

# Teaching Sequence

## Term 3– Healthy Sandwiches

### Evaluate – What kinds of sandwiches are there?

- What kinds of sandwich are there?
- Evaluate range of popular sandwiches
- Data collection across school
- Most/Least popular

### Design– design a healthy sandwich for Miss Baddeley

- Design Criteria
- Ideas
- Draw and label design
- Refine
- Plan the process/instructions
- Any technical knowledge needed?

### Make and Evaluate

- Select ingredients, equipment
  - Prepare, Cut, Spread ingredients
- #### Evaluate
- Does it fit design criteria?
  - Does it taste good?
  - Is it easy to eat?
  - What could you have done differently?

### Design– design a carrier for the sandwich

- Design Criteria
- Ideas
- Draw and label design & refine
- Plan the process/instructions
- Any technical knowledge needed

### Make

- Select material, tools and equipment
- Measure and cut accurately
- Join safely and securely

### Evaluate

- Does it fit design criteria?
- Does it protect the sandwich?
- What could you have done differently

# Teaching Sequence

## Term 3– Planting for Bees

### Evaluate – What kinds of planters are there?

- 1. Evaluate
- What kinds of planters are there?
- What space do we have?
- Evaluate range of popular planters living wall, raised beds, containers?

### Research – Plants for Bees

- What plants are best for Bees and other pollinators?
- Where should it be sited?
- What soil?

### Design

- Design Criteria – Design a planter for bees
- Ideas
- Draw and label design Refine
- Plan the process/instructions
- Any technical knowledge needed?

### Technical Knowledge

- Joining materials
- Drilling holes

### Make

- Select material, tools and equipment
- Measure and cut accurately
- Join safely and securely

### Evaluate

- Does it fit design criteria?
- What could you have done differently

# Teaching Sequence

## Term 4- Plants part 1

### What do we already know?

Flashback Friday - Prior knowledge , key questions, Key Scientific vocabulary. Assessment opportunity.

### Working Scientifically – Observing

Go outside and explore different plants.

Do they know names?

Can they describe the plants using their senses?

Can they ask key questions?

### Parts of a plant

What do children know?

Can they name them?

Can they describe them?

Can they draw them?

### Parts of a tree

What do children know?

Can they name them?

Can they describe them?

Can they draw them?

### Exploring/ Investigating

Investigate how solid materials can be changed by stretching, twisting, bending and squashing. Predict and conclude.

### What do we know now – how can we use it? The purpose

What is the same? different? How could they be sorted/ grouped?

The explain it - Scientific diagrams and explanations. Explain the purpose of materials and why. Quiz opportunities.