Jewish, Buddhist, Muslim, Hindu, Humanist</p>	<p>What makes some texts sacred?</p> <p>Sikh, Hindu, Buddhist</p>	<p>Why doesn't Christianity always look the same?</p> <p>Christian</p>	<p>Why does religion look different around the world? (Part 2)</p> <p>Hindu, Sikh, Buddhist, Jain</p>

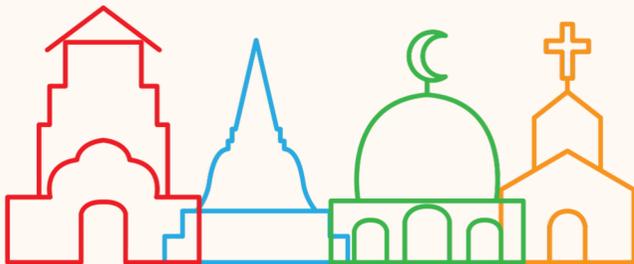


# Spring 1 - Religion and Worldviews

## Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	<p>What is God's job?</p> <p>Jewish, Zoroastrianist, Muslim, Hindu, Christian</p>	<p>How do we know some people have a special connection to God?</p> <p>Sikh, Muslim, Christian, Jewish, Hindu</p>	<p>Is scripture central to religion?</p> <p>Jewish, Muslim, Christian,</p>	<p>Just how important are our beliefs?</p> <p>Sikh, Muslim, Jewish, Hindu, Christian</p>	<p>What happens when we die? (Part 1)</p> <p>Jewish, Christian, Muslim Humanist</p>	<p>Why is it better to be there in person?</p> <p>Muslim, Jewish, Christian, Humanist</p>

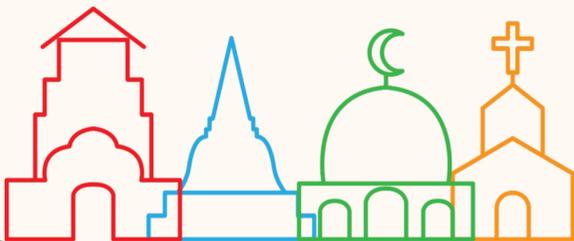


# Spring 2 - Religion and Worldviews

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	<p>Why should we care for the world?</p> <p>Jewish, Muslim, Hindu, Jain, Humanist</p>	<p>What is a Prophet?</p> <p>Christian, Muslim, Jewish, Sikh</p>	<p>What happens if we do wrong?</p> <p>Hindu, Muslim, Humanist, Christian, Jewish</p>	<p>Who was Jesus really?</p> <p>Christian, Jewish, Muslim</p>	<p>What happens when we die? (Part 2)</p> <p>Hindu, Buddhist, Sikh</p>	<p>Why is there suffering? (Part 1)</p> <p>Jewish, Christian, Zoroastrianist, Buddhist</p>

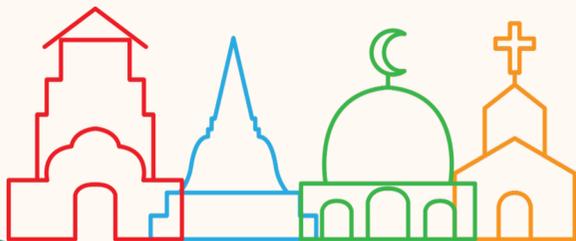


# Summer 1 - Religion and Worldviews

Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	<p>How do we know that new babies are special?</p> <p>Muslim, Hindu, Christian, Humanist</p>	<p>How do some people talk to God?</p> <p>Muslim, Jewish, Hindu</p>	<p>Why is water symbolic?</p> <p>Christian, Sikh, Muslim, Shinto</p>	<p>Why is the Bible the best-selling book of all time?</p> <p>Christian</p>	<p>to be in charge?</p> <p>Muslim, Sikh, Christian</p>	<p>Why is there suffering? (Part 2)</p> <p>Shinto, Buddhist, Sikh, Humanist</p>

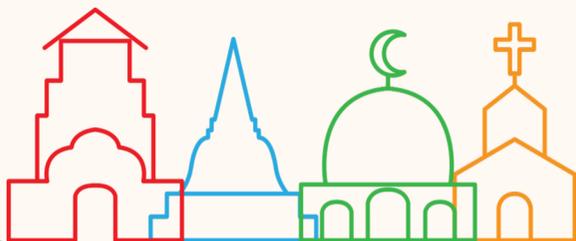


# Summer 2 - Religion and Worldviews

## Whole School Long Term Curriculum Plan



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion & Worldviews	<p>Why should we care for others?</p> <p>Sikh, Christian, Jewish, Muslim, Humanist</p>	<p>Where do some people talk to God?</p> <p>Hindu, Alevi, Muslim, Sikh</p>	<p>Why is fire used ceremonially?</p> <p>Hindu/Sikh, Zoroastrianist</p>	<p>Does the language of scripture matter?</p> <p>Christian, Muslim, Jewish</p>	<p>Why are some places in the world significant to believers?</p> <p>Christian, Jewish, Buddhist, Muslim, Sikh and Hindu</p>	<p>What place does religion have in our world today?</p> <p>Multiple worldviews</p>

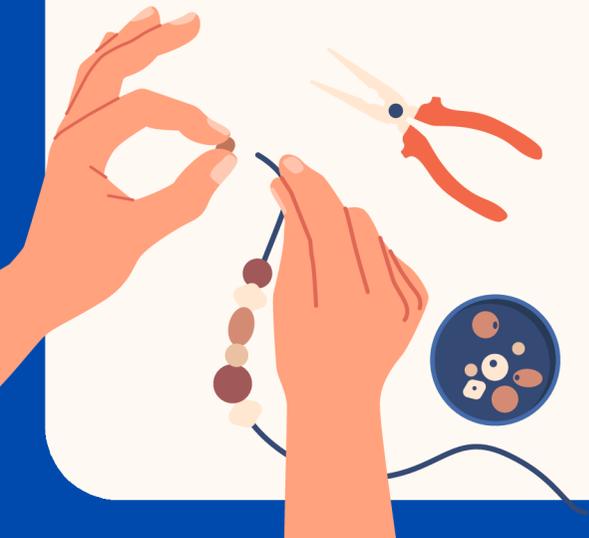


# Autumn 2 - Design & Technology Focus

Whole School Long Term Curriculum Plan



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design & Technology	Structures: <u>Junk Modelling</u> Kapow Unit	Structures: <u>Making a windmill</u> Kapow Unit	Structures: <u>Making a Baby bear chair</u> Kapow Unit	Cooking and nutrition: <u>Eating Seasonally</u> Kapow Unit	Textiles: <u>Applique &amp; Cross-stitch</u> (can change to a different focus- not Egyptians)	Mechanical Systems: <u>Pop-Up Book</u> Kapow Unit	Structure: <u>Playgrounds</u> Kapow Unit

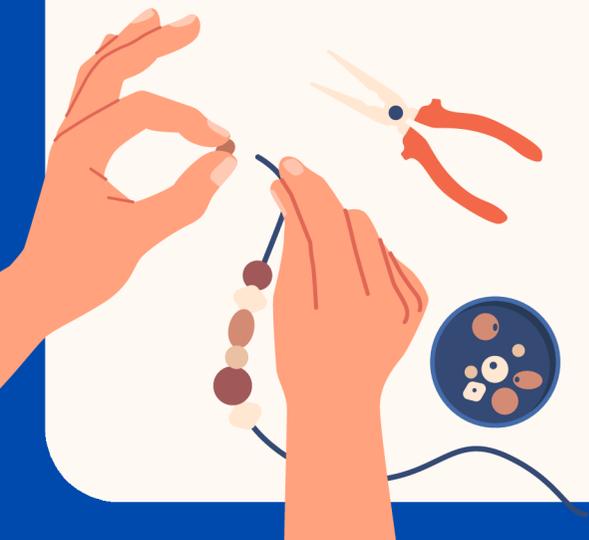


# Spring 2 - Design & Technology Focus

Whole School Long Term Curriculum Plan



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design & Technology	<b>Textiles:</b> <a href="#">Bookmarks</a>	<b>Mechanisms:</b> <a href="#">Wheels and Axels</a> Kapow Unit	<b>Diet:</b> <a href="#">Balanced Diet</a> Kapow Unit	<b>Structures:</b> <a href="#">Constructing a castle</a> Kapow Unit	<b>Electrical Systems:</b> <a href="#">Torches</a> Kapow Unit	<b>Textiles:</b> <a href="#">Stuffed Toy</a> Kapow Unit	<b>Digital World:</b> <a href="#">Navigating the Digital World</a> Kapow Unit



# Summer 2 - Design & Technology Focus

Whole School Long Term Curriculum Plan



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design & Technology	<b>Cooking and Nutrition:</b> <u>Soup</u>	<b>Textiles:</b> <u>Puppets</u>	<b>Mechanisms</b> <u>Fairground wheel</u>	<b>Digital World:</b> <u>Wearable Technology</u>	<b>Mechanical Systems:</b> <u>Making a slingshot car</u>	<b>Cooking and Nutrition:</b> <u>Developing a Recipe</u>	<b>Electrical Systems:</b> <u>Steady Hand Game</u>

