



Topic	Key knowledge/ skills	DESIGN Developing, planning and communicating ideas	MAKE Working with tools, materials and components to make quality products.	EVALUATE Evaluating processes and products
<p><b>Textiles</b></p> <p>Christmas Decoration</p>	<p>To be able to measure fabric.</p> <p>To have a knowledge of different ways to join fabrics.</p> <p>To have a knowledge of different ways to join components.</p> <p>To be able to cut fabric.</p> <p>To be able to sew.</p>	<p>Explain purpose of product, how it will work and how it will be suitable for the user.</p> <p>Use knowledge of existing products to produce ideas. Use this knowledge to create success criteria.</p> <p>Describe design through talking and using drawn pictures.</p> <p>Design products for myself and others following success criteria.</p> <p>Make a sensible choice about which material and tools they need to use to make their product. Explain their choices depending on characteristics.</p>	<p>Explain what I am making and why it fits the purpose.</p> <p>Make suggestions as to what I need to do next.</p> <p>Join materials/components together in different ways.</p> <p>Measure, mark out, cut and shape materials and components, with support.</p> <p>Work safely and hygienically.</p>	<p>Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion.</p> <p>Discuss existing products and say what is and isn't good about them. .</p> <p>Describe what went well, thinking about success criteria.</p> <p>Talk about what I would do differently if I were to do it again and why</p>

**Vocabulary**

fabric, decorations, components, sew, needle thread, design, measure, product, safely

**Resources**

felt, sequins, beads, needle, thread, Christmas decorations (to be used as examples), ribbon



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<p><b>Food Technology</b></p> <p>Soda bread</p>	<p>To be able to list the ingredients needed to make soda bread.</p> <p>To have a knowledge of how to measure ingredients.</p> <p>To work hygienically with food.</p> <p>To have a knowledge of how to cook soda bread.</p>	<p>Explain purpose of product and how it will be suitable for the user.</p> <p>Try different types of breads and soda breads and use this knowledge to create a success criteria.</p> <p>Design products for myself and others following success criteria.</p> <p>Describe design through talking and using drawn pictures.</p> <p>To be able to select an appropriate addition ingredient.</p> <p>Make a sensible choice about which tools they need to use to make their product. Explain their choices depending on characteristics.</p> <p>To be able to sort foods into different food groups.</p> <p>To have knowledge of how each food group helps your body and use this knowledge to choose appropriate ingredients.</p>	<p>Explain what I am making and why it fits the purpose.</p> <p>Use appropriate tools to make my bread and explain why I have chosen these tools over other tools.</p> <p>Measure out the ingredients using weighing scales.</p> <p>Make suggestions as to what I need to do next.</p>	<p>Talk about existing products considering: consumer, ingredients, taste, texture, where they might they be sold; express personal opinion.</p> <p>Discuss existing products, and discuss works well and what could be improved.</p> <p>Discuss and investigate other products and well-known chefs.</p> <p>Describe what went well, thinking about success criteria.</p> <p>Talk about what I would do differently if I were to do it again and why.</p> <p>Talk about how they worked safely whilst making the product.</p>

**Vocabulary**

ingredients, measure, soda, soda bread, equipment, oven, baking tray, flour,

**Resources**

ingredients, mixing bowl, oven, mixing spoon



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<b>Mechanisms</b>  Vehicles	<p>To be able to design a product and label the design.</p> <p>To have a knowledge of how wheels and axels work together to move a vehicle.</p> <p>To work safely with equipment.</p> <p>To have a knowledge of the different parts of a vehicle.</p>	<p>Explain purpose of product and how it will be suitable for the user.</p> <p>Explore a variety of existing vehicles and use this knowledge to create a success criteria.</p> <p>Design products for myself and others following success criteria.</p> <p>Describe design through talking and using drawn pictures.</p> <p>Make a sensible choice about which tools and material they need to make their product. Explain their choices depending on characteristics.</p>	<p>Explain what I am making and why it fits the purpose.</p> <p>Use appropriate tools and materials to make my product and explain why I have chosen these tools over other tools.</p> <p>Add a design to their product. Can they include measurements on their design and follow this when adding it to their product.</p> <p>Work safely with the tools.</p> <p>Develop own ideas from an initial starting point.</p>	<p>Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion.</p> <p>Discuss existing products and say what is and isn't good about them.</p> <p>Discuss and investigate other designers and well-known products.</p> <p>Describe what went well, thinking about success criteria.</p> <p>Talk about what I would do differently if I were to do it again and why.</p> <p>Talk about how they worked safely whilst making the product.</p>

**Vocabulary**

vehicle, axel, wheels, chassis, design, audience, purpose, design, evaluate

**Resources**

cardboard boxes from home, axels and wheels, card