

	Term 1	Term 2	Term 3
Unit of work	Textiles – Templates, joining, and embellishing Project – making a bag	Food – Preparing fruit and veg, provenance Project – making flapjacks	Structures – Shell structures Project – making a party box
Link to Programme of study	Design - Design purposeful, functional, appealing products for a range of users - Use given design criteria - Generate, develop and communicate ideas through talking, drawing, templates, mock-ups and ICT (when appropriate) Make - Select and use a range of tools and equipment - Use skills such as cutting, shaping, joining and finishing - Select and use a wide range of materials and components according to characteristics (functional and aesthetic) Evaluate - Explore and evaluate a range of existing products - Evaluate ideas and products against given design criteria Technical knowledge - Build structures - Explore how structures can be made stronger, stiffer and more stable - Explore and use mechanisms (levers, sliders, wheels, axles) Cooking and nutrition - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.		
Composite knowledge (questions to answer)	What is a template? How can we securely join two pieces of fabric together? How can we strengthen, stiffen and reinforce existing fabrics? How can we embellish/decorate fabric?	What is a balanced diet? Where do different types of food come from? What equipment and resources do we need to use to combine and prepare food? How can we prepare food hygienically? Why do we follow instructions when cooking? How can we prepare food safely?	What is a shell structure? What is a net? How can we construct strong, stiff shell structures? How can we use a net to effectively make a 3D shape? How can we join a net together to make a 3D shape?
Component knowledge	Identify different types of joining techniques and explain which one makes the strongest seam.	Demonstrate an understanding of the different equipment needed to prepare food	Demonstrate how to use a net to make a 3D shape

(Intentional knowledge they need to understand)	Understand and use simple methods of decorating and embellishing fabric. Use templates to cut fabric. Begin to understand how to strengthen, stiffen and reinforce fabrics.	Demonstrate and recognise hygienic methods of food preparation Describe the importance of following instructions when cooking	Use of tabs to join nets together.
Key knowledge and skills for assessment	Children can use a template to cut simple shapes from fabric. Children can use scissors to cut fabric to a certain shape. Children can use a range of materials to decorate and embellish. Children can experiment with different methods of joining fabric. Children can consider methods of strengthening and stiffening fabric. Children can evaluate final products and discuss them.	Children can understand that a balanced diet is important to stay healthy. Children can discuss and apply how to prepare food safely. Children can understand where a range of foods come from. Children can use scales to weigh ingredients with some accuracy. Children can consider ingredients and preferences when designing.	Children can understand what a net is and how it forms a 3D shape. Children can use tabs to join 3D shapes. Children can design packaging thinking about purpose and aesthetic. Children can use scissors to accurately cut out card. Children can evaluate final products and discuss them.
Vocabulary	Fastening, finishing technique, stiffening, templates, stitch, seam,	texture, taste, appearance, smell, cook, savoury, hygienic	shell structure, three-dimensional (3-D), net, adhesives, joining, innovative, prototype
Links to prior knowledge	Have joined fabric in simple ways by gluing and stitching. Have used simple patterns and templates for marking out. Have evaluated a range of textile products	Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and the eatwell plate. Have used some equipment and utensils and prepared and combined ingredients to make a product.	Experience of using different joining, cutting and finishing techniques with paper and card. A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science.

Cross-curricular links	Science—physical properties of fabrics Art and design—investigating visual and tactile qualities of fabrics and using colour and pattern appropriately. Mathematics—accurate measurements mm/cm. Spoken language—develop technical vocabulary. Give well-structured descriptions of e.g. finishing techniques.	Science—using and developing skills of observing and questioning. Humans get nutrition from what they eat. Discuss changes of state if heat is used. Mathematics—mass kg/g. Art and Design—using and developing drawing skills. Spoken language—developing relevant vocabulary e.g. sensory descriptors. Ask relevant questions to extend their knowledge.	Mathematics—compare and sort common 2-D and 3-D shapes in everyday objects. Recognise 3-D shapes in different situations and describe them. Art and design—use and develop drawing skills. Spoken language—ask relevant questions to extend knowledge and understanding. Build their technical vocabulary.
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