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| **TO MASTER PRACTICAL SKILLS** | | **TO DESIGN, MAKE, EVALUATE AND IMPROVE** | **TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY** | |
| **Class: 4B SUMMER** | | | **Title: ELECTRICALS AND ELECTRONICS** | |
| **Topic summary:** Design and create a paper circuit greetings card with one illumination – series circuit. Rethink and break design to include more than one illumination – parallel circuit. | | | | |
| **DT Objectives** | | | **Unit of work end points** | |
| **Create series and parallel circuits.**  **Make products by working efficiently (such as by carefully selecting materials).**  **Refine work and techniques as work progresses, continually evaluating the product design.**  **Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.**  **Improve upon existing designs, giving reasons for choices.** | | | * What does conductive mean? * What is copper tape? * List some advantages of using copper tape in projects. * What is an LED? * Describe how an LED should be connected to a cell. * What is an exploded diagram? * Draw annotated diagrams to show the correct way to connect an LED to a cell. * • Draw exploded diagrams that show how switches can be made with copper tape. | |
| **Key vocabulary** | | | **Important Dates** | **Questions?** |
| **LED** | Light Emitting Diode – a type of light bulb | |  | **Can you label both visible and non-visible design features of the paper circuit?** |
| **Conductive** | a material that is conductive allows electricity to pass through it | |  | What techniques are appropriate for this task?  Can you identify which martials and components you will need to include? |
| **Adhesive** | able to stick to a surface | |  | Can you detail the product design steps including annotations? |
| **Exploded diagram** | a diagram that is enlarged to show more detail | |  | Can you adapt your design to include more than one LED?  How did you rethink your design? |

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| **Class: 1/2H Summer** | | | **Title: FOOD TECHNOLOGY** | |
| **Make a portable snack for example a sandwich or a wrap including seasonal ingredients. Children practise and develop the following skills: spreading, grating, peeling, fork secure, the bridge hold, folding, stirring, snipping and weighing.** | | | | |
| **DT Objectives** | | | **Unit of work end points** | |
| • Cut, peel or grate ingredients safely and hygienically.  • Measure or weigh using measuring cups or electronic scales.  • Assemble or cook ingredients.  • Design products that have a clear purpose and an intended user.  • Make products, refining the design as work progresses.  • Use software to design  • Explore objects and designs to identify likes and dislikes of the designs.  • Suggest improvements to existing designs.  • Explore how products have been created | | | Label and annotate pictures of the following portable snacks showing their design features:  • a sandwich  • a wrap  • a sausage roll  • a pie  • a samosa.  • Describe the safety features to be taken into account when preparing one of these snacks.  • List the ingredients that one of the snacks is made from.  • Describe how you would transport one of these snacks. | |
| **Key vocabulary** | | | **Important Dates** | **Questions?** |
| **Portable** | Easy to take somewhere else | | The origins of the sandwich dates back to ancient times; however, it was the Earl of Sandwich, John Montagu, who popularized the hand-held food in the late 18th century. | Can you design and make a portable snack of your own choice? |
| **Inspiration** | Where you got your ideas from | | But the wrap was reportedly didn't come around until 1982, when it was invented by **Bobby Valentine**. |  |
| **Purpose** | The reason for which something is made | |  |  |
| **User** | the person for whom the product is designed | |  |  |
| **Automatically** | An automatic action is one you do without thinking about it | |  |  |
| **Fluency** | If you are fluent in something you do it effortlessly | |  |  |
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