

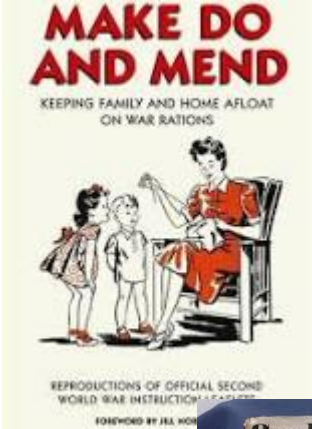
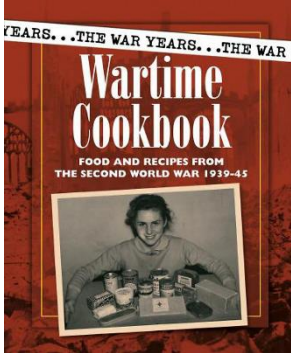
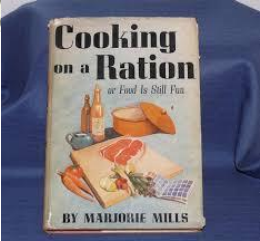


Curriculum Coherence – Year 4 Art and DT

Spring Textiles – Make Do and Mend, Food Technology - Ration Recipes

Values: Respect, understanding

Prior learning/starting point: Chn would understand basic food hygiene, food preparation and understand how to read a recipe. They would have learnt running, back and over stitch.

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>Pupils understand how food was different in WW2, rations, grown at home. To understand that shopping was different to modern day. To appreciate how life was challenging for those living during WW2. To appreciate how toys were different to modern toys. Chn know that people made their own toys as they weren't readily available.</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> • Chn to research WW2 rationed food recipes. • Chn undertake basic food hygiene practice. • Chn to try different foods linked to rationed recipes. • Chn to design their own ration recipes. • Chn to make their recipes. • Chn to evaluate their food. <ul style="list-style-type: none"> • Chn to research WW2 toys and appreciate why there was a limitation to the toys available. Discuss how and why it wasn't possible to buy toys. • Chn to design their own WW2 toy. • Chn to revisit running and back stitch. Chn to learn over and blanket stitch. • Chn to make their WW2 toy. • Chn to evaluate their toys and suggest improvements. 	<p>OUTCOMES</p> <p>PUPILS will know</p> <p>How food has changed since WW2 times. How shopping has changed since WW2 times. How toys have changed. People made their own toys as they couldn't buy them. How rationing affected food, diet and lifestyle.</p> <p>will be able to</p> <p>To do basic stiches (e.g. running, back, over, blanket stitch). To sew on a button. Design and make their own toy. Follow and adapt a basic recipe. Chop/prepare/cook a food.</p> <p>will understand</p> <p>The main differences/similarities between life in WW2 and present day. How important it is to maintain good food hygiene.</p>
<p>VOCABULARY</p> <p>Ration, recipe, grown from home, ingredients, instructions, different terminology regarding cooking techniques e.g. chop, dice, slice.</p>	<p>READING OPPORTUNITIES</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="text-align: center; margin-top: 10px;">  </div>	<p>NC CURRICULUM LINKS:</p> <p><i>Food tech:</i></p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p><i>DT:</i></p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • 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 • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world
<p>SKILLS</p> <ul style="list-style-type: none"> • Pupils to use basic food hygiene practice. • Pupils to design and follow a recipe. • Pupils to evaluate their food and compare it to modern day food. • To design and make a toy using fabrics and materials. • To complete basic stitches (e.g. running, back, over, blanket stitch). • To sew on a button. 	<p>CHALLENGE: To change ingredients in recipe or add additional steps. To use applique technique to sew two pieces of fabric together.</p> <p>SUPPORT: Support with threading the needle. Use a larger eyed needle. Support with reading correct measurements of ingredients and support with reading of recipe.</p> <p>ASSESSMENT OPPORTUNITIES (AfL) Are pupils able to complete work safely? Are pupils able to skillfully make a dish? Are pupils able to design and make a product suitable to the brief?</p>	<p>NEXT STEPS IN LEARNING Chn to design and prepare a meal. To continue to practice different sewing skills. To start and finish a stitch appropriately. To sew additional pieces of fabric together (e.g. make a pocket). To begin embroidery.</p>
<p>LINKS History – WW2 Science/Maths – Measuring and following instructions English – Writing recipes/instructional texts Art – linked to propaganda posters. Maths – Measuring. PSCHE – Healthy eating</p>		
<p>SMSC Spiritual – Explore creativity through product design • Explore emotions through design development • Reflection time to access own ideas • Use imagination in individual work and group work • Appreciation of beauty through discovery of materials and design</p>		

Moral – Encourage respect for others and their work • Work cooperatively • Encourage respect in classroom environment • Encourage respect for equipment • Promote trust • Encourage sustainability through recycling and Upcycling

Social – Promote a sense of community • Encourage independence and self-respect • Celebrate success with displays and exhibitions • Encourage group/class discussion • Promote group work and accept roles within a group

Cultural - Appreciate how culture influences design • Explore a range of materials and equipment used by different cultures • Gain inspiration through visiting exhibitions • Respect diversity of cultural values and beliefs