





Enquiry Question	What makes the most nutritional pizza?	Focus:	Cooking and Nutrition
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**Be Brilliant**  **CULTURAL DIVERSITY**  
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Sequence of lessons	Outcome - from overview	Skills used (NC)
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1	<p><u><i>As designers, we are learning to evaluate different types of pizza.</i></u>                  Hook - Visit to Italian restaurant Evaluate different types of pizza. Agree appropriate criteria to assess pizza against. Bases (deep crust, thin crust, pitta bread, naan, gluten free etc) Toppings: vegetarian /meat / fish</p>	Knowledge harvest: What do we know about pizza? Evaluate different types of pizza against an agreed criteria.	Understand and apply the principles of a healthy and varied diet
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2	<p><u><i>As designers, we are learning to investigate and evaluate different methods of making pizza bases.</i></u></p>	Investigate methods to make pizza bases for a Margherita pizza. Agree criteria to assess bases against? For example, texture, speed, flavour.	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
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**Believe**  **POSSIBILITIES**  
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

3	<p><u><i>As designers, we are learning to plan a healthy vegetarian pizza topping.</i></u>                  Revise the Eatwell plate and the importance of eating a balanced diet. Discuss how we can make a pizza even healthier using this guidance. Discuss seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.                  Plan vegetarian pizza toppings to make in following lesson.</p>	Investigate the importance of a healthy diet and using seasonal and locally sourced ingredients. Use findings to plan a healthy vegetarian pizza to make in the next session.	Understand and apply the principles of a healthy and varied diet understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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4	<p><u><i>As designers, we are learning to make a healthy vegetarian pizza.</i></u>                  Revise and demonstrate methods for chopping/ preparing vegetables. (Ensure all staff read and sign cooking risk assessment)                  Children to make vegetarian pizza topping (bases could be muffin/pitta?)</p>	Use seasonal vegetables to make a healthy, vegetarian pizza and evaluate the result.	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
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**Be brave**  **ADVENTURE**  
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

5	<p><u><i>As designers, we are learning to design a pizza.</i></u>                  Referring to specific criteria, children to design pizza considering the base / toppings. Create food nutritional information card / allergy warnings. Consider stall design to make it attractive and appealing.</p>	Design a pizza to sell to the school community. Create a nutrition card, allergy warning and consider how to make the pizza appealing to buyers.	Understand and apply the principles of a healthy and varied diet
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6	<p><u><i>As designers, we are learning to make a pizza from our own design.</i></u></p>	Prepare and cook pizzas from the design and sell to the school community. Evaluate the pizza against the Eatwell Plate criteria.	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
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Composite:  
Lesson 6 - Children make, cook, eat and evaluate their pizza



Enquiry Question	The Sewing Bee Challenge!	Focus:	Textiles- refashioned fashion
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CULTURAL DIVERSITY	Sequence of lessons	Outcome	Skills used (NC)	
<p><b>Be Brilliant</b> Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p> <p><b>POSSIBILITIES</b> Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p><b>Believe</b> Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p><b>ADVENTURE</b> Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	1	<i>As designers, we are researching the design process of making clothes</i>	Children look at fashion websites, catalogue and MYON to research different garments	Use research and develop design criteria to inform the design of functional items
	2	<i>As designers, we are learning how to design / repurpose textiles to create something new</i> Children bring in some old clothing to study	Children discuss why it is good to recycle clothing and watch Sewing Bee extract on transforming an existing garment into another item of clothing for fashion show. Children study their items of clothing and begin to design an idea	Generate, develop, model and communicate their ideas through discussion, annotated sketches, pattern pieces and computer-aided design
	3	<i>As designers, we are learning about sewing techniques and fastenings</i>	Children complete their pattern using paper before looking at different ways to join and shape textiles	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities
	4	<i>As designers, we are learning to make a garment</i>	Children use their sketchbook ideas, old clothing and techniques to start transforming their recycled garment	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities
	5/ 6	<i>As designers, we are learning to complete a garment</i>	Children continue transforming their recycled garment and make evaluations to improve their design. They make adjustments	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Composite  
Lesson 6 – the final garment in a fashion show - choose a backdrop pose - show to be post on FaceBook



## Enquiry Question

How can a cam mechanism make something move up and down?

## Focus:

Mechanisms – Cam automation

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**Be brave**  
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Sequence of lessons	Outcome - from overview	Skills used (NC)
1 <i>As designers, we are learning to research what a cam is.</i>	Knowledge Harvest: What do you already know about cams? Research what a cam is and how it works. Draw an annotated sketch of how a cam works.	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
2 <i>As designers, we are learning evaluate the use of cams in a range of products to create a design criteria.</i> <small>Study web images and animations of automata and moving toys. Which parts turn/move? How are the different parts attached to allow free movement? How are the moving parts guided into place? Look at the moving part-why has the designer chosen this idea? Discuss the importance of the decoration surrounding the mechanism which gives the product its finished quality.</small>	Analyse a range of moving toys and discuss what are the important features and why. Using annotated sketches, create a design criteria for a new toy that uses a cam mechanism.	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 Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
3 <i>As designers, we are learning make a cam mechanism.</i>	Construct a cam using doweling and cardboard. Test out different cams and record the change in movement.	Select from and use a wider range of tools and equipment to perform practical tasks Understand and use mechanical systems in their products
4 <i>As designers, we are learning to design a moving toy that uses a cam mechanism.</i>	Sketch and annotate a design for a toy intended for a particular person. Deciding on all materials and final finishes. Gather materials and start construction.	Understand and use mechanical systems in their products Generate, develop, model and communicate their ideas through discussion, annotated sketches
5 <i>As designers, we are learning to make a moving toy with a cam mechanism.</i>	Use a range of tools and joining techniques to construct a moving toy following the design.	Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities
6 <i>As designers, we are learning to evaluate our moving toy against the design criteria.</i>	Present final toys and evaluate their success against the design criteria.	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Composite: Lesson 6 – children make a toy from scratch and use them in small groups