Year 6: Autumn

Textiles: Waistcoats

Enquiry Question	How can we design and make a waistcoat linked to a set of design criteria and using a variety of sewing stitches?	
	Required Prior Knowledge	**Knowledge to be taught**
Substantive Knowledge	• A blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. • It is easier to finish simpler designs to a high standard. • Soft toys are often made by creating appendages separately and then attaching them to the main body. • Know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely. (Textiles Y5)	• It is important to design clothing with the client/target customer in mind. • A template or clothing pattern helps to accurately mark out a design on fabric. • It is important to have consistently sized stitches.
Disciplinary Knowledge		
Design	• Design a waistcoat in accordance to a specification linked to set of design • criteria. • Annotate designs, to explain their decisions.	
Make	• Use a template when cutting fabric to ensure they achieve the correct shape. • Use pins effectively to secure a template to fabric without creases or bulges. • Mark and cut fabric accurately, in accordance with their design. • Sew a strong running stitch, making small, neat stitches and following the edge. • Tie strong knots. • Decorate a waistcoat, attaching features (such as appliqué) using thread. • Finish the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sew accurately with evenly spaced, neat stitches.	
Evaluate	• Reflecting on their work continually throughout the design, make and evaluate process.	
Vocabulary	annotate, decorate, design criteria, fabric, target customer, waistcoat, waterproof	

Teaching Sequence	• *Explore examples* • *Make connections to previous learning* • *Make closer observations through sketching*	• *Model key techniques for children to try* • *Practise techniques/make a prototype*	• *Design own project*	• *Apply skills and knowledge learned to own project*	***ASSESSMENT*** *Evaluate own work*
Learning Questions	**What is a fashion designer?**	**How are waistcoats the same and how are they different from each other?**	**Can I design a waistcoat from a set of design criteria?**	**Can I create a waistcoat from my own design?**	**Can I evaluate the waistcoat that I designed and made against a set of design criteria?**
Mastery Keys	➢ Can design and make a waistcoat that meets the design criteria and has a range of evenly spaced sewing stitches.				

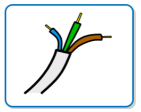
Year 6: Spring

Food: Come Dine with Me

Enquiry Question	How can we follow and adapt a recipe to create a meal?	
	Required Prior Knowledge	**Knowledge to be taught**
Substantive Knowledge	• Diet means the food and drink that a person or animal usually eats. • What makes a balanced diet • The five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads. • We should eat a range of different foods from each food group, and roughly how much of each food group. • Ingredients means the items in a mixture or recipe (Y2 Food) • The amount of an ingredient in a recipe is known as the 'quantity'. • Why safety and hygiene are important when cooking. • How to sieve, measure, mix/stir, cut out and shape. • Why budgeting is important while planning ingredients for a recipe. • Products often have a target audience. (Y4 Food)	• Flavour is how a food or drink tastes. • Many countries have 'national dishes' which are recipes associated with that country. • 'Processed food' means food that has been put through multiple changes in a factory. • It is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • Every food has its own individual journey to the supermarket - from farm to fork.
Disciplinary Knowledge		
Design	• Write a recipe, explaining the key steps, method and ingredients. • Include facts and drawings from research undertaken.	
Make	• Follow a recipe, including using the correct quantities of each ingredient. • Adapt a recipe based on research. • Work to a given timescale. • Work safely and hygienically with independence.	
Evaluate	• Evaluate a recipe, considering: taste, smell, texture and origin of the food group. • Taste test and score final products. • Suggest and write up points of improvements in productions. • Evaluate health and safety in production to minimise cross contamination.	
Vocabulary	**balance, bitter, bridge method, complement, cookbook, cross-contamination, enhance, equipment, farm to**	

	fork, flavours, ingredients, method, research, pairing, recipe, preparation, salty, sour, storyboard, sweet,				
Teaching Sequence	• *Explore examples* • *Make connections to previous learning* • *Make closer observations through sketching*	• *Model key techniques for children to try* • *Practise techniques/make a prototype*	• *Design own project*	• *Apply skills and knowledge learned to own project*	***ASSESSMENT*** *Evaluate own work*
Learning Questions	**What are complementary flavours?**	**Where can I find recipes?**	**Can I design a three-course meal?**	**Can I prepare and create my own three-course meal?**	**Can I evaluate a recipe, considering: taste, smell, texture and origin of the food group?**
Mastery Keys	➢ Can research a recipe from books or the Internet to adapt and follow a suitable recipe for a meal.				

Year 6: Summer Electrical Systems: Steady Hand Game



Enquiry Question	How can we create a game using an electrical circuit and a buzzer?	
	Required Prior Knowledge	**Knowledge to be taught**
Substantive Knowledge	• Know that exploded diagrams are used to show how different parts of a product fit together. (Y3) • Electrical conductors are materials which electricity can pass through. • Electrical insulators are materials which electricity cannot pass through. • A battery contains stored electricity that can be used to power products. • An electrical circuit must be complete for electricity to flow. • A switch can be used to complete and break an electrical circuit. (Y4 Electrical Systems)	• 'Form' means the shape and appearance of an object. • How form and function are different. • 'Fit for purpose' means that a product works how it should and is easy to use. • 'Form over purpose' means that a product looks good but does not work very well. • 'Form follows function' is important when designing: the product must be designed primarily with the function in mind. • There are different diagram perspectives: 'top view', ' side view', and 'back'. • Batteries contain acid which can be dangerous if they leak. • The names of components in a basic series circuit including a buzzer.
Disciplinary Knowledge		
Design	• Design a steady hand game, identifying and naming the components required. • Draw a design from three different perspectives. • Generate ideas through sketching and discussion. • Model ideas through prototypes. • Understand the purpose of products (toys) including what is meant by 'for for purpose' and 'form over function'.	
Make	• Construct a stable base for a game. • Accurately cut, fold and assemble a net. • Decorate the base of the game to a high-quality finish. • Make and test a circuit. • Incorporate a circuit into a base.	
Evaluate	• Test their own and others' finished games, identifying what went well and making suggestions for improvement. • Gather images and information about existing children's toys. • Analyse a selection of existing children's toys.	
Vocabulary	**assemble, battery, battery pack, benefit, bulb, bulb holder, buzzer, circuit, circuit symbol, component,**	

	conductor, copper, design, design criteria, evaluation, fine motor skills, fit for purpose, form, function, gross motor skills, insulator, LED, user				
Teaching Sequence	• *Explore examples* • *Make connections to previous learning* • *Make closer observations through sketching*	• *Model key techniques for children to try* • *Practise techniques/make a prototype*	• *Design own project*	• *Apply skills and knowledge learned to own project*	***ASSESSMENT*** *Evaluate own work*
Learning Questions	**What are the components of an electrical system?**	**What is form and function?**	**Can I design my own steady hand game?**	**Can I create my own steady hand game from my own design?**	**Can I evaluate my own finished game, identify what went well and make suggestions for improvement?**
Mastery Keys	➢ Can create a functioning game with a buzzer and a high quality finish.				