



Topic/themes	Christmas Decorations	Healthy Sandwiches FOOD CARRIERS	Moving Pictures - Sliders and Levers
Key texts		Sam's Sandwich by David Pelham	
Key Focus/Steps to Success		<p>1, Evaluate</p> <ul style="list-style-type: none"> <li>• What kinds of sandwich are there?</li> <li>• Evaluate range of popular sandwiches</li> <li>• Data collection across school</li> <li>• Most/Least popular</li> </ul> <p>2, Design</p> <ul style="list-style-type: none"> <li>• Design Criteria – Design a healthy sandwich for Miss Baddeley, must include cheese &amp; butter</li> <li>• Ideas</li> <li>• Draw and label design</li> <li>• Refine</li> <li>• Plan the process/instructions</li> <li>• Any technical knowledge needed?</li> </ul> <p>3, Make</p> <ul style="list-style-type: none"> <li>• Select ingredients, equipment</li> <li>• Make product</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Does it fit design criteria?</li> <li>• Does it taste good?</li> <li>• Is it easy to eat?</li> <li>• What could you have done differently?</li> </ul> <p>Now she needs a way to carry her lunch to and from school.</p> <p>4, Evaluate</p> <ul style="list-style-type: none"> <li>• What kinds of lunch container are there?</li> <li>• Evaluate range of bags/boxes</li> </ul>	<p>1, Evaluate</p> <ul style="list-style-type: none"> <li>• What kinds of moving pictures are there? Pop up. Levers Sliders? Are they sturdy? Easily Broken?</li> <li>• Identify techniques</li> </ul> <p>2. Technical Workshops</p> <ul style="list-style-type: none"> <li>• Sliders</li> <li>• Levers (1, 2 and 3)</li> </ul> <p>3, Design</p> <ul style="list-style-type: none"> <li>• Design Criteria – Design a picture with moving parts to illustrate narrative unit in English, at least two moving parts, durable and strengthened.</li> <li>• Ideas,</li> <li>• Draw and label design</li> <li>• Refine</li> <li>• Plan the process/instructions</li> <li>• What technical knowledge needed?</li> </ul> <p>3, Make</p> <ul style="list-style-type: none"> <li>• Select ingredients, equipment</li> <li>• Make product</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Does it fit design criteria?</li> <li>• Does it move smoothly?</li> <li>• What could you have done differently?</li> </ul>

		<p>5, Design</p> <ul style="list-style-type: none"> <li>• Design Criteria – reuseable or fully biodegradable not plastic, hygienic, seals so no smells, not easily squashable</li> <li>• Ideas</li> <li>• Draw and label design</li> <li>• Refine</li> <li>• Plan the process/instructions</li> <li>• Any technical knowledge needed?</li> </ul> <p>6, Make</p> <ul style="list-style-type: none"> <li>• Select materials, equipment</li> <li>• Make product</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• Does it fit design criteria?</li> <li>• What could you have done differently?</li> </ul>	
<b>Design</b>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing,</li> </ul>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>
<b>Make</b>		<ul style="list-style-type: none"> <li>• <b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, according to their characteristics</li> </ul>

<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evaluate</b> explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evaluate</b> explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> </ul>
<b>Technical knowledge</b>		<ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders,], in their products</li> </ul>
<b>Vocabulary</b>		design purposeful, functional, appealing products design criteria generate, develop, model and communicate drawing, templates, mock-ups tools equipment cutting, shaping, joining and finishing materials and components, construction materials, evaluate a range of existing products structures, stronger, stiffer and more stable,	design purposeful, functional, appealing products design criteria generate, develop, model and communicate drawing, templates, mock-ups tools equipment cutting, shaping, joining and finishing materials and components, construction materials, evaluate a range of existing products structures, stronger, stiffer and more
<b>Key assessments</b>	Can I discuss my design? Can I identify and use equipment safely? Can I discuss what went well and what needs improving?	Can I discuss my design? Can I identify and use equipment safely? Can I discuss what went well and what needs improving?	Can I discuss my design? Can I identify and use equipment safely? Can I discuss what went well and what needs improving?



	<b>Christmas Decorations Peppermint Creams</b>	<b>Planting for Bees</b>	<b>Food Waste Challenge STEM LEARNING  Design Make and Evaluate - Wheels and Axles</b>
<b>Key Text</b>		<b>Omar and the Bees</b>	
<b>Prior Knowledge</b>	See Year 1		
<b>Key Focus/Steps to Success</b>	<p>Christmas decorations</p> <ol style="list-style-type: none"> <li>1. Evaluate</li> <li>2. Design <ul style="list-style-type: none"> <li>• Design Criteria – Design an d make a felt decoration</li> <li>• Ideas</li> <li>• Draw and label design</li> </ul> </li> <li>3.Workshop – <ul style="list-style-type: none"> <li>• Measuring,</li> <li>• Running stitch</li> </ul> </li> <li>4,,Make <ul style="list-style-type: none"> <li>• Select materials, equipment and embellishments</li> <li>• Make product</li> </ul> </li> <li>5. Evaluate <ul style="list-style-type: none"> <li>• Does it fit design criteria?</li> <li>• What could you have done differently?</li> </ul> </li> </ol> <p>Peppermint Creams (One session Christmas Fayre) Techniques</p> <ul style="list-style-type: none"> <li>• Weigh</li> <li>• Mix</li> <li>• Roll</li> <li>• Cut</li> <li>• Melt</li> <li>• Dip</li> </ul>	<ol style="list-style-type: none"> <li>1. Evaluate <ul style="list-style-type: none"> <li>• What kinds of planters are there?</li> <li>• What space do we have?</li> <li>• Evaluate range of popular planters living wall, raised beds, containers?</li> </ul> </li> <li>2.Plants for Bees <ul style="list-style-type: none"> <li>• Where should it be sited?</li> </ul> </li> <li>2, Design <ul style="list-style-type: none"> <li>• Design Criteria – Design an area to be planted for bees within the school grounds.</li> <li>• Ideas</li> <li>• Draw and label design</li> <li>• Refine</li> <li>• Plan the process/instructions</li> <li>• Any technical knowledge needed?</li> </ul> </li> <li>3, Make <ul style="list-style-type: none"> <li>• Select materials, equipment and plants</li> <li>• Make product</li> </ul> </li> <li>4,Evaluate <ul style="list-style-type: none"> <li>• Does it fit design criteria?</li> <li>• Does it attract bees?</li> <li>• What could you have done differently?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1.Evaluate</li> <li>2. Design <ul style="list-style-type: none"> <li>• Design Criteria – Design an d make a moving vehicle</li> <li>• Ideas</li> <li>• Draw and label design</li> </ul> </li> <li>3.Workshop – make axles, strengthen <ul style="list-style-type: none"> <li>• Plan the process/instructions</li> <li>• Any technical knowledge needed?</li> </ul> </li> <li>4,,Make <ul style="list-style-type: none"> <li>• Select materials, equipment and plants</li> <li>• Make product</li> </ul> </li> <li>5. Evaluate <ul style="list-style-type: none"> <li>• Does it fit design criteria?</li> <li>• Does it attract bees?</li> <li>• What could you have done differently?</li> </ul> </li> </ol>

<b>Design</b>		<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>
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<b>Technical Knowledge</b>		<ul style="list-style-type: none"> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<b>Vocabulary</b>	ingredients, equipment	design purposeful, functional, appealing products design criteria generate, develop, model and communicate drawing, templates, mock-ups tools equipment cutting, shaping, joining and finishing materials and components, construction materials, evaluate a range of	structures, stronger, stiffer and more stable mechanisms levers, sliders, wheels and axles products

		existing products structures, stronger, stiffer and more stable mechanisms levers, sliders,	
<b>Key Assessments</b>	Can I discuss my design? Can I identify and use equipment safely? Can I discuss what went well and what needs improving?	Can I discuss my design? Can I identify and use equipment safely? Can I discuss what went well and what needs improving?	Can I discuss my design? Can I identify and use equipment safely? Can I discuss what went well and what needs improving?