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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 | | | | | |
| **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**   * 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 |
| **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 | | | | | |
| **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**   * 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 |
| **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 | | | | | |
| **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 |