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Overview of progression in Year 4

Designing

Throughout units of work in Year 4 children:

- investigate similar products to get ideas, list key features and understand how they work
- describe the purpose of their products
- explain how parts and whole of products work and how they will be made
- research information about the needs and wants of users
- develop design criteria to inform ideas
- use prototypes and pattern pieces
- make design decisions taking account of the availability of resources.

Making and technical knowledge: Cooking and nutrition

By designing and making a yoghurt using Ancient Greek ingredients and through pizza art, children:

- select suitable tools and equipment and materials and components and explain choice
- list the order of the main stages of making and produce lists of required tools, equipment and materials
- know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source
- know how food is processed into ingredients that can be eaten or used in cooking
- know how to use a range of techniques such as peeling, chopping, slicing, grating and mixing
- assemble and measure ingredients accurately to make recipes
- understand that recipes can be adapted to change appearance, taste, texture and aroma
- use technical vocabulary correctly and with increasing regularity to describe taste, smell, texture and feel of food
- understand that ingredients can be fresh, pre-cooked and processed and that a recipe can be adapted by adding or substituting ingredients.

Making and technical knowledge: Textiles

By designing and making a Roman-style drawstring purse, children:

- select suitable tools and equipment and materials and components
- explain choice of tools and equipment depending on skills and techniques to be used
- measure, mark out, cut and shape textile materials with increasing accuracy
- assemble, join and combine textile materials with increasing accuracy
- apply a range of finishing techniques, with increasing accuracy
- understand that materials can be combined and mixed to create more useful characteristics
- use technical vocabulary correctly and with increasing regularity to describe sewing techniques and fabrics
- know that a single fabric shape can be used to make a 3D textiles product.

Year 4 Complete 'Overview of progression' is provided on the CD-ROM, including 'Making and technical knowledge: Construction', 'Making and technical knowledge: Sheet materials' and 'Evaluating' objectives.

Year 4 Medium-term planning: 1A Ancient times: Greek yoghurt

Design brief: To design and make a yoghurt using traditional ancient Greek ingredients.

| P | Learning objectives | Creative, technical and practical activities |
|-------------------|--|---|
| Designing | <ul style="list-style-type: none"> • To investigate similar products to get ideas and to use as a starting point for an original design. • To investigate similar products and list their key features. • To plan a sequence of actions to make a product. • To know that dairy produce comes from animal milk. • To know that food is processed into ingredients for cooking. • To analyse and state a preference about the taste, smell, texture and the look of food. | <p>Evaluating existing products (EEP): Yogurt Discussion: <i>Where does yoghurt come from? How is it made? Who has eaten yoghurt before? What kind is your favourite?</i></p> <p>Children should be able to identify which part of 'The eatwell plate' yoghurt belongs to.</p> <p>Conduct a 'yoghurt tasting' session by blind-tasting five different strawberry yoghurts, giving each a mark out of ten. Investigate whether the most expensive yoghurt is in fact always the tastiest. They record their findings on the 'Cooking: evaluation sheet'. Investigate types of food from ancient Greece which would be suitable to use in yoghurt, using an internet search. Children should have the opportunity to taste some traditional ingredients such as, honey, figs, grapes, pomegranates and pine nuts.</p> <p>Discuss food packaging and ask: <i>What information is contained on yoghurt packaging and is it common to all food packaging?</i></p> <p>Designing As a class, children decide on a list of food eaten in ancient Greece that would be suitable to use in a yoghurt.</p> |
| Making | <ul style="list-style-type: none"> • To create plans that can be used by someone else to make the product. • To write a recipe. • To know that a recipe can be adapted to change the taste, appearance and smell. • To prepare ingredients by cutting and shaping using appropriate tools. • To work safely and hygienically. • To prepare and cook food using a heat source. | <p>Focused practical task (FPT): Making yogurt from milk using live yogurt</p> <p>Demonstrate how to make yoghurt using milk and fresh, live, yoghurt (see background notes), explaining how yoghurt is formed by bacteria fermenting the milk.</p> <p>Children repeat the task experimenting with different types of milk, to see whether different types of milk affect the taste and texture. They try:</p> <ul style="list-style-type: none"> • full fat cow's milk • skimmed milk • semi-skimmed milk • soya or almond milk • goat's milk • flavoured milk (strawberry, banana). <p>They carry out a yoghurt 'tasting session' to gather results of the experiment.</p> <p>Children design and make their own Greek yoghurt, making decisions about:</p> <ul style="list-style-type: none"> • type of milk they will use • ingredients that they will add to the yoghurt • any ingredient preparation needed, for example, finely chopping, making a puree, etc. <p>They make their yoghurt and then write a recipe using ICT, giving ingredients and exact instructions on how to make an ancient Greek yoghurt.</p> <p>Children design a label for their ancient Greek yoghurt by combining pictures and text, including a list of ingredients. If using desktop publishing software, the design can be printed on to a sticky label and stuck to a plain yoghurt pot to create a 'mock up' yoghurt pot.</p> |
| Evaluating | <ul style="list-style-type: none"> • To express a preference about the likes and dislikes of their finished product and of similar products produced in the class. | <p>Evaluating their own ideas and products</p> <ul style="list-style-type: none"> • Children evaluate each other's yoghurt recipes in a 'blind taste test'. • They give each yoghurt marks 'out of ten' and the most popular is declared the winner. • Children should also have the opportunity to evaluate the yoghurt pot design. |

Notes:
 Check food allergy requirements of all children before undertaking the testing and tasting of yoghurts.

Year 4 Medium-term planning: 1B Ancient times: Roman purse

Design brief: To design and make a 'Roman-style' drawstring money purse.

| P | Learning objectives | Creative, technical and practical activities |
|---|---|---|
| Designing | <ul style="list-style-type: none"> To investigate similar products to get ideas and to use as a starting point for an original design. To draw, photograph and label products to show an understanding of how they are made or how they work. To use technical vocabulary when designing and planning to make a product. | <p>Evaluating existing products (EEP): Wallets and purses Provide a range of different wallets and purses for children to examine and which they then express a preference, and reasons for their choices. Children choose one wallet/purse to examine more closely. They draw a detailed labelled diagram of the purse, including notes on the types of materials used, types of fastenings and the decoration that has been applied.</p> <p>Focused practical task (FPT) Following clear instructions, children make their own Roman 'bulla' purse from circular cloth and using a running stitch to create the drawstring. Encourage children to discuss the differences between this design and the modern purses they have been evaluating. Give children the opportunity to study a range of images of Roman purses to note the style. There could be an option to design and make a more elaborate version of the 'bulla' or to design a drawstring purse; this involves cutting and stitching together pieces of felt. Whichever option is chosen, show children how to create a stitched hem in which the drawstring is enclosed – an improvement on the bulla design.</p> <p>Focused practical task (FPT): Creating a hem in the material for the drawstring Show children how to make a hem in some material. Children draw their design, including labels, notes and in particular, how they will decorate their purse using stitching in a 'Roman' style. They also list the stages in which they will make their design.</p> |
| Making | <ul style="list-style-type: none"> To join fabrics together using a range of different sewing techniques. To use a range of fastenings. To cut a range of fabrics accurately using a pattern. To apply a range of decorative techniques to different fabric materials. | <p>Using the 'My design sheet' as a guide, children should first practise their decorative stitching techniques on a felt sample. This sampler is then attached to their design sheet for later reference.</p> <p>Children work through the stages on their design sheet to make their purse.</p> |
| Evaluating | <ul style="list-style-type: none"> To express a preference about the likes and dislikes of their finished product. To consider and list ways in which their design or product could be improved. To list the ways in which the finished product meets the design criteria. | <p>Evaluating their own ideas and products Children write a report about their Roman-style purses. In writing their report they evaluate their finished product answering questions, such as:</p> <ul style="list-style-type: none"> What were the design criteria for the purse? Who was the purse designed for? How successful is the purse in keeping money secured, and how do you know? How did using images of Roman purses help in your design? Which features of your decoration are Roman in style? How happy are you with your finished product? How could you improve your design work next time? How has the design of purses changed since Roman times? |
| <p>Notes: As an extension to this activity, children could design and make some amulets or lucky charms from clay that are sprayed gold or silver and are displayed alongside their finished products.</p> | | |
| <p>Cross-curricular links: Art and design activities, depending on school plan.</p> | | |