

Year 2	Term 3 - Funnels and Firelights	Term 4—Funnels and Firelights	Term 6 Bee Happy
	Unit 1	Unit 2	Unit 3
National Curriculum Coverage	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, joining and finishing select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, joining and finishing select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, wheels and axles], in their products.</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Evaluate their ideas and products against design criteria</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>
Lesson Objectives + Concepts	<p>1 - To design a patch of quilt</p> <p>2 - To collect suitable materials for patchwork</p>	<p>1– I can investigate and play with joining processes for a variety of materials</p> <p>2 - To create patch using my design</p> <p>3 - To finalise quilting patch.</p> <p>4– To learn the purpose and use of wheels and axles</p> <p>5– To design and build a WW1 vehicle using wheels and axles</p>	<p>1 - To create a recipe which includes honey</p> <p>2 - To cook something which includes honey</p>
Knowledge taught	<ul style="list-style-type: none"> ◆ Designing means an outline, sketch, or plan, as of the form and structure of a work of art to be made. ◆ A patchwork quilt is a quilt in which the top layer may consist of pieces of fabric sewn together to form a design 	<ul style="list-style-type: none"> ◆ A joining process is the way in which materials are joined together for a specific purpose. ◆ Different materials require different ways of joining them together. ◆ You can join materials by gluing, sewing with thread, fastening with buttons, zips etc. ◆ A wheel is a circular object that revolves on an axle and is fixed below a vehicle or other object to enable it to move easily over the ground. ◆ An axle is a rod/pole or spindle (either fixed or rotating) passing through the centre of a wheel or group of wheels. ◆ An axle needs to be attached to the chassis (said 'shah-see'). A chassis is the frame upon which the rest of the vehicle is built. ◆ During WW1 there was a variety of transport vehicles on wheels pulled by horses such as supply wagons and ambulances. These were more effective to maneuver than motor cars through mud. 	<ul style="list-style-type: none"> ◆ Cooking is the the practice or skill of preparing food by combining, mixing, and heating ingredients. ◆ Honey starts as flower nectar collected by bees, which gets broken down into simple sugars stored inside the honeycomb. The design of the honeycomb and constant fanning of the bees' wings causes evaporation, creating sweet liquid honey. ◆ A recipe is a set of instructions for preparing a particular dish, including a list of the ingredients required.
Skills used	Creativity, organization, communication, perseverance , problem solving, critical thinking, imagination	Creativity, organization, communication, perseverance , problem solving, critical thinking, imagination	Creativity, organization, communication, perseverance , problem solving, critical thinking, imagination
Vocabulary to be retained	Design, Material, Patchwork, Fabric, Sewing, Fastening, Glueing, Nailing, Screwing	Wheel , joining , Axle , Vehicle , Chassis	Cooking, Recipe, Instructions, dish, mixing, combining, heating, preparing,
Prior learning to recall	Designing Material Glueing/sticking	Designing Joining	Healthy foods Cleanliness Ingredients
Useful links		https://www.youtube.com/watch?v=-iL3-eTwWBw https://www.youtube.com/watch?v=4WeLXueyW3w	https://www.bbc.co.uk/iplayer/episode/m000w0fh/maddie-the-home-and-you-series-1-3-growing-and-cooking
Assessment	<p>Pupil voice</p> <p>Why did you select those materials?</p> <p>How are you planning on joining the materials together?</p> <p>Why do you think we have different joining techniques?</p>	<p>Pupil voice</p> <p>Final piece assessment</p> <p>How did you join those materials together?</p> <p>Can you tell me some parts of a vehicle?</p>	<p>Observation during practical activity</p> <p>Pupil voice</p> <p>Can you explain how you cooked that?</p>

Year 1	Term 2 Explorers	Term 4 Fact or Fantasy	Term 6 Beside the sea side
	Unit 1-	Unit 2-	Unit 3-
National Curriculum Coverage	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Build structures, exploring how they can be made stronger, stiffer and more stable	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, in their products.]	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products
Lesson Objectives + Concepts	1- To make something which can be used by an explorer (binoculars) 2 - To create a decoration using clay	1 - To make a slider 2- To make a lever 3– To design a castle with levers and sliders 4—To build a castle using levers and sliders	1– To taste a variety of fruit and create ingredient list for smoothie 2 - To design a packaging for their smoothie
Knowledge taught	<ul style="list-style-type: none"> ◆ Explorers need a variety of equipment which include a compass, map and binoculars. ◆ Binoculars provide a magnified view of distant objects ◆ Modern binoculars consist of two barrel chambers with an objective lens, eyepiece, and a pair of prisms inside. ◆ A decoration is something that adorns, enriches, or beautifies ◆ Clay is a soft, loose, earthy material you can manipulate when wet. 	<ul style="list-style-type: none"> ◆ A slider is where you can make something move from side to side or up and down. ◆ A lever allows something to move around a pivot point ◆ Castle drawbridges would open and close using a lever to raise and lower it. ◆ The fulcrum is a part of the lever and is the point where the lever pivots (turns) ◆ The 'load' is the object you're lifting. ◆ The effort is the force applied to make the object move. ◆ Castles used second class levers. This means where the load is between the fulcrum and the effort. 	<ul style="list-style-type: none"> ◆ Ingredients are any of the foods or substances that are combined to make a particular dish. ◆ Smoothies are foods blended together usually with a liquid base ◆ Packaging is materials used to wrap or protect goods. ◆ Products have a name/logo on the packaging. ◆ There is a variety of materials used for packaging depending on the product and it's needs. For example - if things need to be kept cold, how does it retain the cold. If things are fragile, how are they kept in one piece and not broken.
Skills used	Creativity, organization, communication, perseverance , problem solving, critical thinking, imagination	Creativity, organization, communication, perseverance , problem solving, critical thinking, imagination	Creativity, organization, communication, perseverance , problem solving, critical thinking, imagination
Vocabulary to be retained	Binoculars, decoration, clay, Explorer, equipment, magnify, enriches, beautifies	Castle, draw bridge, joining , levers, sliders, fulcrum, pivot, load, effort	chop, cut, cook, healthy, farm, factory, peel, ingredients, packaging, logo
Prior learning to recall	Decorations Clay Junk modelling	Using sliders Using split pins to make things pivot Designing before making	How to wash before cooking Healthy foods
Useful links	https://www.youtube.com/watch?v=HhDxoh9y-TA	https://www.youtube.com/watch?v=E8RA9Kw_IaE	https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks1-ks2-designing-a-logo/zkqft39 https://www.bbc.co.uk/iplayer/episode/m000pndr/whats-cooking-omari-series-1-1-omaris-banana-shake-breakfast-shaky-shake-shake https://www.bbc.co.uk/iplayer/episode/m000k4xh/hey-duggee-series-3-23-the-taste-badge?seriesId=m00030nb&page=1
Assessment	PV/AFL Final product Why do explorers use binoculars? What are they used for? Why did you choose that design for your decoration? Who is it for? Did you design so they would like it?	Final product PV/ AFL Can you tell me what a lever is? Can you tell me what a slider is? How have you used them in your model?	Final product PV/AFL What ingredients did you put into your smoothie? Why? Why did you design your packaging like that? What do you think people will like about your product?