



Learning objectives and skills

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

		- Construct products using permanent joining techniques - Use tools safely and accurately - Make modifications as they go along			
#BTK and Links with other subjects					
RE – Passover - yeast Maths – graphs and data around wheat consumption Science – healthy eating – plate.	Literacy – chronological report Maths – measuring/ratio and proportion	Science – properties of materials	Maths – measuring components	Maths – measuring components	
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.	- 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)	- 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	- 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