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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
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| **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
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| **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
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| **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.
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| **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
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| **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
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| **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
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