

Learning objectives and skills

| Advent | | Lent | | |
|---|---|---|--|--|
| Sandwiches | | | | Pencil Cases |
| Sandwiches 1. To learn the history of the sandwich. 2. Sandwiches can be part of a healthy diet. Understand & apply the principles of a healthy & varied diet 3. To learn that food can be divided into different groups. Begin to generate ideas for an item considering its purpose and the user/s 4 & 5. To taste a variety of different breads. Select tools and techniques for making their product | 8. To identify the importance of hygiene. Demonstrate hygienic food preparation and storage 9. To learn how to use kitchen tools safely. Select tools and techniques for making their product Work safely and accurately with a range of simple tools 10 & 11. To create a healthy sandwich. Begin to generate ideas for an item considering its purpose and the user/s Begin to plan the order of their work before starting. | Moving Monsters To investigate a variety of objects that use air. To find out about simple pneumatic systems. Disassemble and evaluate familiar products with support 3 & 4. To make a simple pneumatic system. Generate ideas for an item considering its purpose and the user/s with support if necessary Identify a purpose and establish criteria for a successful product with support if necessary. Plan the order of their work | 7. Produce a clear drawing/design Generate ideas for an item considering its purpose and the user/s with support if necessary. Identify a purpose and establish criteria for a successful product with support if necessary. Make drawings with labels when designing with support if necessary 8. To create a moving monster. Plan the order of their work before starting with support if necessary Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with | Pentecost Pencil Cases 1. To investigate a range of percent of cases. • Disassemble and evalue familiar products 2. To learn running stitch. • Make drawings with labe designing • Select tools and technic making their product • Work safely and accura a range of simple tools • Measure, tape or pin, curio fabric with some accurates • Select tools and technic making their product • Work safely and accura a range of simple tools • Measure, tape or pin, curio fabric with some accurates • Select tools and technic making their product • Select tools and technic making their product |
| Demonstrate hygienic food preparation and storage 6. To taste a variety of different fillings. Begin to disassemble and evaluate familiar products Demonstrate hygienic food preparation and storage 7. To devise their own sandwich recipe. Understand & apply the principles of a healthy & varied diet Begin to generate ideas for an | Select tools and techniques for making their product Work safely and accurately with a range of simple tools Begin to demonstrate hygienic food preparation and storage 12. To evaluate their finished product. Begin to evaluate their product against original design criteria e.g. how well it meets its intended purpose | before starting with support if necessary. Make drawings with labels when designing with support if necessary Explore, develop and communicate design proposals by modelling ideas with support if necessary Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy | more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work 9 & 10. To create a moving monster. Plan the order of their work before starting with support if necessary Select tools and techniques for making their product | waking their product Work safely and accurate a range of simple tools Measure, tape or pin, curjoin fabric with some accurate a range of simple tools 4. To learn whip stitch. Make drawings with labor designing Select tools and techniq making their product Work safely and accurate a range of simple tools Measure, tape or pin, curjoin fabric with some accurate a range of simple tools |
| Degin to generate ideas for an item considering its purpose and the user/s Begin to identify a purpose and establish criteria for a successful product. Begin to plan the order of their work before starting Begin to make drawings with labels when designing Begin to explore, develop and communicate design proposals by modelling ideas | | Work safely and accurately with a range of simple tools 5. To gather ideas for creating moving monsters. Disassemble and evaluate familiar products with support 6. To design a moving monster. Generate ideas for an item considering its purpose and the user/s with support if necessary | Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work 11. To finish a moving monster. Select tools and techniques for | 5. To investigate openings. Make drawings with lab designing Select tools and technic making their product Work safely and accura a range of simple tools 6. To learn how to sew on a set fastening. Select tools and technic making their product |
| | | Identify a purpose and establish criteria for a successful product with support if necessary. Plan the order of their work before starting with support if necessary Explore, develop and communicate design | Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Use finishing techniques strengthen and improve the appearance of their product | making their product Work safely and accura a range of simple tools |

| pencil | 7. To investigate how to make their design |
|-----------------|---|
| | more attractive. |
| uate | Generate ideas for an item |
| | considering its purpose and the |
| | user/s |
| | Identify a purpose and establish |
| bels when | criteria for a successful product. |
| | Explore, develop and communicate |
| iques for | design proposals by modelling ideas |
| | |
| ately with | 8. To design a pencil case. |
| 3 | Generate ideas for an item |
| cut and | considering its purpose and the |
| ccuracy | user/s |
| | Identify a purpose and establish |
| | criteria for a successful product. |
| bels when | Plan the order of their work before |
| | starting. |
| iques for | Make drawings with labels when |
| | designing |
| ately with | 9 To make a pencil caso |
| j nut om el | 9. To make a pencil case. Select tools and techniques for |
| cut and | Select tools and techniques for making their product |
| ccuracy | |
| | Measure, mark out, cut, score and assemble components with more |
| | accuracy |
| bels when | Work safely and accurately with a |
| iques for | range of simple tools |
| iques for | Measure, tape or pin, cut and join |
| otoby with | fabric with some accuracy |
| ately with | Tablic with some accuracy |
| out and | 10. To make a pencil case. |
| cut and ccuracy | Select tools and techniques for |
| ccuracy | making their product |
| | Measure, mark out, cut, score and |
| bels when | assemble components with more |
| | accuracy |
| iques for | Work safely and accurately with a |
| | range of simple tools |
| ately with | Measure, tape or pin, cut and join |
| | fabric with some accuracy |
| | |
| secure | 11. To make a pencil case. |
| | - |
| iques for | 12. To make a pencil case. |
| • | Use finishing techniques strengthen |
| ately with | and improve the appearance of their |
| S | product using a range of equipment |
| | including ICT |
| | |
| | 13. To evaluate my pencil case. |
| | Evaluate their product against |
| | original design criteria e.g. how well |
| | it meets its intended purpose |

| | | | proposals by modelling ideas with support if necessary Select tools and techniques for making their product Think about their ideas as they make progress and be willing change things if this helps them improve their work | using a range of equipment including ICT Think about their ideas as they make progress and be willing change things if this helps them improve their work 12. To demonstrate & evaluate the finished product. Evaluate their product against original design criteria w support if necessary | | |
|---------------------------------------|---|--------------------------------------|--|---|--|--|
| | | | | s with other subjects | | |
| | althy eating ic life skills | | #BtK: How pneumatic systems can help us | | #BtK: learn basic life skills | |
| | | | Кеу | Vocabulary | | |
| Sandwich knife spread safety | bread chopping board edges hygiene | butter peeler careful plate | Pneumatic pump balloon Cardboard hinge tube Elastic band air blow Tongue antennae flap Egg box eyes | | Needle thread sew Stitch scissors whip Back running edges Poppers button felt Sequins ric-rac knot | |

| #BtK: Healthy eating | | #BtK: How pneumatic systems can | | #BtK: learn basic life skills | | | | | | |
|---------------------------------------|---|--------------------------------------|--|---|--|---------------------------------|--|--|--|--------------------------------|
| #BtK: basi | #BtK: basic life skills | | | help us | | | | | | |
| | Key Vocabulary | | | | | | | | | |
| Sandwich knife spread safety | bread chopping board edges hygiene | butter peeler careful plate | | Pneumatic Cardboard Elastic band Tongue Egg box | pump hinge air antennae eyes | balloon tube blow flap | | Needle Stitch Back Poppers Sequins | thread scissors running button ric-rac | sev wh edg fel kno |

| | l can |
|--|---|
| Developing, planning and communicating ideas. | Generate ideas for an item considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing |
| Working with tools, equipment, materials and components to make quality products (incl. food) | Select tools and techniques for making their product Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them imp Measure, tape or pin, cut and join fabric with some accuracy Demonstrate hygienic food preparation and storage Use finishing techniques strengthen and improve the appearance of their product using a range of a storage |
| Evaluating processes and products | Evaluate their product against original design criteria e.g. how well it meets its intended purpose Disassemble and evaluate familiar products |

| mprove | their | work | |
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ge of equipment including ICT

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