

Y4	Term 1 and 2	Term 3 and 4	Term 5 and 6
Enquiry question	How Greek are we?	What can we learn from looking back?	Why are rainforests so important in the world?
<b>Design and Technology</b>			
	<b>Main Focus:</b> Mechanisms <b>Outcome:</b> Construct a moving class display based on enquiry	<b>Main Focus:</b> Textiles <b>Outcome:</b> Stitch a Roman style coin purse/money bag	<b>Main Focus:</b> Food <b>Outcome:</b> Design and make a rainforest inspired smoothie
<b>Knowledge</b>	Pupils should be taught:		
	Design	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups	
		generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer aided design (CAD)	
	Make	select from and use a range of tools and equipment to perform practical tasks accurately [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 functional properties and aesthetic qualities	
	Evaluate	explore and evaluate a range of existing products	
		evaluate their ideas and products against design criteria and consider the views of others to improve their work	
		understand how key events and individuals in design and technology have helped shape the world	
	Technical Knowledge	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
	Food and Nutrition	understand and apply the principles of a healthy and varied diet	
prepare and cook a variety of predominately savoury dishes using a range of cooking techniques			
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			

<p><b>Skills</b></p>	<p>D1 - Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user</p> <p>D2 - Make realistic, step by step plans, refining designs as the product develops</p> <p>E1 - Describe how an existing product works and why it is successful</p> <p>E2 - Identify successes and difficulties throughout the process</p> <p>E3 - Explain the impact of a design or designer on design history and how this has helped to shape the world</p> <p>M1 - Use appropriate tools safely and accurately, explaining why they have chosen a particular tool for the task</p> <p>M2 - Choose from a range of materials, showing an understanding of their different characteristics</p> <p>M3 - Identify potential risks and follow health and safety rules when working with materials and tools</p> <p>T3 - Create and use levers in their products</p>	<p>D1 - Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user</p> <p>D2 - Make realistic, step by step plans, refining designs as the product develops</p> <p>E1 - Describe how an existing product works and why it is successful</p> <p>E2 - Identify successes and difficulties throughout the process</p> <p>E3 - Explain the impact of a design or designer on design history and how this has helped to shape the world</p> <p>M1 - Use appropriate tools safely and accurately, explaining why they have chosen a particular tool for the task</p> <p>M2 - Choose from a range of materials, showing an understanding of their different characteristics</p> <p>M3 - Identify potential risks and follow health and safety rules when working with materials and tools</p> <p>T1a - Choose fabrics and thread that match</p> <p>T1b - Cut out more complex shapes from a range of fabrics and papers accurately, including using patterns/templates</p> <p>T1c - Use a variety of basic stitches including running stitch, cross stitch and back stitch</p> <p>T1d - Use textile and sewing skills as part of a project including applique and/ or embroidery</p>	<p>D1 - Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fit for purpose and the end user</p> <p>D2 - Make realistic, step by step plans, refining designs as the product develops</p> <p>E1 - Describe how an existing product works and why it is successful</p> <p>E2 - Identify successes and difficulties throughout the process</p> <p>E3 - Explain the impact of a design or designer on design history and how this has helped to shape the world</p> <p>M1 - Use appropriate tools safely and accurately, explaining why they have chosen a particular tool for the task</p> <p>M2 - Choose from a range of materials, showing an understanding of their different characteristics</p> <p>M3 - Identify potential risks and follow health and safety rules when working with materials and tools</p> <p>F1 - Measure and weigh ingredients appropriately to prepare and make a dish</p> <p>F2 - Make healthy eating choices and explain why</p> <p>F3 - Explain some of the processes that foods go through to preserve/make them more appealing</p> <p>Explain what times of year particular foods</p>
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<b>Vocab</b>	mechanism, level, linkage, pivot, slot, bridge, guide	pattern, template, cutting, pinning, running stitch, back stitch, stapling, glueing	savoury, sweet, preserve, additives, fibre, hydrated, blending, juicing, combining