



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>Mechanisms</p> <p>Moving picture</p>	<p>To work accurately to make cuts and holes.</p> <p>To be able to join materials effectively.</p> <p>To use equipment and tools accurately.</p> <p>To be able to measure, mark out and cut materials/ components with some accuracy.</p> <p>To create a product with linkages.</p>	<p>Research similar existing products and use this knowledge to create success criteria.</p> <p>Begin to research others needs and requirements.</p> <p>Describe the purpose of their product.</p> <p>Show that their design meets a range of requirements.</p> <p>Explain how their product will work.</p> <p>Describe their design using an accurately labelled sketch and words, including details of the linkage.</p> <p>Create a realistic and accurate plan.</p> <p>Consider what actions they could take to improve their plan.</p>	<p>Select the most appropriate materials and tools for their product and explain their choices.</p> <p>Work through their plan in order.</p> <p>Begin to work with some accuracy to make joins and cut holes.</p> <p>Begin to join materials effectively.</p> <p>Begin to use equipment and tools with some accuracy.</p> <p>Begin to measure, mark out and cut materials/components with some accuracy.</p> <p>Begin to assemble, join and combine materials and components with some accuracy.</p> <p>Ensure that linkages work effectively.</p> <p>Ensure that their product is aesthetically pleasing.</p>	<p>Discuss existing products considering: use, materials, how they work, audience.</p> <p>Evaluate existing products to establish successful features.</p> <p>Discuss and investigate other designers and well-known products.</p> <p>Look at success criteria while designing and making.</p> <p>Explain what they changed which made their design even better and explain their reasons for this.</p>
<p><u>Additional Vocabulary</u> linkages, cuts, materials, accuracy, plan, design, evaluate, assemble, realistic</p> <p><u>Resources</u> card, scissors, colouring pencils, felt tips, glue, sellotape</p>				



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Food Technology Vegetable soup	<p>To be able to carefully select ingredients.</p> <p>To be able to use equipment safely.</p> <p>To begin to understand food comes from UK and the wider world.</p> <p>To be able to describe how a healthy diet needs to be varied and balanced.</p> <p>To be able to prepare and cook some dishes safely and hygienically. To grow in confidence using some of the following techniques: peeling, chopping, slicing, grating and mixing.</p>	<p>Try different types of soups and use this knowledge to create a success criteria.</p> <p>Design a product for somebody else using their opinions to inform the outcome.</p> <p>To create a plan which shows the steps, equipment and tools needed to create the product.</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 have knowledge of how each food group helps your body and use this knowledge to choose appropriate ingredients.</p>	<p>Select appropriate tools which are fit for purpose.</p> <p>Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Work through plan in the correct order.</p> <p>Make suggestions as to what I need to do next if something does not go as planned.</p> <p>Work safely and hygienically with the equipment.</p>	<p>Evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose.</p> <p>Use design criteria to evaluate finished product. Talk about what I would do differently if I were to do it again and why.</p> <p>Learn about a famous chef and what their contribution has been to the cooking industry.</p> <p>Talk about how they worked safely whilst making the product.</p>

Additional Vocabulary
 grate, mash, peel, heat, sourced, healthy and varied diet, savoury, sweet

Resources
 knife, chopping board, ingredients, pan, spoon



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Structures Nativity Scene	<p>To understand what makes a structure stable.</p> <p>To begin to understand what makes an individual structure stand upright.</p> <p>To work accurately to make cuts and holes.</p> <p>To be able to join materials effectively.</p> <p>To be able to measure, mark out and cut materials/components with accuracy.</p>	<p>Research similar existing products and use this knowledge to create success criteria.</p> <p>Use product research to inform them as to how structures can be made stable.</p> <p>Put together a step-by-step plan which shows the order it should be made in, and what equipment and tools they need.</p> <p>Explain how their product will remain stable using diagrams.</p> <p>Create a realistic and accurate plan.</p>	<p>Select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with accuracy.</p> <p>Work safely and accurately with a range of tools.</p> <p>Think about their ideas as they progress and be willing to change things if this helps them improve their work.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of decorative touches e.g. ICT, sequins, paints and cladding.</p>	<p>Explore, develop and communicate design proposals by modelling ideas.</p> <p>Disassemble and evaluate familiar products.</p> <p>Evaluate their product against the design criteria.</p> <p>Talk about what I would do differently if I were to do it again and why.</p>

Additional Vocabulary

materials, accuracy, stable, strong, secure, assemble

Resources

a variety of card, scissors, felt tips, cardboard, wooden lolly pop sticks