

	Term 1	Term 2	Term 3
Unit of work	Structures - frame Structures Project – making a wooden bridge	Food - provenance, seasonality Project – making mini pizzas	Textiles - combining different fabric shapes Project - card wallet/phone case
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 be answered)	What is a frame structure? How can we join our frame structure? What is triangulation and how does it help?	What are culture and seasonality? What different techniques can we use? How can we understand the nutritional value of a product? What functions do different utensils have?	How can we combine different fabric shapes? What impact have different designers had on fabrics and products? How can we adapt stitches for purpose? How can we strengthen/stiffen a product? How can we embellish/decorate fabric?
Component knowledge (Intentional knowledge)	Describe what a simple frame structure is and observe frame structures in the local area Observe and construct a variety of different methods to join a frame structure	Describe what culture and seasonality are Identify different techniques we can use to make bread/biscuits	Identify different types of joining techniques and explain which one makes the strongest seam. Understand and use simple methods of decorating and embellishing fabric.

they need to understand)	Recognise triangulation in frame structures and understand that it helps to strengthen and reinforce the structure	Recognise the different nutritional values in food products and understand what is healthy Explain and demonstrate the functions different utensils have	Use templates to cut fabric. Begin to understand how to strengthen, stiffen and reinforce fabrics.
Key knowledge and skills for assessment	Children can describe and identify what a frame structure is. Children can use triangulation to strengthen a frame structure. Children can use appropriate methods of joining frame structures. Children can use a design brief to create an appropriate design. 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 evaluate final products and discuss them.	Children can use a template to cut 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.
Vocabulary	frame structure, stiffen, strengthen, reinforce, triangulation, stability	texture, taste, appearance, knead, prove, smell, savoury, hygienic, bake, yeast, ingredients, seasonality,	Template, textile, running stitch, backstitch, blanket stitch, join, fasten, stitch, seam, finishing, embellishing
Links to prior knowledge	Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.	Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.	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 Have used fabrics and simple additions to decorate and embellish Have some experience of strengthening and stiffening fabric.

Cross-curricular links	History – Ancient Greece Art – use and develop drawing Maths – apply understanding and skill to carry out accurate measuring using standard units i.e. cm/mm	Mathematics –measurement of mass kg/g; understand and use approximate equivalence of metric and imperial units. Art and design–using and developing drawing skills. Writing –purpose of writing e.g. for planning and evaluation. Mathematics –measurement of mass kg/g. Science –recognise the impact of diet on the way the body develops Spoken language –articulate and justify answers and opinions.Listenand respond to adults and peers.	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. Convert between mm and cm Spoken language–develop technical vocabulary. Give well-structured descriptions of e.g. finishing techniques.
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