



Learning objectives and skills


Advent		Lent		Pentecost	
Gingerbread Biscuits		Textiles		Bridges	
<p>1.To investigate existing biscuits to inspire a design.</p> <ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product <p>2. To design a gingerbread biscuit.</p> <ul style="list-style-type: none"> Draw up a specification for their design <p>3. To use a computer to design a pattern template.</p> <ul style="list-style-type: none"> Use results of investigations, information sources, including ICT when developing design ideas <p>4. To test and improve a design.</p> <ul style="list-style-type: none"> 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>5. To test and improve a design.</p> <ul style="list-style-type: none"> 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>6.To investigate health and safety for cooking.</p> <ul style="list-style-type: none"> Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens 	<p>1.To create an edible design using a variety of tools.</p> <ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately <p>2. To create an edible design using a variety of tools.</p> <ul style="list-style-type: none"> Use skills in using different tools and equipment safely and accurately. Weigh and measure accurately (time, dry ingredients, liquids) <p>3.To decorate my biscuit using a variety of tools.</p> <ul style="list-style-type: none"> Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids) <p>4. To decorate my biscuit using a variety of tools.</p> <ul style="list-style-type: none"> Use skills in using different tools and equipment safely and accurately Weigh and measure accurately (time, dry ingredients, liquids) <p>5. To evaluate my product against a design criteria.</p> <ul style="list-style-type: none"> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others <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.</p> <ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product <p>5. To design an item made using textiles, and draw pattern pieces.</p> <ul style="list-style-type: none"> Draw up a specification for their design <p>6.To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design</p> <ul style="list-style-type: none"> 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>1.To use pattern pieces to measure, mark and cut fabric; to sew design elements according to a design</p> <ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately <p>2.To join fabric pieces by hand sewing.</p> <ul style="list-style-type: none"> Cut and join with accuracy to ensure a good-quality finish to the product <p>3. To join fabric pieces by hand sewing.</p> <ul style="list-style-type: none"> Use skills in using different tools and equipment safely and accurately <p>4.To sew hems on an item made using textiles; to add design details.</p> <ul style="list-style-type: none"> Cut and join with accuracy to ensure a good-quality finish to the product <p>5.To sew hems on an item made using textiles; to add design details.</p> <ul style="list-style-type: none"> Cut and join with accuracy to ensure a good-quality finish to the product <p>6. To analyse and evaluate products according to design criteria.</p> <ul style="list-style-type: none"> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others 	<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.</p> <ul style="list-style-type: none"> 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>4. To create products according to design criteria.</p> <ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately <p>5.To create products according to design criteria.</p> <ul style="list-style-type: none"> Cut and join with accuracy to ensure a good-quality finish to the product <p>6. To analyse and evaluate products according to design criteria.</p> <ul style="list-style-type: none"> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others

#BTK and Links with other subjects

Literacy- recount of gingerbread making process		#BTK-work aid-work conditions Art-print making		Y4 DT- combined project.	
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Key Vocabulary

Stable Construction Flow diagram Product specification	Piping bags Royal icing Advantages Disadvantages	Synthetic fibres Cotton Linen Poly-cotton	Deconstruct Functional Decorative Dimensions	Pillars Beams piers Trusses	Suspension Tension Compression Criteria
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Templates Dimensions	Solutions suitability	Velvet Wool	Embroidery Eyelet tool	arches	Design brief Prototype constructed
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Developing, planning and communicating ideas.		<ul style="list-style-type: none"> • Generate ideas through brainstorming and identify a purpose for their product • 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 • Use results of investigations, information sources, including ICT when developing design ideas 			
Working with tools, equipment, materials and components to make quality products (incl. food)		<ul style="list-style-type: none"> • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens • Cut and join with accuracy to ensure a good-quality finish to the product 			
Evaluating processes and products		<ul style="list-style-type: none"> • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others 			