

| Unit | Lesson name | Lesson No. | Learning objective | Expected Standard (EXS) | Greater depth (GDS) |
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| Food | From farm to fork | 1 | To understand how ingredients are reared and processed. | I can identify the ingredients in spaghetti bolognese. I can create an informative poster. I can explain the journey of beef from farm to table. | Could be asked to consider the ethical implications of beef production; could be asked to consider reasons why people do not eat beef. |
| | Different choices | 2 | To make adaptations to design a recipe. | I can compare two bolognese sauces. I can research unique ingredients in different bolognese recipes. I can plan an adaptation of a basic bolognese recipe. | Could use the Activity: Recipe adaptation (support) to state why they have added, removed or swapped ingredients. |
| | Nutritional value | 3 | To evaluate nutritional content. | I can use a nutrition calculator. I can compare nutritional values. I can make ingredient choices based on nutritional values. I can modify a recipe to contain different ingredient choices. | Could be asked to draw on prior learning to consider the other benefits of the fruits and vegetables in the recipes. |
| | Preparing ingredients | 4 | To practise food preparation skills. | I can cut resistant foods like onions safely and accurately. I understand the safety aspects of working with hot food. I can explain how to avoid cross-contamination. | Could be asked to chop ingredients to a specific size or shape; could be asked to observe and comment on the change in the foods as they are cooked. |
| | Designing labels | 5 | To design a product label. | I can measure and cut to fit specific dimensions. I can design a label thinking about colours, ingredients and the contents of the jar. I can evaluate a design against criteria. | Could annotate their sketch with reasons for design choices; could be given different measuring devices like a tape measure to work with. |
| | Making bolognese | 6 | To follow and make an adapted recipe. | I can use a recipe to gather the correct quantities of ingredients. I can select the right equipment for each preparation technique. I can make a video to explain a recipe. | Could be asked why using accurate measurements is important in cooking; could be asked to determine which the best type of hold is, bridge or claw, for a particular food. |
| | Textiles (Stuffed Toys) | Designing a Stuffed Toy | 1 | To design a stuffed toy. | I can ensure that my template is proportional. I can make a paper template. |
| Blanket Stitch | | 2 | To sew a blanket stitch. | I can cut neatly and accurately. I can thread a needle. I can use a blanket stitch to join two pieces of fabric. | Should practise a few different stitches in line with what they will do for their toy. |
| Detail and Appendages | | 3 | To create and add decorations to fabric. | I can create strong and secure stitches (blanket, running, cross-stitch). I can use appliqué to attach pieces of fabric decoration. I can use stitches to decorate fabric. | Should decorate the front of their stuffed toys with different sewing techniques; should sew together their appendages with small, neat stitches. |

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| | Stuffed Toy Assembly | 4 | To use a blanket stitch to assemble the components of a stuffed toy. | I can use a blanket stitch to join two pieces of fabric. I can stuff my toy carefully, repairing any holes or gaps. I can evaluate my stuffed toy. | Should incorporate more components into their finished toy and assemble it with neat, even stitching. |
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| Structures (Bridges) | Arch and beam bridges | 1 | To explore how to reinforce a beam (structure) to improve its strength. | I can identify beam and arch bridges. I can create a range of beam and arch bridge designs. I can identify stronger and weaker structures. I can find different ways to reinforce structures. | Should make and test a broader range of structures, drawing meaningful conclusions; should identify specific areas of weakness or strength; could use Activity: Bridge design development extra sheets to include their own ideas and designs if they have already made a beam, arch, laminated and corrugated bridge. |
| | Spaghetti truss bridges | 2 | To build a spaghetti truss bridge. | I can identify arch, beam and truss bridges. I can use triangles to create truss bridges and test them. I can understand how triangles can be used to reinforce bridges. | Should make a bridge with accurate equilateral triangles secured with tape or glue; could add labels to identify the bridge's weak points and suggest methods for strengthening; could replicate or develop the bridge design in different materials such as lollipop sticks. |

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| Building bridges | 3 | To measure, mark out and cut materials ready to build a truss bridge. | <p>I can measure and mark out wood accurately.</p> <p>I can select appropriate tools and equipment for particular tasks.</p> <p>I can follow health and safety rules.</p> <p>I can explain why selecting appropriating materials is an important part of the design process.</p> | Should use a ruler and square to measure wood accurately after establishing the size using slide 11 of the Presentation: Materials – Wood or the Resource: Truss bridge cutting mat; should achieve a high-quality finish which is sanded down, accurate (with no gaps) and secured effectively. |
| | 4 | To complete, reinforce and evaluate my truss bridge. | <p>I can complete my wooden truss bridge.</p> <p>I can identify points of weakness and reinforce them as necessary following testing.</p> <p>I can evaluate my truss bridge against a specification.</p> | Should ensure a high-quality finish; should critically evaluate their bridges during the production process, making changes; should explain in detail the status of their finished truss bridge when using the Resource: Truss bridge final evaluation. |
| Finalising bridges | | | | |
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Project focus

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

Skills based LO
 Knowledge based LO

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| National Curriculum links |
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| <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> |
| <p>Cooking and nutrition</p> <p>Pupils should be taught to:</p> <p>Understand and apply the principles of a healthy and varied diet.</p> |
| <p>Cooking and nutrition</p> <p>Pupils should be taught to:</p> <p>Understand and apply the principles of a healthy and varied diet.</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> |
| <p>Design</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>Pupils should be taught to:</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> |
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Design

Pupils should be taught to:

Generate, develop, model and communicate their ideas through discussion and prototypes.

Make

Pupils should be taught to:

Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetics qualities.

Evaluate

Pupils should be taught to:

Investigate and analyse a range of existing products.

Technical knowledge

Pupils should be taught to:

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

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.

Generate, develop, model and communicate their ideas through discussion and prototypes.

Make

Pupils should be taught to:

Select from and use a wider range of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] accurately.

Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.

Technical knowledge

Pupils should be taught to:

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Make

Pupils should be taught to:

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.

Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetic qualities.

Make

Pupils should be taught to:

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.

Select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities.

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.

Technical knowledge

Pupils should be taught to:

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

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