

DT Statement of intent.

DT should provide children with a real life context for learning. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. We aim to make the projects meaningful and relatable to the children at Atlas. This should ensure that children fully understand the role of DT in the environment around them.



Pupils will be taught:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Design, Make and Evaluate</p> <p>This section needs to be included in each area of the DT curriculum</p> <p>Skills Vocabulary</p>	<p>talk about their drawings and what they used (eg – colour)</p> <p>“I used...”</p>	<p>think about and draw what they would like to make before making it – what might they need? How will they fix it?</p> <p>“I will need...” “I am choosing this because...”</p>	<p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make Make products and with support improve their design Evaluate their product by discussing how well it works</p> <p>“I found.....hard/easy because.....” “I like / dislike.....because...” “I feel that...” “I could...”</p>	<p>Develop, model and communicate their ideas through drawings and mock-ups with card and paper Make products, refining their design as work progresses Evaluate their product by discussing how well it works in relation to the purpose and the user</p> <p>“I think my....because...” “Next time I could...” “I found...hard/easy because...” “I like / dislike...because...” I like the part where...because...” “What I found hard about.....was...”</p>	<p>Generate realistic ideas and their own design criteria through discussion and sketches Make products by working efficiently, such as carefully selecting tools and materials Evaluate their own products and ideas against criteria and user needs</p> <p>“I found this work....because...” “Next time I could/would...” “Maybe I/you could try...” “I feel that...” “I enjoyed it because.....” “...was successful because...” “I/You could improve this design by.....”</p>	<p>Design with a purpose, focusing on the needs of the user through discussion and annotated sketches Make products by working efficiently, e.g. plan the main stages of making, carefully selecting tools, use finishing techniques suitable for the product they are creating Evaluate their own products and ideas against criteria and user needs, and whether it meets design criteria</p> <p>“I enjoyed...because.....” “...was successful / ambitious because.....” “I/You could improve this design by.....” “Maybe I/you could try.....” “Next time I / you could / would.....”.</p>	<p>Generate ideas by carrying out research e.g. surveys, web-based resources to help develop a simple design specification Develop and communicate ideas through discussion, annotated drawings and exploded drawings With some support, make products through stages of prototypes, continually making improvements Evaluate, compare or test their product against the original design criteria and with the intended use</p> <p>“...was successful / ambitious because.....” “My view is that...because.....” “In my opinion....furthermore.....However.....” “Next time I / you could / would.....”. “Possible improvements may include.....”</p>	<p>Generate innovative ideas by carrying out research (e.g. surveys, interviews, questionnaires, web-based resources.) to develop a simple design specification Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views Make products through stages of prototypes, making continual refinements Compare or test products with intended user and critically evaluate the quality of the design Consider the views of others to improve their work</p> <p>“My view is that...” “In my opinion...” “Furthermore.....however.....” “Possible improvements may include.....” “Or alternatively.....”.</p>
<p>Food</p> <p>Skills Vocabulary</p> <p>Each year group will cook at least one sweet and one savoury dish during their cooking unit.</p>	<p>Food Preparation: Gain independence in the snack area; Pouring Spreading Cutting</p> <p>cut, pour, fill, cup, bowl, plate, knife, fork</p>	<p>Food Preparation: Use a knife and fork correctly to cut food into smaller pieces Pour my drink from a jug into a cup Pour/tip foods into a bowl</p> <p>Peel soft fruit with hands. Mixing & Combining Spoon ingredients from a container into a bowl Use my whole arm/shoulder to mix ingredients together Weighing and Measuring With support, use simple balance scales to weigh ingredients</p> <p>cut, pour, fill, cup, bowl, plate, knife, fork, mix, weigh, ingredients, cook, roll, squeeze, heat, hot, safe</p>	<p>Food Preparation: Cut using the ‘fork secure’ technique With close supervision, cut food into evenly sized large pieces. With close supervision, peel soft foods Mixing & Combining Begin to sift flour into a bowl Mix, stir and combine a small amount of cold ingredients (e.g. fruit salad) Beat a cracked egg using a fork With help and supervision, use hands to rub fat into flour (e.g. rock buns) Weighing and Measuring With support, use measuring cups for liquids, solids and dry ingredients Shaping and Assembling With help and supervision, assemble and arrange cold ingredients (e.g. sandwich, fruit kebabs) Heating Prepare food for baking such as greasing baking tins</p>	<p>Food Preparation: With close supervision, cut using the ‘bridge hold’ technique to cut harder foods, e.g. apples Independently cut food into evenly sized large pieces, e.g. potato Independently grate soft foods such as cheese Independently peel soft foods With very close supervision and guidance begin to peel harder foods Independently, drain away liquids from packaged food using a sieve or colander (e.g. tuna or sweet corn) Mixing & Combining Sift flour into a bowl Mix, stir and combine wet and dry ingredients (e.g. muffins) Weighing and Measuring Independently use measuring spoons/jugs or cups for liquids, solids and dry ingredients With support begin to use weighing scales.</p>	<p>Food Preparation: With support, cut using the ‘bridge hold’ and ‘claw grip’ techniques to cut different foods With close supervision, cut foods into evenly sized strips or cubes, e.g. peppers Begin to grate harder foods, e.g. apples and carrots Begin to peel harder foods more independently With supervision, crush garlic using a garlic press. Mixing & Combining With supervision, combine using a sieve, flour, raising agents and spices together in a bowl. With some support, mix, stir and combine wet and dry ingredients Crack an egg and whisk with a fork Independently use hands to rub fat into flour (e.g. scones, apple crumble) Weighing and Measuring Independently use measuring spoons or cups for liquids, solids and dry ingredients Use a jug to measure liquids Begin to use digital weighing scales</p>	<p>Food Preparation: With some support, use both the bridge and claw grip to cut the same food, e.g. onion Independently, cut foods into evenly sized strips or cubes, e.g. pepper Independently grate harder foods, e.g. apples and carrots Peel harder foods independently Mixing & Combining Combine using a sieve, flour, raising agents and spices together in a bowl Mix, stir and combine wet and dry ingredients uniformly (e.g. to form a dough) Crack an egg and beat with a balloon whisk Confidently use hands to rub fat into flour (e.g. scones, apple crumble) Independently crush using a garlic press With close supervision, use a food processor or electric hand blender to mash, blend or puree ingredients or hot food (e.g. chickpeas for hummus or vegetables for soup)</p>	<p>Food Preparation: With supervision, confidently cut different foods with a range of holding techniques With close supervision, dice food into evenly sized fine pieces, e.g. garlic, vegetable batons Begin to finely grate hard foods, e.g. zesting, parmesan cheese Peel a range of foods independently With close supervision, use a can opener and open-ring pull tins. Mixing & Combining Sieve wet and dry ingredients independently. With close supervision, use a food processor or electric hand blender to mash, blend or puree ingredients Weighing and Measuring With support, measure and calculate ratios of ingredients to scale up or down from a recipe Shaping and Assembling With supervision, use hands to shape mixture into evenly sized pieces (e.g. burgers) Begin to assemble, arrange and layer more advanced dishes (e.g. apple sponge, shepherd’s pie) Spread food evenly with a coating or paste (Bagels)</p>	<p>Food Preparation: Confidently cut different foods with a range of holding techniques Independently dice food into evenly sized fine pieces, e.g. garlic, vegetable batons Independently grate harder foods, e.g. apples and carrots Accurately peel a range of foods independently. With support, use a can opener and open-ring pull tins. Mixing & Combining Confidently crack an egg and separate egg whites and yolks independently Weighing and Measuring Accurately measure and calculate ratios of ingredients to scale up or down from a recipe, using different units Shaping and Assembling Independently, assemble, arrange and layer more advanced dishes (e.g. apple sponge, shepherd’s pie) Spread food evenly with a coating, paste or glaze with precision</p>

			<div><div></div><div>Fruit, Vegetables, Soft, Juicy, Crunchy, Sticky, Smooth, Sour, Hard, Seed/Pip, Ingredients, Healthy, Peel, Cut, Chop, Squeeze, Grate, Mix, Stir, Weigh, Roll, Heat, savoury, roll</div></div>	<div><div></div><div>Shaping and Assembling Heating Prepare food for baking such as greasing baking tins, adding oil to frying pans/saucepans before going on the hob</div></div> <div><div></div><div>Fruit, Vegetables, Meat, Dairy, Carbohydrate, Protein, Soft, Juicy, Crunchy, Sticky, Smooth, Sour, Hard, Seed/Pip, Ingredients, Healthy, Peel, Cut, Chop, Squeeze, Grate, Mix, Stir, Sift, Weigh, Measure, Roll, Heat, Rub, Crack, Mixture</div></div>	<div><div></div><div>Shaping and Assembling With some support, assemble and arrange ingredients for simple dishes (e.g. apple crumble, scrambled egg on toast) Independently spread ingredients accurately onto foods Heating With help and supervision, begin to use a toaster and microwave.</div></div> <div><div></div><div>Fruit, Vegetables, Meat, Dairy, Carbohydrate, Protein, Texture, Mixture, Taste, Appearance, Moist Fresh, Hygienic, Frozen, Tinned, Pour, Whisk, Knead, Stir, Beat</div></div>	<div><div></div><div>Weighing and Measuring Accurately weigh ingredients using a digital weighing scale/traditional weighing scale Shaping and Assembling Knead, shape and cut dough accurately (i.e. with biscuit cutters) Use a rolling pin to roll out dough to a specific thickness (e.g. scones) Heating With some supervision, begin to use a toaster and microwave Use oven gloves and utensil to remove food (e.g. scones) from baking tray (once slightly cooled)</div></div> <div><div></div><div>Carbohydrate, Protein, Dairy, Fat, Texture, Mixture, Taste, Appearance, Preference, Moist Fresh, Savoury, Hygienic, Edible, Frozen Tinned, Arrange, Whisk, Knead, Stir, Beat</div></div>	<div><div></div><div>Heating With help and close supervision, begin to use the hob or electric saucepan (wok or stock pot) to cook simple dishes (e.g. burgers, soup) With help and close supervision, handle hot food safely using oven gloves and utensil to carefully remove cooked from baking tray onto a cooling rack</div></div> <div><div></div><div>Ingredients, Wholemeal, Carbohydrate, Sugar, Fat, Protein, Vitamins, Nutrients, Gluten, Savoury, Appearance, Preference, Moist, Fresh, Mixture, Pour, Mix/Stir, Knead Whisk, Beat, Combine, Fold, Layer, Blend, Weigh, Measure</div></div>	<div><div></div><div>Heating With close supervision, confidently use the hob or electric saucepan (wok or stock pot) to cook simple dishes (e.g. burgers, soup) With close supervision, handle hot food safely using oven gloves and utensil to carefully remove cooked from baking tray onto a cooling rack</div></div> <div><div></div><div>By year 6 children should plan their own recipes to showcase the skills that they have learned throughout their previous cooking units of DT.</div></div> <div><div></div><div>Ingredients, Wholemeal, Carbohydrate, Sugar, Fat, Protein, Vitamins, Nutrients, Gluten, Savoury, Appearance, Preference, Moist, Mixture, Pour, Mix/Stir, Knead Whisk, Beat, Combine, Fold, Layer, Blend, Puree, Weigh, Measure, Calculate</div></div>
<div><div></div><div>Materials/Construction</div></div> <div><div></div><div>Skills</div></div> <div><div></div><div>Vocabulary</div></div>	<div><div></div><div>Use scissors to make cuts in paper and other materials Use paper punches to create holes in paper and card. Experiment with a range of joining techniques such as gluing, sticky taping, join mechano using nuts and bolts, to combine materials.</div></div> <div><div></div><div>Cut, punch, squeeze, push, make, fix, join</div></div>	<div><div></div><div>Use scissors to cut along simple lines and shapes with support Use paper punches to create holes in paper and card. Experiment with a range of joining techniques such as gluing, sticky taping, join mechano using nuts and bolts, to combine materials.</div></div> <div><div></div><div>Cut, punch, squeeze, push, make, fix, join</div></div>	<div><div></div><div>Measure and mark out materials to the nearest 10 centimetres. Use scissors to cut along a line or shape safely. Use paper punches to create holes in paper and card. Demonstrate a range of joining techniques such as gluing, stapling, sticky taping, hammering a nails, join mechano using nuts and bolts, to combine materials. Begin to use a hand drill to make holes in a piece of wood, with adult support</div></div> <div><div></div><div>Cut, Fold, Join, Fix, Glue, Staple, Weak, Strong, Nails, Hammer, Nuts, Bolts, Measure, Centimetres, Build</div></div>	<div><div></div><div>Measure and mark out materials to the nearest 5 centimetres. Use scissors to make accurate cuts around a range of lines and shapes. Select appropriate tools to suit different purposes. Demonstrate a range of joining techniques such as screwing in several screws already started, joining mechano using nuts and bolts with a spanner, joining hinges.</div></div> <div><div></div><div>Cut, Fold, Fix, Join, Glue, Staple, Weak, Strong, Thick/Thicker, Thin/Thinner, Screw, Nuts, Bolts, Spanner, Measure, Centimetres, Construct</div></div>	<div><div></div><div>Measure and mark out materials to the nearest centimetre. Begin to use a junior hacksaw to cut a straight line Demonstrate a range of joining techniques such as using a glue gun, screwing different types of screw heads independently, joining a range of materials using nuts and bolt with a spanner.</div></div> <div><div></div><div>Join, Cut, Shell Structure Net, Mark out, Material, Three Dimensional (3D), Stiff, Strong, Tools, Nuts, Bolts, Screw, Spanner, Glue Gun, Hacksaw, Measure, Centimetres</div></div>	<div><div></div><div>Measure and mark out materials to the nearest half centimetre. Use a junior hacksaw to cut a straight line accurately Demonstrate a range of joining techniques using a hand drill, e.g. nuts and bolts, different types of screws.</div></div> <div><div></div><div>Join, Cut, Score, Assemble, Shell, Structure Net, Mark out, Material, Three Dimensional (3D), Stiff, Strong, Tools, Nuts, Bolts, Screw, Hand Drill, Hacksaw, Measure, Centimetres</div></div>	<div><div></div><div>Measure and mark out materials to the nearest millimetre Use a junior hacksaw to cut materials with precision and refine materials (such as sanding) Demonstrate a range of joining techniques using a hand drill and a junior electric drill.</div></div> <div><div></div><div>Join, Cut, Score, Assemble, Shell, Structure Net, Mark out, Material, Three Dimensional (3D), Stiff, Strong, Tools, Screws, Bow Saw, Electric Drill, Sanding, G Clamps, Measure, Millimetres</div></div>	<div><div></div><div>Measure and mark out materials to the nearest millimetre Select appropriate cutting tools to cut materials with precision and refine materials (such as sanding wood or a more precise scissor cut after roughly cutting out a shape) Independently use a junior electric drill to make holes in a piece of wood Select appropriate tools (e.g. junior hacksaws, G clamps, bench hooks, hand drill, electric drill) and joining technique for combining a range of materials and explain their choices.</div></div> <div><div></div><div>Join, Cut, Score, Assemble, Shell, Structure Net, Mark out, Material, Three Dimensional (3D), Stiff, Strong, Screws, Tools, Bow Saw, Electric/Hand Drill, Sanding, G Clamps, Bench Hooks Measure, Millimetres</div></div>
<div><div></div><div>Textiles</div></div> <div><div></div><div>Skills</div></div> <div><div></div><div>Vocabulary</div></div>	<div><div></div><div>Cut out and join a range of materials</div></div> <div><div></div><div>fabric, material, glue, join, fix, decorate</div></div>	<div><div></div><div>Cut out a simple shape or line, e.g. from felt Join fabrics using glue Colour and decorate textiles using fabric paints or pens</div></div> <div><div></div><div>fabric, material, glue, join, fix, decorate</div></div>	<div><div></div><div>Cut out a simple template shape, e.g. from felt Explain how to thread a needle and attempt to thread a needle Join fabrics by using a running stich, staples and tape Colour and decorate textiles using fabric paints, printing or painting Begin to make simple weaving patterns, i.e. with paper or twigs, understanding the simple process of under/over</div></div> <div><div></div><div>Pattern, Cut, Join, Thread, Needle, Running Stitch, Fabric, Staple, Tape, Colour, Decorate, Fabric Paint, Print</div></div>	<div><div></div><div>Begin to cut a range of shapes using a simple template using different materials Attempt to thread a needle with more confidence Join fabrics by using a running stich and over sewing Colour and decorate textiles using a number of techniques (e.g. dyeing, adding sequins, printing) Independently make weaving patterns understanding the process with both flat and 3d techniques, i.e. grass through twigs/ carrier bags through a bike wheel</div></div> <div><div></div><div>Pattern, Template, Cut, Join, Thread, Needle, Running Sitch, Overstitch, Dye, Design, Decorate, Fabric Paint, Print</div></div>	<div><div></div><div>Use simple patterns as a template, to cut different fabrics Confidently thread a needle using a large eye Join fabrics using running stitch, over sewing and backstitch With support, select the most appropriate techniques to decorate textiles Use fabric or paper/and wool to create a simple basket weave with support</div></div> <div><div></div><div>Template, Cut, Join, Thread, Needle, Running Stitch, Overstitch, backstitch, Dye, Design, Decorate, Fabric Paint, Print</div></div>	<div><div></div><div>Draw own pattern and cut in a range of fabrics Confidently thread a needle using a smaller eye Confidently join fabrics using over sewing, backstitch - understanding the need for seam allowance Independently, select the most appropriate techniques to decorate textiles Independently create a basket weave, using different materials</div></div> <div><div></div><div>Design, Draw, Template, Cut, Join, Thread, Needle, Overstitch, Backstitch, Seam, Dye, Design, Decorate, Fabric Paint, Print</div></div>	<div><div></div><div>Decide on pattern layout and cut using a range of fabrics Select some needles to match the thread Join buttons and loops using over sewing and backstitch, including a seam allowance Begin to choose their own suitable visual decorations to fit their purpose (e.g. making a bag) With support, create a simple cardboard weaving loom to create a pattern</div></div> <div><div></div><div>Design, Draw, Template, Cut, Join, Thread, Needle, Overstitch, Blanket Stitch, Seam, Hem, Tie Dye, Design, Decorate, Fabric, Paint, Print</div></div>	<div><div></div><div>Decide and use complex pattern layouts and cut using a range of fabrics of their choice Choose from a range of needles to match the appropriate thread for the material of choice Create an object by joining fabrics using a combination of stitching techniques (such as back stich for seams and running stitch to attach decoration) that also employ a seam allowance Create suitable visual and tactile effects in the decoration of textiles (e.g. a soft decoration for comfort on a cushion) Create different shaped weaving looms using different materials, e.g. cardboard/paper plate/paper cup</div></div> <div><div></div><div>Design, Draw, Template, Cut, Join, Thread, Needle, Running Stitch Overstitch, backstitch, Blanket Stitch, Seam, Hem, Tie Dye, Design, Decorate, Materials/Fabric, Fabric Paint, Print</div></div>

<div><div><div><div></div><div></div><div></div></div><div><div><div>Mechanics</div><div>Skills</div><div>Vocabulary</div></div></div></div></div>	<div><div><div><div></div><div></div><div></div></div><div><div><div>experiment with simple mechanisms e.g card/split pins to make something move</div></div></div></div></div>	<div><div><div><div></div><div></div><div></div></div><div><div><div>experiment with simple mechanisms e.g card/split pins to make something move</div></div></div></div></div>	<div><div><div><div></div><div></div><div></div></div><div><div><div>Create a product using sliders and levers (e.g. moving picture)</div><div>Name some simple tools and know their purpose (e.g. masking tape to secure a lollipop slider)</div></div></div></div></div>	<div><div><div><div></div><div></div><div></div></div><div><div><div>Create a product using wheels, axles and winding mechanisms (e.g. toy car)</div><div>Name simple tools and demonstrate their purpose using different fixing techniques</div></div></div></div></div>	<div><div><div><div></div><div></div><div></div></div><div><div><div>Create a product lever and linkage mechanisms</div><div>Select and use tools with some accuracy (e.g. cut, shape and join paper/card)</div></div></div></div></div>	<div><div><div><div></div><div></div><div></div></div><div><div><div>Create a product using a simple pneumatic system</div><div>With some accuracy, select and use tools to cut and join materials and components (e.g. tubing, syringes and balloons)</div></div></div></div></div>	<div><div><div><div></div><div></div><div></div></div><div><div><div>Create a product using mechanical system such as pulleys and gears</div><div>With help, produce a list of tools and materials to make a product.</div></div></div></div></div>	<div><div><div><div></div><div></div><div></div></div><div><div><div>Convert rotary motion to linear using cams to create a product</div><div>Independently produce a list of tools and materials to make accurately and well finished products.</div></div></div></div></div>
<div><div><div><div>Outdoor Learning</div><div>Each class will be allocated a designated area to plant and grow seeds. You will be responsible for looking after your plants/area and ensuring it is well kept.</div></div></div></div>	<div><div><div><div><div>Gardening: Planting & Growing</div><div>Recognise herbs in the herb garden</div><div>Care for the plants in the planters</div></div><div><div>Shelter Building:</div><div>With adult support, make a basic shelter using equipment provided</div></div><div><div>Large loose parts:</div><div>Work together to create structures/worlds or choice in partnership with their peers</div></div></div></div></div>	<div><div><div><div><div>Gardening: Planting & Growing</div><div>Recognise herbs in the herb garden</div><div>Care for the plants in the planters</div></div><div><div>Shelter Building:</div><div>With adult support, make a basic shelter using equipment provided</div></div><div><div>Large loose parts:</div><div>Work together to create structures/worlds or choice in partnership with their peers</div></div></div></div></div>	<div><div><div><div><div>Gardening: Planting & Growing</div><div>Fill a pot with compost with support</div><div>Plant seeds (such as peas, herbs, onions, carrots) with close supervision</div><div>Begin to use gardening tools appropriately such as, hand trowels, forks and sieves</div></div><div><div>Fire Lighting:</div><div>Observe and talk about fire lighting procedures -how to sit around a fire, sit in ‘respect’ position i.e.one knee down and one knee up/ Slow movements around the fire/ Stay in the boundary of the fire circle – away from the fire</div><div>Begin to contribute by selecting fuel for fire (i.e. collecting different sized sticks – e.g. matchstick size, pencil size/length of sticks, ie. elbow length for a fire)</div><div>Begin to use fire strikers to practice making a spark</div><div>Light a piece of cotton wool with adult support (fairy pillow)</div><div>Using Tools:</div><div>Begin to use a peeler to carefully carve green sticks (cut directly off a tree), with close adult supervision</div><div>Begin to use a mallet (e.g. for happazome - fabric printing) with close adult supervision</div><div>With adult support, begin to use a hammer to tap nails into a piece of wood</div><div>Begin to use a hand drill to make holes in a piece of wood, with adult support</div></div><div><div>Shelter Building:</div><div>With adult support, make a basic shelter using equipment provided (e.g. mini den for insects)</div><div>Begin to work as a team</div></div></div></div></div>	<div><div><div><div><div>Gardening : Planting & Growing</div><div>Fill a pot with compost independently</div><div>Plant seeds (such as runner beans, peas, herbs, onions, beetroot) with some supervision</div><div>With some support, use gardening tools such as, hand trowels, forks, sieves and peelers</div></div><div><div>Fire Lighting:</div><div>Observe and talk about fire lighting procedures -how to sit around a fire, sit in ‘respect’ position i.e.one knee down and one knee up/ Slow movements around the fire/ Stay in the boundary of the fire circle – away from the fire with adult support</div><div>Contribute by selecting fuel (i.e. collecting different sized sticks – e.g. matchstick size, pencil size/length of sticks, ie. elbow length for a fire)</div><div>Use fire strikers to practice making a spark</div><div>Light a piece of cotton wool (fairy pillow)</div></div><div><div>Using Tools:</div><div>Use a peeler to carefully carve green sticks (cut directly off a tree) with adult supervision</div><div>Use a mallet for (e.g. for hapazome - fabric printing) independently</div><div>Begin to use a hammer to tap nails into a piece of wood with adult supervision</div><div>Begin to use a hand drill to make holes in a piece of wood, more independently</div><div>Begin to use a junior hacksaw to cut a straight line into soft materials, such as pipe insulation</div></div><div><div>Shelter Building:</div><div>Practice shelter building (i.e. mini dens for insects), with support where necessary</div><div>Begin to build tripod strictures, working as a team</div></div></div></div></div>	<div><div><div><div><div>Gardening : Planting & Growing</div><div>Prepare bed of soil, e.g. weeding, sifting soil/composting with adult supervision</div><div>Plant seeds (such as potatoes, pumpkins, lettuce, tomatoes) more independently</div><div>Accurately use gardening tools such as, hand trowels, forks and sieves</div></div><div><div>Fire Lighting:</div><div>Understand fire lighting procedures, i.e. how to sit around a fire – ‘respect’ position i.e.one knee down and one knee up, slow movements around the fire, stay in the boundary of the fire circle – away from the fire</div><div>Contribute by selecting fuel to keep a fire going for at least 10 mins (i.e. collect more sticks, thicker sticks, larger sticks, etc)</div><div>Use fire strikers to light a piece of cotton wool with some support (fairy pillow)</div><div>Begin to roast foods over a fire with close adult supervision such as marshmallows, or sliced roasted apples dipped into cinnamon & sugar</div></div><div><div>Using Tools:</div><div>Use a peeler to carefully carve ‘green’ sticks (cut directly off a tree) with more independence</div><div>Use a mallet for happazome activity independently</div><div>Independently use a hammer to tap nails into a piece of wood and create simple patterns using coloured rubber bands</div><div>Use a junior hacksaw to cut a piece of wood in a straight line</div><div>Independently use a hand drill to make holes in a piece of wood</div></div><div><div>Shelter Building:</div><div>Independent use of tripod structures (e.g. animal den building)</div><div>Create a ‘lean to’ shelter independently as a team</div></div></div></div></div>	<div><div><div><div><div>Gardening : Planting & Growing</div><div>Prepare bed of soil, e.g. weeding, sifting soil, preparing compost with some adult supervision</div><div>Plant seeds (such as potatoes, pumpkins, lettuce, tomatoes) independently</div><div>Accurately use gardening tools such as, hand trowels, forks, sieves, secateurs</div></div><div><div>Fire Lighting:</div><div>Understand fire lighting procedures, i.e. how to sit around a fire – ‘respect’ position i.e.one knee down and one knee up, slow movements around the fire, stay in the boundary of the fire circle – away from the fire</div><div>Contribute by selecting fuel to keep a fire going for at least 20 mins (i.e. collect more sticks, thicker sticks, larger sticks, etc)</div><div>Use fire strikers to light a piece of cotton wool (fairy pillow) independently</div><div>Introduction of cooking over a campfire using a kettle or pan on the fire grill (e.g. popcorn, hot chocolate, soup)</div></div><div><div>Using Tools:</div><div>Use a peeler to carve green sticks (cut directly off a tree) independently with more precision</div><div>Accurately use a hammer to tap nails into a piece of wood and make a pattern using rubber bands or wool</div><div>Use a junior hacksaw to cut a piece of wood in a straight line accurately</div><div>Accurately use a hand drill to make holes in a piece of wood</div><div>Begin to use an electric drill to make holes in a piece of wood, with close adult supervision</div></div><div><div>Shelter Building:</div><div>Work as a team, to create a tarpaulin (waterproof) shelter with given materials</div><div>Begin to work on simple knotting skills to attach materials for shelter (i.e. bunny ear knot)</div></div></div></div></div>	<div><div><div><div><div>Gardening : Planting & Growing</div><div>Prepare bed of soil, e.g. weeding sifting soil, preparing compost more independently</div><div>Independently plant seeds (such as nasturtium, leek, herbs); Create structures for any climbing plants under adult supervision</div><div>Accurately use gardening tools such as, hand trowels, forks, sieves, secateurs, long spades/forks</div></div><div><div>Fire Lighting:</div><div>Understand and explain fire lighting procedures, i.e. how to sit around a fire – ‘respect’ position i.e.one knee down and one knee up, slow movements around the fire, stay in the boundary of the fire circle – away from the fire</div><div>Contribute by selecting fuel to keep a fire going for at least 20 mins (i.e. collect more sticks, thicker sticks, larger sticks, etc)</div><div>Use fire strikers to light a piece of cotton wool independently (fairy pillow)</div><div>With close adult supervision, cook over a campfire using a pan on the fire grill (e.g. cheese toasties wrapped in foil, pizza breads)</div><div>Extinguish a fire with supervision, i.e. with a bucket of water – dip a cup in the water bucket and pour onto fire</div></div><div><div>Using Tools:</div><div>Use a peeler to carve green sticks (cut directly off a tree) independently and begin to peel dry sticks (found on the ground)</div><div>Use a hammer to tap nails into pieces of wood with some precision and make more complex patterns using wool (e.g. make their names with nails)</div><div>Use a junior hacksaw to cut materials with precision and refine materials (such as sanding)</div><div>Use an electric drill to make holes in a piece of wood with some adult support</div><div>Begin to select appropriate tools (e.g. G clamps, bench hooks, hand drills)</div></div><div><div>Shelter Building:</div><div>Work as a team, to design and build varying sized shelters using tarpaulin and other materials found outside</div><div>Practise knotting skills to attach materials for shelter (i.e. bunny ears)</div><div>Work successfully, as a group, having considered each member’s contributions</div></div></div></div></div>	<div><div><div><div><div>Gardening : Planting & Growing</div><div>Prepare bed of soil, e.g. weeding sifting soil, preparing compost independently</div><div>Research edible plants/herbs and independently plant/grow seeds (such as nasturtium, leek, herbs); Create structures for any climbing plants with little supervision</div><div>Accurately use gardening tools such as, hand trowels, forks, sieves, secateurs, long spades/forks</div></div><div><div>Fire Lighting:</div><div>Understand and explain fire lighting procedures, i.e. how to sit around a fire – ‘respect’ position i.e.one knee down and one knee up, slow movements around the fire, stay in the boundary of the fire circle – away from the fire</div><div>Independently light a small fire (with supervision)</div><div>Use the campfire/outdoor stove for cooking under adult supervision (e.g. pancakes, rhubarb crumble)</div><div>Extinguish the fire independently, i.e. with a bucket of water – dip a cup in the water bucket and pour onto fire</div></div><div><div>Using Tools:</div><div>Identify the difference between a dry and greens stick and use a peeler to carve them.</div><div>Use a hammer with precision to tap nails into pieces of wood and make more complex patterns using wool</div><div>Independently use a junior electric drill to make holes in a piece of wood</div><div>Select appropriate cutting tools to cut materials with precision and refine materials (such as sanding wood or a more precise cut, with a junior hacksaw, after roughly cutting out a shape).</div><div>Select appropriate tools (e.g. junior hacksaws, G clamps, bench hooks, hand drills)</div></div><div><div>Shelter Building:</div><div>As a team, create a tipi shelter with a tarpaulin around it or other natural resources they can find to create a camouflage</div><div>Select different types of knots to attach different materials.</div><div>Plan, build and review their shelters (recap the different ways to build a shelter)</div><div>Compare and evaluate the shelters in relation to their sturdiness, durability and whether it is fit for purpose.</div></div></div></div></div>