

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National Curriculum
Eating Seasonally	Food around the world		To explain why food comes from different places around the world.	<p>I can identify some fruits and vegetables that cannot be grown in the UK.</p> <p>I can label countries where different fruits and vegetables grow.</p> <p>I can explain why different climate zones grow different foods.</p>	<p>Can confidently identify and locate a wide range of fruits and vegetables grown around the world, explaining in detail how climate zones affect what can be grown.</p> <p>Can justify why certain foods cannot be grown in the UK, linking this to temperature, rainfall, and seasonal conditions.</p>	<p>Cooking and nutrition</p> <p>Pupils should be taught to:</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
	Seasonal food		To explain the benefits of seasonal foods.	<p>I know that importing food has an impact on the environment.</p> <p>I can match fruits and vegetables with the season in which they grow in the UK.</p> <p>I can find recipes containing seasonal foods.</p>	<p>Can explain in detail the environmental impact of importing food, including food miles and sustainability.</p> <p>Can confidently identify seasonal foods in the UK and justify choices when selecting ingredients for recipes based on seasonality and sustainability.</p> <p>Can research and select appropriate recipes that make use of seasonal ingredients, explaining their choices.</p>	<p>Cooking and nutrition</p> <p>Pupils should be taught to:</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
	To develop cutting and peeling skills.		To develop cutting and peeling skills.	<p>I can identify equipment used for preparing food.</p> <p>I can explain why food would or would not need to be prepared.</p> <p>I can describe the safety rules for preparation techniques.</p>	<p>Can independently identify a range of food preparation equipment and explain their specific uses.</p> <p>Can clearly explain when and why different foods require preparation, linking this to hygiene, safety, and the characteristics of the ingredients.</p> <p>Can consistently apply safety rules and explain the importance of each when carrying out preparation techniques.</p>	<p>Make</p> <p>Pupils should be taught to:</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Cooking and nutrition</p> <p>Pupils should be taught to:</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>
	To evaluate seasonal ingredients.		To evaluate seasonal ingredients.	<p>I can identify current seasonal foods.</p> <p>I can taste various fruits and vegetables and describe their flavours.</p> <p>I can contribute to a class taste wheel.</p>	<p>Can accurately describe a wide range of flavours, textures, and sensory qualities using appropriate vocabulary.</p> <p>Can contribute meaningfully to a taste wheel, comparing and evaluating foods with increasing detail and justification.</p> <p>Can make informed observations about ingredients and suggest reasons for differences in taste.</p>	<p>Make</p> <p>Pupils should be taught to:</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Cooking and nutrition</p> <p>Pupils should be taught to:</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>

	Making a mock-up		To design a mock-up using criteria.  I can design a puff pastry tart using seasonal vegetables and fruits.  I can use colours to identify nutritional benefits.  I can describe my puff pastry tart and the benefits of its ingredients.	I can design a puff pastry tart that is creative, balanced, and appropriate for a purpose, using seasonal ingredients effectively. Can demonstrate an understanding of nutritional value by selecting and justifying ingredients based on their benefits. Can clearly describe their design choices, explaining how colour, flavour, and nutrition have influenced their tart.	Make  Pupils should be taught to:  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Cooking and nutrition  Pupils should be taught to:  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
	Evaluating seasonal tarts		To evaluate a dish.  I can taste tarts and provide feedback. I can consider taste, texture, appearance and use of seasonal ingredients. I can receive feedback on my tart and identify strengths.	Can critically evaluate their own and others' tarts using criteria such as taste, texture, appearance, and use of seasonal ingredients. Can give detailed, constructive feedback and suggest specific, realistic improvements. Can respond to feedback by making informed changes to improve their product, explaining how these changes enhance the final outcome.	Cooking and nutrition  Pupils should be taught to:  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
Structures: Castles	Features of a castle		To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.  I can identify different features of castles.  I can design my own castle.  I can label the features of my castle.  I can explain why a castle needs to be strong and stable.	Can confidently identify, describe, and compare a wide range of castle features, explaining their purpose in detail. Can design a castle that is creative, purposeful, and well-suited to a specific brief or user. Can label features accurately and in detail, using appropriate technical vocabulary. Can explain in depth how and why castles need to be strong and stable, linking this to their own design choices.	Make  Pupils should be taught to:  Select from and use a range of tools and equipment to perform practical tasks [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 characteristics.
	Designing a castle		To design a castle.  I can recall the features of a castle. I can add two design points to the design specification to appeal to the person/purpose of my castle. I can draw the design of my castle using 2D shapes and labelling: the 3D shapes that will create the features; the materials I need; the colours I will use.	Can recall and apply knowledge of castle features to create a detailed and purposeful design specification. Can independently develop a design that meets and exceeds the brief, including justified design points linked to the intended user or purpose. Can produce clear, annotated designs using 2D shapes, accurately labelling 3D forms, materials, colours, and key construction details.	Design  Pupils should be taught to:  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Evaluate  Pupils should be taught to:  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

	Nets and structures		To construct 3D nets.	<p>I know that a net is what a 3D shape would look like if it were opened out flat.</p> <p>I can construct a range of 3D geometric shapes using a net by:</p> <p>Cutting along the bold lines.</p> <p>Folding along the dotted lines.</p> <p>Keeping the tabs the correct size.</p> <p>Making crisply folded edges.</p> <p>Constructing the net using glue to make a geometric shape.</p>	<p>Can confidently explain what a net is and how it relates to a 3D shape.</p> <p>Can accurately construct a range of 3D geometric shapes from nets with precision, ensuring correct alignment, clean folds, and secure joins.</p> <p>Can independently troubleshoot construction issues (e.g. incorrect folds, weak joins) and make improvements to achieve a high-quality outcome.</p>	<p>Design</p> <p>Pupils should be taught to:</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make</p> <p>Pupils should be taught to:</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic.</p>
	Building a castle		To construct and evaluate my final product.	<p>I can construct my castle to meet the requirements of my brief by:</p> <p>Making neat 3D shapes using nets.</p> <p>Stacking shapes and recyclable materials to make the structures of my castle.</p> <p>Creating a castle base to secure my structures to.</p> <p>Adorning my castle with facades and other decorative features.</p> <p>I can evaluate my work and the work of others.</p>	<p>Can construct a stable and well-proportioned castle model that meets the design brief using a combination of nets and recycled materials.</p> <p>Can independently combine materials and structures to create a secure base and well-balanced form.</p> <p>Can add detailed facades and decorative features with creativity and precision.</p> <p>Can critically evaluate their own and others' work using appropriate technical vocabulary, identifying strengths, limitations, and suggesting specific, practical improvements to enhance both design and construction.</p>	<p>Design and technology</p> <p>Make</p> <p>Pupils should be taught to:</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic.</p> <p>Evaluate</p> <p>Pupils should be taught to:</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
Textiles: Egyptian collars	Cross-stitch and appliqué		To learn how to sew cross-stitch and appliqué.	<p>I can use the cross-stitch sewing technique.</p> <p>I know how to appliqué.</p> <p>I can reflect on the techniques used.</p>	<p>Can confidently and accurately apply cross-stitch and appliqué techniques to create detailed and well-finished outcomes.</p> <p>Can evaluate the effectiveness of the techniques used, explaining choices and suggesting specific improvements to refine their work.</p>	<p>Make</p> <p>Pupils should be taught to:</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>

	Egyptian collars		To develop and use a template.	<p>I can design a collar based on a set theme.</p> <p>I can develop a template.</p> <p>I understand how to adapt a template to fit design criteria.</p>	<p>Can design a collar that is well-suited to a given theme, showing creativity and attention to detail.</p> <p>Can independently develop and adapt templates to meet specific design criteria, explaining how and why changes improve the final product.</p>	<p>Design</p> <p>Pupils should be taught to:</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make</p> <p>Pupils should be taught to:</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
	Developing the collars		To assemble fabric parts into a fabric product.	<p>I can cut and shape fabric accurately.</p> <p>I can use a template to create the main parts of my fabric product.</p> <p>I can use stitches to join fabrics.</p> <p>I know that fabrics have different properties depending on the material.</p>	<p>Can accurately cut and shape fabric with precision, using templates effectively to produce consistent components.</p> <p>Can confidently select and apply appropriate stitching techniques to join materials securely and neatly.</p> <p>Can demonstrate an understanding of different fabric properties and justify material choices in relation to their design.</p>	<p>Make</p> <p>Pupils should be taught to:</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
	Finishing their collars		To decorate fabric using appliqué and cross-stitch.	<p>I can follow design criteria.</p> <p>I can use cross-stitch.</p> <p>I can add appliqué.</p>	<p>Can independently interpret and follow design criteria to produce a purposeful and well-executed final product.</p> <p>Can combine cross-stitch and appliqué techniques with increasing control and creativity.</p> <p>Can evaluate their finished product in detail, explaining how well it meets the design brief and identifying clear ways to improve it.</p>	

Project focus

- Brief and existing
- Practising skills
- Design
- Select tools and make
- Evaluate

Skills based LO  
 Knowledge based LO
