



# Design and Technology – Year 4 – Medium Term Plan

## Autumn Term, Cooking and nutrition: Adapting a recipe



Where before:					
Where next:	Structures: Helmets				
Outcome	Key Skills	Key Facts	Key Vocabulary	Learning Objectives	Educational visits/ Visitors
	<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>- Designing a biscuit within a given budget.</li> <li>- Conducting market research.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>- Following a baking recipe.</li> <li>- Understanding safety and hygiene rules.</li> <li>- Adapting a recipe.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>- Evaluating an adapted recipe.</li> <li>- Evaluating and comparing a range of products.</li> <li>- Suggesting modifications.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that the amount of an ingredient in a recipe is known as the 'quantity.'</li> <li>- To know that safety and hygiene are important when cooking.</li> <li>- To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping</li> <li>- To know the importance of budgeting while planning ingredients for a recipe.</li> <li>- To know that products often have a target audience.</li> </ul>	adapt addition appearance budget buttery combine comment compare construct cream crunchy cuboid cut design evaluate fold hygiene ingredients layout market research modify multiplication opinion pounds sieve sift target audience taste texture unique	<p>To evaluate existing biscuit products</p> <p>To prepare and cook a dish</p> <p>To select ingredients and follow a budget</p> <p>To take inspiration from existing products</p> <p>To make and test a prototype biscuit</p> <p>To evaluate a final product</p>	



# Design and Technology – Year 4 – Medium Term Plan

## Spring Term, Structures: Helmets



Where before:	Cooking and nutrition: Adapting a recipe				
Where next:					
Outcome	Key Skills	Key Facts	Key Vocabulary	Learning Objectives	Educational visits/ Visitors
	<p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>- Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences.</li> <li>- Noticing simple problems or needs in everyday life.</li> <li>- Developing drawing and sketching skills with a focus on clarity and simplicity.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>- Selecting materials, components or ingredients based on their form as well as their functional properties.</li> <li>- Choosing shapes to suit the function of a product.</li> <li>- Explaining choices with regard to function and form.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>- Evaluating designs by comparing them against design criteria.</li> <li>- Considering feedback from peers to suggest improvements.</li> <li>- Evaluating how effective the chosen materials were in fulfilling the design brief.</li> </ul>	<ul style="list-style-type: none"> <li>- Strengthening structures by layering materials (lamination).</li> <li>- Strengthening structures by ribbing.</li> <li>- To know how some different structures are built.</li> <li>- To know that structures can be strengthened by manipulating materials and shapes.</li> <li>- To know a shell structure is a hollow shape with a thin outer layer.</li> <li>- Strengthening structures by layering materials (lamination).</li> </ul>	<p>analyse effective iteration reflect strengthen</p>	<p>To explore shell structures and design my own</p> <p>To make the shell of a helmet</p> <p>To assess how a helmet structure needs to be strengthened</p> <p>To strengthen the helmet shell structure</p> <p>To evaluate the effectiveness of strengthening the helmet.</p>	