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| **Autumn** – Seasonal Stockings (Textiles)  **Learning Outcomes** –   * To explore and analyse existing products * To explore different ways to join fabric using sewing skills * To explore different ways to decorate fabrics using sewing skills * To design a Christmas stocking * To use sewing skills to make a Christmas stocking * To evaluate a finished product | | | | | |
| **Throughout the year**   * Describe the purpose of their products * Generate innovative ideas, drawing on research * Produce appropriate lists of tools, equipment and materials and/or ingredients that they need * Select tools and equipment suitable for the task * Accurately apply a range of finishing techniques, including those from art and design * Evaluate their ideas and products against their original design specification * Identify the strengths and areas for development in their ideas and products | | | | | |
| **Skills:** | **Design**   * Begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose * Create own design criteria * Have a range of ideas - Produce a logical, realistic plan and explain it to others. * Use cross-sectional planning and annotated sketches * Model and refine design ideas by making prototypes and using pattern pieces. * Use computer-aided designs | **Make**   * Use selected tools/equipment with good level of precision * Produce suitable lists of tools, equipment/materials needed * Select appropriate materials, fit for purpose; explain choices, considering functionality * Create and follow detailed step-by-step plan * Explain how product will appeal to an audience * Mainly accurately measure, mark out, cut and shape materials/components * Mainly accurately assemble, join and combine materials/components * Use techniques that involve a small number of steps * Begin to be resourceful with practical problems | **Evaluate**   * Evaluate quality of design while designing and making * Evaluate ideas and finished product against specification, considering purpose and appearance. * Test and evaluate final product * Evaluate and discuss existing products, considering: how well they’ve been made, materials, whether they work, how they have been made, fit for purpose * Begin to evaluate how much products cost to make and how innovative they are | **Technical Knowledge – Textiles**   * Think about user and aesthetics when choosing textiles * Use own template * Think about how to make product strong and look better * Think of a range of ways to join things * Begin to understand that a single 3D textiles project can be made from a combination of fabric shapes. | **Vocabulary**   * Christmas * Decorate * Research * Quality * Prototype * Thread * Fabric * Fastenings * Strong * Seam * Design * Evaluate * Research |
| **Spring** – Long Boats (Structures)  **Learning Outcomes** –   * To research the features and properties of Long-ships * To explore materials and features of Long-ships: Floating and sinking * To design a functioning Long-ship. * To make a functioning Long-ship using my design. * To evaluate my version of a Long-ship. * To adapt and re-evaluate my version of a Long-ship. | | | | | |
| **Throughout the year**   * Describe the purpose of their products * Generate innovative ideas, drawing on research * Produce appropriate lists of tools, equipment and materials and/or ingredients that they need * Select tools and equipment suitable for the task * Accurately apply a range of finishing techniques, including those from art and design * Evaluate their ideas and products against their original design specification * Identify the strengths and areas for development in their ideas and products | | | | | |
| **Skills:** | **Design**   * Use internet and questionnaires for research and design ideas * Create own design criteria * Have a range of ideas - Produce a logical, realistic plan and explain it to others. * Use cross-sectional planning and annotated sketches * Make design decisions considering time and resources * Clearly explain how parts of product will work. | **Make**   * Select appropriate materials, fit for purpose; explain choices, considering functionality * Mainly accurately measure, mark out, cut and shape materials/components * Mainly accurately assemble, join and combine materials/components * Begin to be resourceful with practical problems | **Evaluate**   * Evaluate quality of design while designing and making * Evaluate ideas and finished product against specification, considering purpose and appearance. * Test and evaluate final product * Research how sustainable materials are * Talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products | **Technical Knowledge – Structures**   * Select materials carefully, considering intended use of product and appearance * Explain how product meets design criteria * Measure accurately enough to ensure precision * Ensure product is strong and fit for purpose * Begin to reinforce and strengthen a 3D frame | **Vocabulary**   * Sleek * Design * Speed * Protection * Sails * Steering * Structure * Research * Evaluate |
| **Summer** – Global Food: Mexican Food (Food & Nutrition)  **Learning Outcomes** –   * To look at key vocabulary for the unit and discuss health and hygiene. * To research healthy food – origin of food to prepare salsa * To make and prepare Salsa * To research the for the ingredients for guacamole * To make and prepare guacamole | | | | | |
| **Throughout the year**   * Describe the purpose of their products * Generate innovative ideas, drawing on research * Produce appropriate lists of tools, equipment and materials and/or ingredients that they need * Select tools and equipment suitable for the task * Accurately apply a range of finishing techniques, including those from art and design * Evaluate their ideas and products against their original design specification * Identify the strengths and areas for development in their ideas and products | | | | | |
| **Skills:** | **Design**   * Take a user’s view into account when designing * Consider needs/wants of individuals/groups when designing and ensure product is fit for purpose * Create own design criteria * Have a range of ideas - Produce a logical, realistic plan and explain it to others. | **Make**   * Use selected tools/equipment with good level of precision * Produce suitable lists of tools, equipment/materials needed * Create and follow detailed step-by-step plan * Mainly accurately apply a range of finishing techniques * Use techniques that involve a small number of steps | **Evaluate**   * Evaluate ideas and finished product against specification, considering purpose and appearance. * Test and evaluate final product * Begin to evaluate how much products cost to make * Talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products | **Technical Knowledge – Food & Nutrition**   * Explain how to be safe / hygienic and follow own guidelines * Present product well - interesting, attractive, fit for purpose * Begin to understand seasonality of foods * Understand food can be grown, reared or caught in the UK and the wider world * Describe how recipes can be adapted to change appearance, taste, texture, aroma * Explain how there are different substances in food / drink needed for health * Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source * Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking | **Vocabulary**   * Mexican * Guacamole * Health & Safety * Healthy Eating * Salsa * Preparation * Food Design * Design * Evaluate * Research |