

	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Food Making a Healthy Wrap	Food groups	1	To recognise foods and their food groups.	<p>I can name the five food groups.</p> <p>I can match foods with the food group they belong to.</p> <p>I can explain how much of each food group I should have every day.</p>	<p>I can sort a wide range of foods into the five food groups confidently.</p> <p>I can explain why each food group is important for keeping our bodies healthy.</p> <p>I can compare foods and suggest healthier alternatives within the same group.</p> <p>I can justify how my daily choices include a balanced range of food groups</p>
	Balanced meals	2	To identify the balance of food groups in a meal.	<p>I can identify foods I like.</p> <p>I can explain the food groups in a meal.</p> <p>I can plan a balanced menu.</p>	<p>I can analyse a meal and explain if it is balanced or not.</p> <p>I can adapt a meal to improve its nutritional balance.</p> <p>I can compare different meals and explain which is healthier and why.</p> <p>I can design a balanced menu and justify my choices using knowledge of food groups</p>
	Preparing ingredients Taste testing ingredients	3	To identify an appropriate piece of equipment to prepare a given food.	<p>I can identify equipment used for preparing food.</p> <p>I can practise food preparation skills using a range of equipment.</p> <p>I can justify using a piece of equipment with a type of food.</p>	<p>I can select the most suitable equipment for a task and explain my reasoning clearly.</p> <p>I can compare different tools and explain which is more effective and why.</p> <p>I can use equipment safely and independently with good control.</p> <p>I can suggest alternative equipment if the original tool is not available.</p>
	Planning recipes	4	To select balanced combinations of ingredients.	<p>I can select foods from specific food groups.</p> <p>I can describe the taste of different foods.</p> <p>I can explain why I have chosen to put foods together.</p>	<p>I can create combinations of ingredients that are both balanced and appealing.</p> <p>I can explain how flavours and textures work together in my choices.</p> <p>I can adapt ingredient combinations to improve taste or healthiness.</p> <p>I can justify my ingredient choices using knowledge of nutrition and taste.</p>
	Creating and evaluating wraps	5	To design based on criteria.	<p>I can follow design criteria.</p> <p>I can design three different wraps.</p> <p>I can justify the choice I have made.</p>	<p>I can use design criteria to create a range of thoughtful and different ideas.</p> <p>I can improve my designs by reflecting on the criteria during the process.</p> <p>I can explain clearly why my final design best meets the criteria.</p> <p>I can suggest changes to make my design even better.</p>
		6	To evaluate a dish based on design criteria.	<p>I can select the ingredients for my recipe.</p> <p>I can identify the equipment needed to prepare different foods.</p> <p>I can decide if I like different wraps and choose my favourite.</p>	<p>I can evaluate my dish against each part of the design criteria in detail.</p> <p>I can identify strengths and areas for improvement in my product.</p> <p>I can suggest realistic changes to improve taste, appearance, or balance.</p> <p>I can compare my product with others and explain differences thoughtfully.</p>

Mechanisms Making a Moving Monster	Levers and Linkages	1	<p>can understand that mechanisms are a collection of moving parts that work together in a machine.</p> <p>I can understand that a mechanism always has an input and output.</p> <p>I can identify mechanisms in everyday objects.</p> <p>I can understand that a lever is something that turns on a pivot.</p> <p>I can understand that a linkage is a system of levers connected by pivots.</p> <p>I can help devise whole-class design criteria for what our moving monster should do.</p>	<p>I can explain clearly how different mechanisms create movement.</p> <p>I can compare different mechanisms and describe how they work in similar or different ways.</p> <p>I can identify inputs and outputs in a range of everyday objects independently.</p> <p>I can apply my understanding to suggest how a mechanism could be improved.</p>
	Making Linkages	2	<p>To look at objects and understand how they move.</p> <p>I can understand that mechanisms are a collection of moving parts that work together in a machine.</p> <p>I can understand that there is always an input and output in a mechanism.</p> <p>I can understand that a lever is something that turns on a pivot.</p> <p>I can understand that a linkage is a system of levers that are connected by pivots.</p>	<p>I can generate a range of creative ideas that meet design criteria.</p> <p>I can annotate my designs to explain how mechanisms will work.</p> <p>I can compare my ideas and choose the most effective design with clear reasoning.</p> <p>I can refine my design to improve movement and appearance.</p>
	Designing my Monster	3	<p>To explore different design options.</p> <p>I can understand that linkages use levers and pivots to create motion.</p> <p>I can think of two of my own points to add to the class design criteria.</p> <p>I can draw two moving monster designs that meet all points of my design criteria.</p> <p>I can design the linkage I will use to make my monster move.</p>	<p>I can generate a range of creative ideas that meet design criteria.</p> <p>I can annotate my designs to explain how mechanisms will work.</p> <p>I can compare my ideas and choose the most effective design with clear reasoning.</p> <p>I can refine my design to improve movement and appearance.</p>
	Making my Monster	4	<p>To make a moving monster</p> <p>I can make linkages by connecting levers and pivots.</p> <p>I can understand that materials can be selected according to their characteristics.</p> <p>I can design and make the features of my monster.</p> <p>I can evaluate how functional my monster is and whether it meets the Design Criteria.</p>	<p>I can construct strong and accurate linkages that work smoothly.</p> <p>I can select materials based on their properties and explain my choices.</p> <p>I can adapt my design during making to solve problems independently.</p> <p>I can evaluate my final product in detail and suggest specific improvements.</p>
Textiles Sewing - Making Puppets	Joining Fabrics	1	<p>To join fabrics together using different methods.</p> <p>I can remember that different techniques may be used to join fabrics for different purposes.</p> <p>I can join fabric by pinning, stapling or glueing.</p>	<p>I can choose the most suitable joining technique for a specific purpose and explain why.</p> <p>I can compare different joining methods (e.g. stapling, pinning, glueing) and describe their strengths and weaknesses.</p> <p>I can use joining techniques neatly and securely with increasing independence.</p> <p>I can suggest improvements to make joins stronger or more suitable for the product.</p>

	Designing my Puppet	2	To use a template to create my design.	I can design a puppet using a template. I can use a template to cut out my puppet.	I can adapt a template to create my own unique puppet design. I can explain how my design meets a purpose or user (e.g. who it is for). I can use a template accurately to cut fabric with minimal support. I can modify my template to improve the final outcome.
	Making and Joining my Puppet	3	I can design a puppet using a template. I can use a template to cut out my puppet.	I can join fabrics together. I can align two pieces of fabric. I can use a template. I can fit my hand into my puppet.	I can independently select and use appropriate techniques to join fabrics together securely and neatly. I can accurately align and position fabric pieces to ensure a precise and effective join. I can confidently use a template to measure, mark, and cut fabric with accuracy. I can design and make a well-finished puppet that fits my hand comfortably and functions effectively.
	Decorating my puppet	4	To embellish my design using joining methods.	I can use joining methods to decorate my puppet. I can still put my hand into the puppet after it is decorated. I can evaluate my own and others' work.	I can select and apply decorations that improve the appearance and purpose of my puppet. I can ensure my puppet remains functional while adding decorative features. I can evaluate my work against design criteria with clear reasons. I can give thoughtful feedback on others' work and suggest specific improvements.

Project focus

Brief and existing

Practising skills

Design

Select tools and make

Evaluate

Skills based LO
 Knowledge based LO
