|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| **Summer****(Cookery)** | **Study of Fruit and Vegetables****Product Study:**Investigate different types of fruits and vegetables. Where do they come from? How are they grown? Discuss and taste of a variety of fruit/veg. Can children sort them in different ways? Taste/colour/size/texture? **Skill development:**Children to practise using simple hand tools and food processing equipment e.g., washing, grating, peeling, slicing, squeezing. Design a fruit/vegetable salad for their target group. **Final outcome:**Paired/group work – create a fruit/veg salad and then evaluate product.  | **Study of Bread Making** **Product Study:** Investigate how bread is made in a factory including how ingredients are mixed, how bread is shaped, cooked, cooled, sliced, and packed. **https://www.warburtons.co.uk/corporate/teaching-resources/bread-making-project**Research a range of breads and their uses. Children to taste and evaluate a range of breads. **Skill development:**In groups – design a loaf of bread for a specific purpose and write their own shopping list of ingredients. **Final outcome:**Make bread and then evaluate process & product. Class to taste range of breads made and provide feedback.  | **Study of Quickbread Muffins (Sweet & Savoury)****Product Study:**Investigate different flavours of muffins – sweet/savoury. [**https://www.bbcgoodfood.com/recipes/collection/savoury-muffin**](https://www.bbcgoodfood.com/recipes/collection/savoury-muffin)Children to taste and evaluate a range of shop bought muffins (both sweet and savoury). **Skill development:**Design a batch of muffins for a specific target group. Children to plan their own shopping list and work out cost of ingredients etc. **Final outcome:**Group/paired work – create a batch of muffins and then evaluate process and product.  | **Study of nutritional meal options** **Product Study:**Investigate foods that could complement each other in a healthy two course meal. *(starter + main/main + dessert)* **Skill Development:**Discuss nutritional value of food options. Children to work in small groups to come up with a nutritional two course meal idea for a specific target group chosen by the teacher. Each group to be given a budget of £\_\_\_Children to plan their own shopping list and work out cost of ingredients etc. **Final outcome:**Group work – create a healthy two course meal and then evaluate process and product. *Invite parents in to sample their final products?*  |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| **Autumn****(Textiles)** | **Study of Patchwork Quilting** **Product Study:**Investigate Amish patchwork – work from another culture. Discuss shapes, colours, and patterns. **Skill development:**Children to practise producing symmetrical patterns – they will then choose one of these patterns to be used as their final design. Introduce them to the success criteria you want them to follow. **Final outcome:**Independent work – children to create their own Amish patchwork square and evaluate against success criteria. *Teacher/TA led - Combine patchwork squares to make a class quilt.*  | **Study of Batik (Toothpaste)****Product Study:**Investigate the traditional art of Batik. [**https://kinderart.com/art-lessons/textiles/toothpaste-batik/**](https://kinderart.com/art-lessons/textiles/toothpaste-batik/)**Skill development:**Children to experiment with patterns for their Batik. Practise using sharpie pen to get the desired effect. Introduce them to the success criteria you want them to follow.**Final outcome:**Independent work – children to create their own Batik masterpiece and then evaluate against success criteria. They should also evaluate the work of one of their peers.  | **Study of Mobile Phone Cases** **Product Study:**Investigate mobile phone/I-pad cases. Discuss how they are made – notice the size of the case, how the seams are joined and how they fasten. **Skill development:**Children to practise different stitching techniques i.e., back stitch, running stitch on sample pieces of fabric. **Final outcome:**Children should design a case for an I-pad/mobile phone suitable for a target group chosen by the teacher. This must be clearly labelled. Independent work – children to sew their own case for an I-pad/mobile phone. They should then evaluate the process and their product and also evaluate the work of one of their peers. | **Study into different uses of Bags**  **Product Study:**Investigate different types of bags. Discuss how they are made/intended users/colours/sizes/materials etc. **Skill development:**Children to practise how to pin and cut fabric (following teacher model. They should then practise different stitching techniques using sample pieces of fabric (see plan). **Final outcome:**Children should design and make a school bag for a friend. They are expected to draw their design, label it and write a clear explanation for their choice of design. They should also create a design specification and a step-by-step plan of their process (using ICT). They should evaluate their product during making and at the end, and discuss recommendations for the future.  |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| **Spring****(Construction)** | **Study of Magnetic Games****Product Study:**Investigate games that use magnets. What makes a game magnetic? Why are magnets used? **Skill development:**In groups, children to think about what the magnet will be used for in their game and how it will work. Teacher to set success criteria for their games. Groups will then plan out their design which must also be labelled. **Final outcome:**In groups – children to make a magnetic game for their specified target group and evaluate this.  | **Study of Pop-up Books****Product Study:**Discuss what a pop-up book is and why they are so popular. Show examples of different types of pop-up books. Discuss what makes them work. **Skill development:**Through teacher model, children to practise skills needed to make the book – Box fold, mouth fold, slider, lift-up flap, rotator, and paper spring. **Final outcome:**In groups – children to make a pop-up book for their specified target group. They must evaluate their work and the work of one other group.  | **Study of Bridges and their Structures** **Product Study:**Research examples of bridges recognising the different kinds there are. *(PPT saved to system under D & T)***Skill development:**In groups – children experiment with different materials. Allow them to explore what works and what is not successful. They will then come up with their final design which must be clearly labelled. **Final outcome:** In groups – children to build their bridge. They must then evaluate the process and their final product.  | **Study of Mechanical Toys** **Product Study:**Identify the main parts of a moving vehicle. Children to dissemble a range of vehicles to view pieces in isolation. Children to then explore how each piece works in tandem to make the product. **Skill development:** In groups – give children a range of materials to experiment with. Allow them to explore what works and what doesn’t. They will then come up with their final design which must be clearly labelled. **Final outcome:**In groups – children to create their moving vehicle. They must then evaluate the process and their final product and also evaluate the work of one other group.  |