




Learning objectives and skills

Advent		Lent		Pentecost	
The Grain Chain: Bread Making		Shelters (with Forest Rangers)		Mascots	
<div><div>1.</div><div>To find out how wheat is produced and manufactured.</div></div> <div><div>2.</div><div>To understand the process of turning wheat to flour</div></div> <div><div>3.</div><div>To taste different types of bread (noting the texture etc)</div></div> <div><div>4.</div><div>To make bread rolls</div><div>Achieve a quality product</div><div>Use tools safely and accurately</div><div>• Make modifications as they go along</div></div> <div><div>5.</div><div>To make bread rolls</div><div>Achieve a quality product</div><div>Use tools safely and accurately</div><div>• Make modifications as they go along</div></div> <div><div>6.</div><div>To evaluate my bread rolls</div><div>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</div><div>• Evaluate against their original criteria and suggest ways that their product could be improved</div></div>	<div><div>7.</div><div>To design the shape and plan ingredients to add to bread</div><div>Communicate their ideas through detailed labelled drawings</div><div>• Develop a design specification</div></div> <div><div>8.</div><div>To prepare my ingredients</div><div>• Plan the order of their work, choosing appropriate materials, tools and techniques</div><div>• Select appropriate tools, materials, components and techniques</div></div> <div><div>9.</div><div>To make bread using my own design for shape and added ingredients</div><div>Select appropriate tools, materials, components and techniques</div><div>• Use tools safely and accurately</div><div>Achieve a quality product</div><div>• Make modifications as they go along</div></div> <div><div>10.</div><div>To make bread using my own design for shape and added ingredients</div><div>Achieve a quality product</div><div>Select appropriate tools, materials, components and techniques</div><div>• Use tools safely and accurately</div><div>• Make modifications as they go along</div></div> <div><div>11.</div><div>To invite a judge to evaluate our designs</div><div>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</div></div> <div><div>12.</div><div>To evaluate my own design</div><div>Evaluate against their original criteria and suggest ways that their product could be improved</div></div>	<div><div>1.</div><div>To examine available materials for a shelter.</div><div>Select appropriate tools, materials, components and techniques</div></div> <div><div>2.</div><div>To design a shelter, choosing appropriate materials, design and order of work.</div><div>• Develop a design specification</div><div>• Plan the order of their work, choosing appropriate materials, tools and techniques</div><div>Communicate their ideas through detailed labelled drawings</div></div> <div><div>3.</div><div>To use tools safely and effectively (Forest Rangers day)</div><div>Use tools safely and accurately</div></div> <div><div>4.</div><div>To choose appropriate materials: branches, wood, tarpaulin etc (Forest Rangers day)</div><div>• Plan the order of their work, choosing appropriate materials, tools and techniques</div><div>Select appropriate tools, materials, components and techniques</div><div>• Use tools safely and accurately</div></div> <div><div>5.</div><div>To try out designs as part of a group (Forest Rangers day)</div><div>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</div><div>Assemble components make working models</div><div>• Use tools safely and accurately</div></div> <div><div>6.</div><div>To join materials choosing the best materials and techniques (Forest Rangers day)</div><div>Construct products using permanent joining techniques</div><div>• Use tools safely and accurately</div><div>• Make modifications as they go along</div></div>	<div><div>7.</div><div>To evaluate design and make adjustments to model throughout process (Forest Rangers day)</div><div>• Make modifications as they go along</div><div>• Evaluate against their original criteria and suggest ways that their product could be improved</div></div> <div><div>8.</div><div>To test models for purpose: durability, waterproof, strength, space (Forest Rangers day)</div><div>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</div><div>• Evaluate against their original criteria and suggest ways that their product could be improved</div></div> <div><div>9.</div><div>To make adjustments to plan and redesign elements</div><div>Communicate their ideas through detailed labelled drawings</div></div> <div><div>10.</div><div>To remodel following evaluative testing</div><div>Make modifications as they go along</div><div>Select appropriate tools, materials, components and techniques</div><div>• Use tools safely and accurately</div></div> <div><div>11.</div><div>To remodel following evaluative testing</div><div>Select appropriate tools, materials, components and techniques</div><div>• Use tools safely and accurately</div></div> <div><div>12.</div><div>To test models for purpose: durability, waterproof, strength, space</div><div>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</div><div>• Evaluate against their original criteria and suggest ways that their product could be improved</div></div> <div><div>13.</div><div>To make a final evaluation</div><div>Record their evaluations using drawings with labels</div></div>	<div><div>1.</div><div>To explore different ways to join fabric using sewing skills: running stich and blanket stitch</div><div>• Use tools safely and accurately</div></div> <div><div>2.</div><div>To design my mascot</div><div>• Develop a design specification</div></div> <div><div>3.</div><div>To make a pattern (with paper) to pin to material and cut round.</div><div>• Pin, sew and stitch materials together create a product</div></div> <div><div>4.</div><div>To use blanket stitch (to sew around my mascot)</div><div>• Pin, sew and stitch materials together create a product</div><div>Use tools safely and accurately</div></div> <div><div>5.</div><div>To use blanket stitch (to sew around my mascot)</div><div>• Pin, sew and stitch materials together create a product</div><div>• Use tools safely and accurately</div></div> <div><div>6.</div><div>To use blanket stitch (to sew around my mascot)</div><div>• Pin, sew and stitch materials together create a product</div><div>• Use tools safely and accurately</div></div>	<div><div>7.</div><div>To practise a running stitch</div><div>• Use tools safely and accurately</div></div> <div><div>8.</div><div>To design the picture/symbol on my mascot</div><div>Communicate their ideas through detailed labelled drawings</div><div>• Develop a design specification</div></div> <div><div>9.</div><div>To make a pattern (from paper) for my picture/symbol</div><div>Develop a design specification</div></div> <div><div>10.</div><div>To use my own pattern to pin, cut and sew (running stitch)</div><div>Pin, sew and stitch materials together create a product</div><div>Use tools safely and accurately</div><div>Achieve a quality product</div></div> <div><div>11.</div><div>To use my own pattern to pin, cut and sew (running stitch)</div><div>Pin, sew and stitch materials together create a product</div><div>Pin, sew and stitch materials together create a product</div><div>Use tools safely and accurately</div><div>Achieve a quality product</div></div> <div><div>12.</div><div>To evaluate my own design</div><div>Evaluate against their original criteria and suggest ways that their product could be improved</div></div>
#BTK and Links with other subjects					
RE – Passover - yeast Maths – graphs and data around wheat consumption Science – healthv eatina – plate.	Literacy – chronological report	Science – properties of materials	Maths – measuring components	Maths – measuring components	

	Maths – measuring/ratio and proportion				
Key Vocabulary					
Knead, dough, activate, deactivate, prove Milling, Bran, Endosperm, Wheatgerm		Tarpaulin, coping saw, bow saw, chain saw		Running stitch, blanket stitch	

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Developing, planning and communicating ideas.	<ul style="list-style-type: none"> Communicate their ideas through detailed labelled drawings Develop a design specification Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (incl. food)	<ul style="list-style-type: none"> Select appropriate tools, materials, components and techniques Assemble components make working models Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along Pin, sew and stitch materials together create a product Achieve a quality product
Evaluating processes and products	<ul style="list-style-type: none"> Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved