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| **EYFS Learning Objectives** |
| **Expressive Arts & Design** |
| Children aged 3 and 4 will be learning to:   * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. |
| Children in Reception will be learning to:   * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively sharing ideas, resources and skills. |
| **Physical Development – Moving and Handling** |
| Children aged 3 and 4 will be learning to:   * Use one-handed tools and equipment, for example, making snips in paper with scissors. |
| Children in Reception will be learning to:   * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. |

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| **Key Stage One National Curriculum Objectives** |
| **Design** |
| * 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, mock-ups and, where appropriate, information and communication technology |
| **Make** |
| * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |
| * select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |
| **Evaluate** |
| * explore and evaluate a range of existing products |
| * evaluate their ideas and products against design criteria |
| **Technical Knowledge** |
| * build structures, exploring how they can be made stronger, stiffer and more stable |
| * explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products |
| **Cooking and Nutrition** |
| * use the basic principles of a healthy and varied diet to prepare dishes |
| * understand where food comes from |

**Substantive Knowledge and Deeper Knowledge**

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| **Early Years** |
| **Expressive Arts & Design – Creating with Materials (ELG)** |
| Children at the expected level of development will:   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. |
| **Physical Development – Fine Motor Skills (ELG)** |
| Children at the expected level of development will:   * Use a range of small tools, including scissors, paint brushes and cutlery. |

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| **Assessment Criteria for the End of Y2** | |
| **Designing** | |
| **Understanding contexts, users and purposes** | Use simple design criteria; state what their products are, who and what they are for and how they will work. |
| **Generating, developing, modelling and communicating ideas** | Generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate, computers. |
| **Making** | |
| **Planning** | Plan by suggesting what to do next; select from a range of tools, equipment, materials and components. |
| **Practical skills and techniques** | Follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components. |
| **Evaluating** | |
| **Own ideas and products** | Make simple judgements about their products and ideas against design criteria. |
| **Existing products** | Explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them. |
| **Technical Knowledge** | |
| **Making products work** | Know about the simple working characteristics of materials and components, the movement of simple mechanisms, how freestanding structures can be made stronger, stiffer and more stable; use the correct technical vocabulary. |
| **Cooking and Nutrition** | |
| **Where food comes from** | Know that food comes from plants or animals and that it is farmed or caught. |
| **Food preparation, cooking and nutrition** | Know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day. |

**Language Plan**

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| **Early Years** |
| soft, round, smelling, juicy, taste, smell, sour, bitter, sweet, peel, extract, scoop, soft, smooth, touch, feel, seed, juicy, senses. |
| **Year 1** |
| **Mechanisms** |
| Slider, lever, pivot, slot, bridge/guide  Card, masking tape, paper fastener, join  Pull, push, up, down, straight curve, forwards, backwards  Design, make, evaluate, user, purpose, ideas, design criteria, product function |
| **Structures** |
| Cut, fold, join, fix  Structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved  Metal, wood, plastic  Circle, triangle, square, rectangle, cuboid, cube, cylinder  Design, make, evaluate, user, purpose, ideas, design criteria, product, function |
| **Food** |
| Fruit and vegetable names, names of equipment and utensils  Sensory vocabulary, e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard  Flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating, tasting, arranging, popular, design, evaluate, criteria |
| **Year 2** |
| **Mechanisms** |
| Vehicle, wheel, axle, axle holder, chassis, body, cab  Assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism  Names of tools, equipment and materials used  Design, make, evaluate, purpose, user, criteria, functional |
| **Food** |
| Fruit and vegetable names, names of equipment and utensils  Sensory vocabulary, e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard  Flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating, tasting, arranging, popular, design, evaluate, criteria |
| **Textiles** |
| Names of existing products, joining and finishing techniques, tools, fabrics and components  Template, pattern pieces, mark out, join, decorate, finish  Features, suitable, quality, mock-up, design brief, design criteria, make, evaluate, user, purpose, function |

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| **Key Vocab** | **Concepts** | **Speaking and Listening** |
| names of existing products, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function  vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional, slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function  cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function  fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g.soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria | **Design** - A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made. | **Oracy Framework Strands**  Physical – Voice, Body Language  Linguistic – Vocabulary  Cognitive – Content, Structure, Clarifying and summarising  Social and Emotional – Working, Listening and responding, Confidence in speaking, Audience awareness. |
| **Nutrition** - The nourishment or energy that is obtained from food consumed or the process of consuming the proper amount of nourishment and energy. An example of nutrition is the nutrients found in fruits and vegetables. An example of nutrition is eating a healthy diet. |
| **Technology** - Technology is science or knowledge put into practical use to solve problems or invent useful tools. |
| **Data** - Data is "known facts". It especially refers to numbers, but can also mean words, sounds, and images too. Originally, data is the plural of the Latin word datum which means "give". |
| **Evaluate -** To evaluate is the act or the result of evaluating a situation that requires careful consideration to determine the value, nature, character, or quality of something. |
| **Functionality -** The quality or state of being functional. A design that is admired both for its beauty and for its functionality: the set of functions or capabilities associated with something. |
| **Innovation** - The process of making (something) new or doing something in a new way. **Innovation** also has to include the concept of improvement; to **innovate**  is not just to do something differently, but to do or make something better. |

**Long Term Plan**

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| **Year 1** | | |
| **Term 1** | **Term 2** | **Term 3** |
| **Food** – Preparing Fruit and Vegetables | **Structures –** Freestanding Structures | **Mechanisms** – Sliders and Levers |
| **Year 2** | | |
| **Term 1** | **Term 2** | **Term 3** |
| **Mechanisms** – Wheels and Axles | **Textiles** – Templates and Joining Techniques | **Food** – Preparing Fruit and Vegetables |

**Prior Learning**

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| **Textiles** |
| * Explored and used different fabrics. * Cut and joined fabrics with simple techniques. * Thought about the user and purpose of products. |
| **Food** |
| * Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. * Experience of cutting soft fruit and vegetables using appropriate utensils. |
| **Structures** |
| * Experience of using construction kits to build walls, towers and frameworks. * Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. * Experience of different methods of joining card and paper. |
| **Mechanisms** |
| * Early experiences of working with paper and card to make simple flaps and hinges. * Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. |

**Sequence of Teaching and Learning**

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| **Nursery** | |
| *Term 1: Colour the World with Kindness* | |
| * Cardboard tube rockets (*linked to Red Rockets and Rainbow Jelly*) * Creating a collaborative papier mache fish (*linked to Rainbow Fish*) * Diwali elephants * Bonfire Night pictures * Papier mache Elmer * Self-portrait paintings | |
| *Term 1: Let’s Countdown to Christmas* | |
| * Creating snowman using bun cases (linked to The Snowman) * Making and decorating a Father Christmas paper plate (linked to Father Christmas) | |
| *Term 2: Nursery Rhymes* | |
| * Box modelling * Exploring colour mixing * Creating collages | |
| *Term 2: Emergency Services to the Rescue* | |
| * Creating box model emergency vehicles * Creating a police radio out of small boxes * Malleable materials | |
| *Term 3: The Great Rowena Bake Off* | |
| * Jungle animals hand print paintings (linked to Handa’s Surprise) * Vegetable printing (linked to Oliver’s Vegetables) * Fantastic Fruits! | |
| *Term 3: Magic, Monsters and Fantastic Beasts!* | |
| * Creating a witch’s face using various shapes (linked to Room on the Broom) * Creating peg monsters (linked to The Colour Monster) * Large collaborative collage of ‘The Gruffalo’ and other characters. * Making paper plate Gruffalo’s | |
| **Reception** | |
| Term 1: Roar / Blast Off | |
| * Use the themes of Dinosaurs and Space to inspire the creation of various models and images. * Use a variety of different resources available in the classroom including play dough, clay, paints, junk modelling etc. to experiment with colour, design, texture form and function. | |
| *Term 1: Pirates Ahoy!* | |
| * Use a range of materials to make pirate inspired models and pictures. | |
| *Term 1: Christmas* | |
| * Make Christmas cards and calendars for our family. | |
| *Term 2: Who is Your Hero* | |
| * Continue to explore colour, texture, shape and space in our creative activities such as making Superhero mask, belts, logos and costumes. | |
| *Term 2: Our Wonderful World* | |
| * Respond to what we see, hear, touch and smell in our local environment when exploring objects and making representation e.g. drawing and making models of houses. * Make Mother’s Day gifts/cards. | |
| *Term 3: How Do They Grow* | |
| * Use our experiences from this topic to influence our creative work. * Make Father’s Day cards. * Following the trip to the farm, we will be painting and drawing the different animals we have seen. * Our observations of plants and flowers will be the inspiration for our paintings and flower collages. * Select the appropriate resources for our creative tasks and make changes and improvements to our own work. | |
| **Year 1** | |
| ***FOOD***  *Term 1: Wonderful Me! (STIMULUS DAY)* | |
|  | **Plan and Design**   * What could you make? E.g. fruit salads, fruit yoghurt, fruit drinks, fruit jelly, fruit smoothies, vegetable salads, fruit and vegetable kebabs. * Who is it intended for? E.g. themselves, parents, siblings, grandparents, friends, peers at school, younger/older children, visitors. * What is the purpose of the product? E.g. picnic, celebration, party, school event, sports day, pleasure, café corner. * Does it link to a topic or theme? e.g. healthy eating, festivals and celebrations, teddy bear picnic, food and farming, ourselves, senses, growing. * What is the context? e.g. home, school, gardens, playgrounds, local community, culture, industry. * What is the project title? Design, make and evaluate a \_\_\_\_\_\_ (PRODUCT) for \_\_\_\_\_\_\_\_\_ (USER) for \_\_\_\_\_\_\_\_\_ (PURPOSE). * *Project title to be completed by the teacher.* * Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. *What should we do before we work with food? Why is following instructions important?* * Discuss healthy eating advice, including eating more fruit and vegetables; using *The eat well plate* model talk about the importance of fruit and vegetables in our balanced diet e.g. *Why is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them?* |
| 2. | **Evaluate Existing Products**   * Evaluate existing products to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/suitability for intended purposes e.g. *What do you prefer and why? What might we want to include in our product to meet our user’s preferences? Which fruit/vegetables might be the best for our product to match the occasion/purpose?* |
| 3. | **Practise Techniques**   * Demonstrate how to use simple utensils and provide opportunities for the children to practise food-processing skills such as washing, grating, peeling, slicing, squeezing e.g. *Do we eat the whole fruit?* *Why or why not? Which parts do we eat? What might we have to do before eating this? Why do we cut, grate, peel and slice in this way?* Discuss different effects achieved by different processes. |
| 4. | **Make the Product** |
| 5. | **Evaluate**   * Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. |
| **STRUCTURES**  *Term 2: Commotion in the Ocean* | |
|  | **Plan and Design**   * What could you make? e.g. enclosures for farm or zoo animals, playground/park/garden furniture, bridge for Billy Goats Gruff, playground equipment, furniture for the Three Bears. * Who is it intended for? e.g. themselves, school community, friends, children of different ages, general public, older people, story characters, a teddy, animals. * What is the purpose of the product? e.g. imaginary role play, pleasure, rest, recreation, health, leisure. * Does it link to a topic or theme? e.g. Traditional Tales, Nursery Rhymes, buildings, healthy living, farming, our school, myself, animals. * What is the context? e.g. imaginary, story-based, classroom, school grounds, gardens, local community, leisure, health, environment. * What is the project title? Design, make and evaluate a \_\_\_\_\_\_ (PRODUCT) for \_\_\_\_\_\_\_\_\_ (USER) for \_\_\_\_\_\_\_\_\_ (PURPOSE).   *Project title to be completed by the teacher.*   * Discuss with the children what structure they will be designing, making and evaluating e.g. *Who will your product be for? What will be its purpose? What materials will you use? How will you make it strong and stable?* * Generate some simple design criteria with the children e.g. the structure should stand up on its own, it should be strong enough to carry Teddy. * Encourage the children to develop their ideas through talking, drawing and making mock-ups of their ideas with construction kits and other materials. * As a whole class, plan the order in which the structures will be made. Children could make their final products from construction kits, new and reclaimed materials or any combination of these, according to their characteristics. |
|  | **Evaluate Existing Products**   * Go on a walk and/or look at photographs of the local area to explore structures such as playground equipment, street furniture, walls, towers and bridges e.g. *What are the structures called and what is their purpose? Who might use them? What materials have been used? Why have these been chosen? How have the parts been joined together? How have the structures been made strong enough? How have they been made stable?* * Where possible,ask the children to draw or photograph the structures they have been exploring and label with the correct technical vocabulary in relation to the structure, materials used and shapes e.g. wall, tower, framework, base, joint, metal, wood, plastic, brick, triangle, square, rectangle, cuboid, cube |
|  | **Practise Techniques**   * Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials that children are likely to use to make their structures. Discuss the suitability of materials for their products according to their characteristics. * Ask the children to build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks e.g. *How can you stop your structures from falling over? How they can be made stronger and stiffer in order to carry a load?* Children could make models of the structures they have seen in school and the local area. * Ask children to fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins. Encourage them to think about how folding materials can make them stronger, stiffer, stand up and be more stable e.g. *Can they support an object on top of their structures without it falling over or breaking?* |
|  | **Make the Product** |
|  | **Evaluate**   * Ask children to evaluate their developing ideas and final products against original design criteria. |
| **SLIDERS AND LEVERS**  *Term 3: Bright Lights, Big Cities!* (FOCUS DAY) | |
|  | **Plan and Design**   * Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop model and communicate their ideas through drawings and mock-ups with card and paper. * What could you make? e.g. a class/group storybook, poster, display, greeting card, class/group information book, storyboard. * Who is it intended for? e.g. themselves, younger children, parents, grandparents, friends, visitors to school. * What is the purpose of the product? e.g. celebration, an event, information, pleasure, interests, hobbies, educational. * Does it link to a topic or theme? e.g. festivals and celebrations, traditional tales, nursery rhymes, history-based topic, geography-based topic. * What is the context? e.g. imaginary, story-based, toys, games, people who help us, home, school, garden, playground, local community, environment. * What is the project title? Design, make and evaluate a \_\_\_\_\_\_ (PRODUCT) for \_\_\_\_\_\_\_\_\_ (USER) for \_\_\_\_\_\_\_\_\_ (PURPOSE). * *Project title to be completed by the teacher.* * Discuss with the children what they will be designing, making and evaluating e.g. *Who will your product be for? What will be its purpose? How do you want it to move? Will you use a lever or a slider?* * Generate simple design criteria with the children e.g. the mechanism should work smoothly, it should make the right type of movement. * Encourage the children to develop their ideas through talking, drawing and making mock-ups of their ideas with paper and card. * Discuss the finishing techniques the children might use e.g. using digital text and graphics, paint, felt tipped pens or collage. * As a whole class, talk about the order in which the mechanisms will be made. |
|  | **Evaluate Existing Products**   * Children explore and evaluate a collection of books and everyday products that have moving parts, including those with levers and sliders. e.g. *What is it? Who is it for? What is it for?* * Use questions to develop children’s understanding e.g. *What do you think will move? How will you make it move? What part of the product moved and how did it move? How do you think the mechanism works? What else could move in the product? How well does it work?* * Introduce and develop vocabulary e.g. lever, pivot, slider, left, right, push, pull, up, down, forwards, backwards, in, out. |
|  | **Practise Techniques**   * Demonstrate simple levers and sliders to the children using prepared teaching aids. It is helpful if these are also used in context e.g. the slider is used to show a snail appearing from behind a stone, the lever is used to show a butterfly flying to a flower. * Use questions to develop children’s understanding e.g. *How does the slider move? How does the lever move? Which part of the mechanism is the pivot? What does the movement of the slider and lever remind you of?* * Following teacher demonstration of the correct use of tools and materials, children should develop their knowledge and skills by replicating the slider and lever teaching aids. Encourage children to add pictures to their mechanisms. |
|  | **Make the Product** |
|  | **Evaluate**   * Ask children to evaluate their developing ideas and final products against the original design criteria. |
| **Year 2** | |
| **WHEELS AND AXLES**  *Term 1: Let’s Create* | |
|  | **Plan and Design**   * Generate ideas based on simple design criteria and their own experiences, explaining what they could make. * Develop model and communicate their ideas through drawings and mock-ups with card and paper. * What could you make? e.g. push/pull toys, farm vehicle, clown’s car, vehicle for imaginary/story character, shopping trolley. * Who is it intended for? e.g. themselves, people who help us, friends, story character, farmers/farm animals, a teddy, class doll. * What is the purpose of the product? e.g. making work or everyday life easier, moving objects, toy vehicle to play with, solving a problem for a story character * Does it link to a topic or theme? e.g. People Who Help Us, helping others, our local community, food and farming, traditional stories, fairy tales, transport, nursery rhymes, toys. * What is the context? e.g. imaginary, story-based, home, school, leisure culture, local community. * What is the project title? Design, make and evaluate a \_\_\_\_\_\_ (PRODUCT) for \_\_\_\_\_\_\_\_\_ (USER) for \_\_\_\_\_\_\_\_\_ (PURPOSE). * *Project title to be completed by the teacher.* * Discuss with the children what they will be designing, making and evaluating within an authentic context. * With the children identify a user and purpose for the product and generate simple criteria. * Ask children to generate, develop and communicate their ideas as appropriate e.g. through talk and drawing. Talk about, evaluate and share ideas with other children/adults. |
|  | **Evaluate Existing Products**   * Explore and evaluate a range of wheeled products such as toys and everyday objects. Through questioning, direct children’s observations e.g. the number, size, position and methods of fixing wheels and axles. *How do you think the wheels move? How do you think the wheels are fixed on? Why do you think the product has this number of wheels? Why do you think the wheels are round?* * Draw an example of a wheeled product, stating the user and purpose, and labelling the main parts e.g. body, chassis, wheels, axles and axle holders. * Walk around the school building and grounds, recording how wheels and axles are used in daily life. * Read a story or non-fiction book that includes a wheeled product. Use this to introduce relevant vocabulary and to emphasise user and purpose. |
|  | **Practise Techniques**   * Using construction kits with wheels and axles, ask children to make a product that moves. * Demonstrate to children how wheels and axles may be assembled as either fixed axles or free axles. * Show different ways of making axle holders and stress the importance of making sure the axles run freely within the holders. * Ensure that children are taught how to mark out, hold, cut and join materials and components correctly. * Using samples of materials and components they will use when designing and making, ask the children to assemble some examples of wheel, axle, axle holder combinations. |
|  | **Make the Product**   * Make their wheel and axle product using their design ideas and criteria as an ongoing guide. * Discuss how the children might add finishing techniques to their product with reference to their design ideas and criteria. Direct the children to information and communication technology opportunities such as clip art, word processing, paint or simple drawing programs. |
|  | **Evaluate**   * Ask children to evaluate their finished product, communicating how it works and how it matches their design criteria, including any changes they made. |
| ***TEXTILES***  *Term 2: Mystical Beasts* | |
|  | **Plan and Design**   * Design a functional and appealing product for a chosen user and purpose based on simple design criteria. * Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. * What could you make? e.g. glove puppet, finger puppet, simple bag, clothes for teddy/soft toy/class doll, fabric placement. * Who is it intended for? e.g. themselves, friends, younger children, parents, grandparents, teddy, story character, class doll, soft toy. * What is the purpose of the product? e.g. plays with puppets, clothes for toys, carrying and storing items, protecting surfaces, imaginary role-play. * Does it link to a topic or theme? e.g. toys, festivals, stories, nursery rhymes, celebrations, homes. * What is the context? e.g. entertainment, leisure, home, school, recycling/reusing. * What is the project title? Design, make and evaluate a \_\_\_\_\_\_ (PRODUCT) for \_\_\_\_\_\_\_\_\_ (USER) for \_\_\_\_\_\_\_\_\_ (PURPOSE). * *Project title to be completed by the teacher.* * Provide the children with a context that is authentic. Discuss with children the purpose and user of the products they will be designing, making and evaluating. Design criteria developed with the teacher should be used to guide the development and evaluation of the children’s products. * Ask the children to generate a range of ideas e.g. *What parts will the product need to have and what will it be made from? What size will it be? How will it be joined and finished?* * Through talk, drawings and mock-ups, ask the children to develop and communicate their ideas. Information and communication technology could be used for symmetry and pattern ideas. Choose one idea to follow through. |
|  | **Evaluate Existing Products**   * Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used. * Use questions to develop children’s understanding e.g. *How many parts is it made from? What is it joined with? How is it finished? Why do you think these joining techniques have been chosen? How is it fastened? Who might use it and why?* * Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used. |
|  | **Practise Techniques**   * Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher. * Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product.7 * Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique. * Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing. |
|  | **Make the Product** |
|  | **Evaluate**   * Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. |
| ***FOOD***  *Term 3: Historical Heroes* | |
|  | **Plan and Design**   * What could you make? E.g. fruit salads, fruit yoghurt, fruit drinks, fruit jelly, fruit smoothies, vegetable salads, fruit and vegetable kebabs. * Who is it intended for? E.g. themselves, parents, siblings, grandparents, friends, peers at school, younger/older children, visitors. * What is the purpose of the product? E.g. picnic, celebration, party, school event, sports day, pleasure, café corner. * Does it link to a topic or theme? e.g. healthy eating, festivals and celebrations, teddy bear picnic, food and farming, ourselves, senses, growing. * What is the context? e.g. home, school, gardens, playgrounds, local community, culture, industry. * What is the project title? Design, make and evaluate a \_\_\_\_\_\_ (PRODUCT) for \_\_\_\_\_\_\_\_\_ (USER) for \_\_\_\_\_\_\_\_\_ (PURPOSE). * *Project title to be completed by the teacher.* * Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. *What should we do before we work with food? Why is following instructions important?* * Discuss healthy eating advice, including eating more fruit and vegetables; using *The eat well plate* model talk about the importance of fruit and vegetables in our balanced diet e.g. *Why is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them?* |
| 2. | **Evaluate Existing Products**   * Evaluate existing products to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/suitability for intended purposes e.g. *What do you prefer and why? What might we want to include in our product to meet our user’s preferences? Which fruit/vegetables might be the best for our product to match the occasion/purpose?* |
| 3. | **Practise Techniques**   * Demonstrate how to use simple utensils and provide opportunities for the children to practise food-processing skills such as washing, grating, peeling, slicing, squeezing e.g. *Do we eat the whole fruit?* *Why or why not? Which parts do we eat? What might we have to do before eating this? Why do we cut, grate, peel and slice in this way?* Discuss different effects achieved by different processes. |
| 4. | **Make the Product** |
| 5. | **Evaluate**   * Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. |