




## Learning objectives and skills

Advent Gingerbread Biscuits		Lent		Pentecost	
<p>1.To investigate existing biscuits to inspire a design. <b>Developing, planning and communicating ideas</b> Generate ideas through brainstorming and identify a purpose for their product</p> <p>2. To design a gingerbread biscuit. <b>Developing, planning and communicating ideas</b> Draw up a specification for their design</p> <p>3. To use a computer to design a pattern template. <b>Developing, planning and communicating ideas</b> Use results of investigations, information sources, including ICT when developing design ideas</p> <p>4. To test and improve a design. <b>Developing, planning and communicating ideas</b> Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>5. To test and improve a design. <b>Developing, planning and communicating ideas</b> Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>6.To investigate health and safety for cooking. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p>	<p>1.To create an edible design using a variety of tools. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Select appropriate materials, tools and techniques Measure and mark out accurately</p> <p>2. To create an edible design using a variety of tools. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Use skills in using different tools and equipment safely and accurately. Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>3.To decorate my biscuit using a variety of tools. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>4. To decorate my biscuit using a variety of tools. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>5. To evaluate my product against a design criteria. <b>Evaluating processes and products</b> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others</p> <p>6. To describe the process of creating gingerbread biscuits.</p>	<p>1.To investigate and analyse items made using textiles: the materials used and how they are made.</p> <p>2.To explore some ways in which textiles are joined and decorated.</p> <p>3. To explore some ways in which textiles are joined and decorated.</p> <p>4. To design an item made using textiles, and draw pattern pieces. <b>Developing, planning and communicating ideas</b> Generate ideas through brainstorming and identify a purpose for their product</p> <p>5. To design an item made using textiles, and draw pattern pieces. <b>Developing, planning and communicating ideas</b> Draw up a specification for their design</p> <p>6.To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design <b>Developing, planning and communicating ideas</b> Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p>	<p>1.To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Select appropriate materials, tools and techniques Measure and mark out accurately</p> <p>2.To join fabric pieces by hand sewing. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>3. To join fabric pieces by hand sewing. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Use skills in using different tools and equipment safely and accurately</p> <p>4.To sew hems on an item made using textiles; to add design details. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>5.To sew hems on an item made using textiles; to add design details. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>6. To analyse and evaluate products according to design criteria. <b>Evaluating processes and products</b> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others</p>	<p>1.To explore ways in which pillars and beams are used to span gaps.</p> <p>2.To explore ways in which pillars and beams are used to span gaps.</p> <p>3.To explore ways in which trusses can be used to strengthen bridges.</p> <p>4.To explore ways in which trusses can be used to strengthen bridges</p> <p>5.To explore ways in which arches are used to strengthen bridges.</p> <p>6.To explore ways in which arches are used to strengthen bridges.</p>	<p>1. To understand how suspension bridges are able to span long distances.</p> <p>2.To understand how suspension bridges are able to span long distances.</p> <p>3. To develop criteria and design a prototype bridge for a purpose. <b>Developing, planning and communicating ideas</b> Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>4. To create products according to design criteria. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Select appropriate materials, tools and techniques Measure and mark out accurately</p> <p>5.To create products according to design criteria. <b>Working with tools, equipment, materials and components to make quality products (incl. food)</b> Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>6. To analyse and evaluate products according to design criteria. <b>Evaluating processes and products</b> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others</p>

#BTK and Links with other subjects					
Literacy- recount of gingerbread making process		#BTK-work aid-work conditions Art-print making		Y4 DT- combined project.	
Key Vocabulary					
Stable Construction Flow diagram Product specification Templates Dimensions	Piping bags Royal icing Advantages Disadvantages Solutions suitability	Synthetic fibres Cotton Linen Poly-cotton Velvet Wool	Deconstruct Functional Decorative Dimensions Embroidery Eyelet tool	Pillars Beams piers Trusses arches	Suspension Tension Compression Criteria Design brief Prototype constructed
		I can			
Developing, planning and communicating ideas.		<ul style="list-style-type: none"> <li>Generate ideas through brainstorming and identify a purpose for their product</li> <li>Draw up a specification for their design</li> <li>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</li> <li>Use results of investigations, information sources, including ICT when developing design ideas</li> </ul>			
Working with tools, equipment, materials and components to make quality products (incl. food)		<ul style="list-style-type: none"> <li>Select appropriate materials, tools and techniques</li> <li>Measure and mark out accurately</li> <li>Use skills in using different tools and equipment safely and accurately</li> <li>Weigh and measure accurately (time, dry ingredients, liquids)</li> <li>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</li> <li>Cut and join with accuracy to ensure a good-quality finish to the product</li> </ul>			
Evaluating processes and products		<ul style="list-style-type: none"> <li>Evaluate a product against the original design specification</li> <li>Evaluate it personally and seek evaluation from others</li> </ul>			