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| **Autumn** – Pencil Cases (Textiles)**Learning Outcomes** – * To investigate a range of pencil cases
* To practise and compare sewing stitches
* To investigate ways of opening and closing pencil cases
* To be able to sew embellishments to a piece of fabric
* To be able to design a pencil case
* To be able to make and evaluate a pencil case based on a design
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| **Throughout the year*** Describe the purpose of their products
* Share and clarify ideas through discussion
* Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
* Explain their choice of tools and equipment in relation to the skills and techniques they will be using
* Explain their choice of materials and components according to functional properties and aesthetic qualities
* Apply a range of finishing techniques, including those from art and design, with some accuracy
* Refer to their design criteria as they design and make
* Evaluation: Use their design criteria to evaluate their completed products and identify the strengths and areas for development in their ideas and products
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| **Skills:** | **Design*** Begin to research others’ needs
* Show design meets a range of requirements
* Follow a given design criteria
* Have at least one idea about how to create product
* Create a plan which shows order, equipment and tools
* Describe design using an accurately labelled sketch and words
* Explain how product will work
 | **Make*** Select suitable tools/equipment, explain choices; begin to use them accurately
* Select appropriate materials, fit for purpose.
* Work through plan in order
* Consider how good product will be
* Begin to measure, mark out, cut and shape materials/components with some accuracy - Begin to assemble, join and combine materials and components with some accuracy
 | **Evaluate*** Look at design criteria while designing and making
* Say what I would change to make design better
* Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose
* Begin to understand by whom, when and where products were designed
 | **Technical Knowledge – Textiles*** Join different textiles in different ways
* Choose textiles considering appearance and functionality
* Begin to understand that a simple fabric shape can be used to make a 3D textiles project
* Think about how to make product strong - Begin to devise a template
* Explain how to join things in a different way
 | **Vocabulary*** Material
* Decorate
* Design
* Fastener
* Needle
* Seam
* Template
* Cut
* Outline
* Stitch
* Sew
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| **Spring** – Fruity Fairy Cakes (Food & Nutrition)**Learning Outcomes** – * I can research fairy cakes
* I can taste a range of fruits and explain which ones I like and would work in my cakes
* I can plan a recipe for fruity fairy cakes
* I can design a fruity fairy cake
* I can make and evaluate fruity fairy cakes
* I know how seasonal fruits are grown in Britain and further afield
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| **Throughout the year*** Describe the purpose of their products
* Share and clarify ideas through discussion
* Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
* Explain their choice of tools and equipment in relation to the skills and techniques they will be using
* Explain their choice of materials and components according to functional properties and aesthetic qualities
* Apply a range of finishing techniques, including those from art and design, with some accuracy
* Refer to their design criteria as they design and make
* Evaluation: Use their design criteria to evaluate their completed products and identify the strengths and areas for development in their ideas and products
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| **Skills:** | **Design*** Begin to research others’ needs
* Show design meets a range of requirements
* Follow a given design criteria
* Create a plan which shows order, equipment and tools
* Describe design using an accurately labelled sketch and words
 | **Make*** Select suitable tools/equipment, explain choices; begin to use them accurately
* Select appropriate ingredients, fit for purpose.
* Work through plan in order
* Begin to measure ingredients with some accuracy
* Begin to combine ingredients with some accuracy
 | **Evaluate*** Look at design criteria while designing and making
* Say what I would change to make design better
* Begin to understand by whom, when and where products were designed
* Learn about some chefs/bakers
 | **Technical Knowledge – Food & Nutrition*** Carefully select ingredients
* Use equipment safely
* Make product look attractive
* Think about how to grow plants to use in cooking
* -Begin to understand food comes from UK and wider world
* Describe how healthy diet= variety/balance of food/drinks
* Explain how food and drink are needed for active/healthy bodies.
* Prepare and cook some dishes safely and hygienically
* Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
 | **Vocabulary*** Decorate
* Design
* Healthy
* Ingredients
* Baking
* Whisk
* Recipe
* Fruit
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| **Summer** – Moving Toys (Mechanisms: Pneumatics)**Learning Outcomes** – * To investigate a variety of familiar objects that use air to make them work
* To investigate techniques for making simple pneumatic systems
* To be able to gather ideas for creating moving monsters
* To be able to design a monster including a moving pneumatic system
* To be able to make a monster with a moving pneumatic part
* To be able to evaluate a finished product
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| **Throughout the year*** Describe the purpose of their products
* Share and clarify ideas through discussion
* Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
* Explain their choice of tools and equipment in relation to the skills and techniques they will be using
* Explain their choice of materials and components according to functional properties and aesthetic qualities
* Apply a range of finishing techniques, including those from art and design, with some accuracy
* Refer to their design criteria as they design and make
* Evaluation: Use their design criteria to evaluate their completed products and identify the strengths and areas for development in their ideas and products
 |
| **Skills:** | **Design*** Show design meets a range of requirements
* Follow a given design criteria
* Have at least one idea about how to create product
* Create a plan which shows order, equipment and tools
* Describe design using an accurately labelled sketch and words
* Explain how product will work
* Make a prototype
* Begin to use computers to show design
 | **Make*** Select suitable tools/equipment, explain choices; begin to use them accurately
* Select appropriate materials, fit for purpose.
* Work through plan in order
* Consider how good product will be
* Begin to measure, mark out, cut and shape materials/components with some accuracy - Begin to assemble, join and combine materials and components with some accuracy
 | **Evaluate*** Look at design criteria while designing and making
* Say what I would change to make design better
* Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose
* Begin to understand by whom, when and where products were designed
 | **Technical Knowledge – Mechanisms: Pneumatics*** Select appropriate tools / techniques
* Alter product after checking, to make it better
* Begin to try new/different ideas
* Use simple lever and linkages to create movement
* Use pneumatics to create movement
 | **Vocabulary*** Toy
* Play
* Pneumatic
* Build
* Air
* Improvement
* Lift
* Quality
* Character
* Features
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