

Year 4 Scheme of Work – Design Technology

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: N/A				Next learning: Y6 - Write a design criteria according to a given brief; follow a design to create a buggy; measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment; create the chassis and frame; use circuits and programming to steer buggy; evaluate their product according to design criteria; consider the views of others and think of ways to improve their work.			
4.4 Battery Operated Lights	6-8	<ul style="list-style-type: none"> - Discuss how key events and individuals in design and technology have helped shape the world. - Make and represent different types of circuits. Make and use switches. - Develop design criteria. Develop and communicate a design for my light. - Select materials and components to make my light. Create a well finished product. - Complete a detailed evaluation of my finished product. 	<ul style="list-style-type: none"> - Name some key events and individuals that have helped shape the world of lighting. - Explore and make a series and parallel circuit, diagnosing faults when necessary, and follow instructions to make a selection of different switches. - Draw a design which uses annotations to add some detail. - Develop design criteria to inform the design of innovative products considering the purpose and target group/individual. - Make a well finished product considering the aesthetic and functional qualities. - Use design criteria to help develop their own questions and use the answers to help guide the evaluation process. 	<ul style="list-style-type: none"> - Modelling - Practical activities - Step-by-step guide 	<p>Continuous throughout.</p> <p>Final product</p>	<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and use electrical systems in their products (for example, series circuits, incorporating switches, and bulbs).</p> <p>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.</p> <p>Generate, develop, model and communicate their ideas through annotated sketches and cross sectional.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate their ideas and products against design criteria and consider the views of others to improve their work.</p>	Science – circuits, light
Previous learning: Y1 - Consider healthy eating, complete a balanced plate; explore pizza bases; explore bread-based products and decide which would make a good pizza base; explore and discuss a variety of pizza toppings; sort pizza toppings into groups; design a healthy and balanced pizza, following criteria; make pizza following designs, being sure to work safely and hygienically; evaluate pizzas.				Next learning: Y6 – Eating different ingredients helps to give us a healthy and varied diet; nutritional similarities between different types of food eaten around the world; accurately follow a recipe; use a wide variety of basic food skills such as baking, which enable them to prepare some more complex savoury dishes.			
4.5 American Food	6-8	<ul style="list-style-type: none"> - Discuss the diversity of foods grown in America’s diverse climates and develop cooking skills while following a recipe for a traditional American food: chocolate chip cookie. - Discuss some ways in which indigenous Americans grew, caught, 	<ul style="list-style-type: none"> - Name some popular food associated with USA. - Describe how America’s diverse climate affects the food that are grown in America. - Cook a traditional American food working safely and hygienically. 	<ul style="list-style-type: none"> - Modelling - Practical activities - Step-by-step guide 	<p>Continuous throughout.</p> <p>Final product</p>	<p>Understand and know where and how a variety of ingredients are grown.</p> <p>Understand and apply the principles of a healthy and varied diet.</p>	<p>Geography – America</p> <p>History – slavery</p>

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		<p>gathered, prepared, and cooked, food. Follow a recipe for aubergine jerky.</p> <p>Discuss important, traditional staple foods in America, and how the slave trade influenced American cuisine.</p> <ul style="list-style-type: none"> - Discuss the cultural significance of chillies in Mexican cooking, and about how American food is heavily influenced by food from other cultures. Cook a Mexican dish: Fajita. - Discuss why certain foods are unhealthy if eaten regularly and recognise the value of eating food together. Make no-churn ice-cream. 	<ul style="list-style-type: none"> - Discover how indigenous Americans grew, caught, gathered, prepared and cooked food. - Describe where 'soul food' originated from. - Name some staple foods. - Bake a staple food: cornbread. - Describe common ingredients and features of Mexican food. - Cook a Mexican dish: fajita. - Examine the history of fast food in America. - Make no-churn ice-cream. 			<p>Prepare and cook a variety dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown. Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p>	<p>PSCHE – healthy living</p>
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