

Key Vocabulary

Axle: a rod in the middle of a wheel or fixed area

Rotate: to move in a circular motion

Strong: having the power to move heavy weights.

Spin: to turn or whirl round quickly

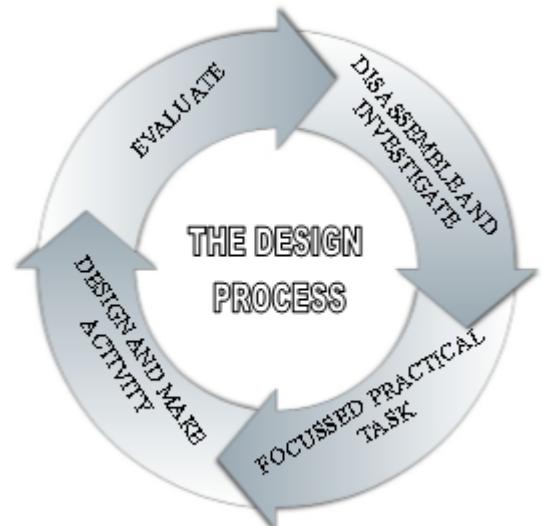
Wheels: a circular object that revolves on an axle and fixed below or to, another object.

Dowelling; cylindrical rods .

Forwards: a direction; to the front.

Backwards: a direction; behind

Template: a shaped piece of a rigid material to use as a pattern for other materials.



Key activities that MUST take place

Stage 1: Disassemble and investigate; Look at different types of moving vehicles, and their axles, that have been made. Children to take apart and investigate how they were built.

Stage 2: FPT: Learn about vehicles: what are they used for? How do they move? How does the axle aid the movement?

Stage 3: DMA: Design a vehicle that will move forwards and backwards. Use a template to add 'sides' to the vehicle.

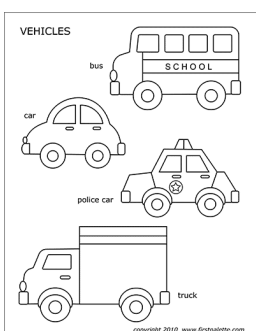
Stage 4: Evaluate.

Key skills:

1. Understand how vehicles move.
2. Understand how axles work.
3. Know the best materials to make a working axle .
4. Join materials together.
5. Make a vehicle with an axle that can move.
6. 6. Use a template to add sides to the vehicle.

Sources of support:

- Powerpoint and teaching notes in resources section
- <https://www.youtube.com/watch?v=FUZtkheTf38> simple moving vehicle clip



Key Vocabulary

Grown: food which has been planted in soil.

Reared; an animal which has been raised for the purpose of being killed to produce food.

Healthy plate: an imaginary plate which shows the correct amount of nutrients needed to be healthy.

Balanced meal: a meal that provides the right amount and type of nutrients.

Tortilla wrap: thin flatbread made from corn or wheat.

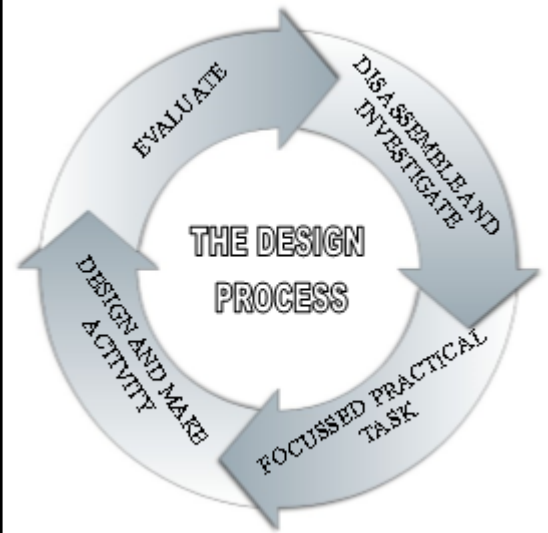
Sour cream; dairy product used to add flavour.

Salsa: spice, tomato sauce.

Spread: extends over an area.

Cutlery knife: an instrument with a blade used for cutting

Fold: bend something over itself so that one part covers another.



Key activities that MUST take place

Stage 1: Disassemble and investigate; Look at a healthy wrap. Investigate how it is made up and what ingredients have been used, and which of those were grown or reared.

Stage 2: FPT: learn the different food groups and healthy plate. Which ingredients could be included in the wrap?

Stage 3: DMA: design a healthy wrap including a balance of ingredients, write out the recipe. Make it and eat it.

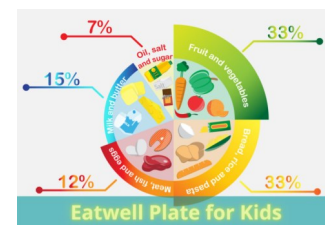
Stage 4: Evaluate.

Key skills:

1. Talk about what they like & dislike in terms of taste, texture, appearance.
2. Understand where food comes from and which were grown or reared.
3. Understand the importance of a balanced diet and how to achieve this..
4. Choose their own ingredients and make a healthy wrap.
5. Spread using a cutlery knife (if children really struggle with this, use the back of a spoon)
5. Write out a recipe. (y2 only)

Sources of support:

- Healthy eating guide in the DT subject folder
- Healthy sandwich guide in the DT subject folder (substitute bread for tortilla wrap)
- https://www.youtube.com/watch?v=pXe_Wt-Qu4E how to make sandwiches and wraps.



Key Vocabulary

Weave; the act of threading fabric / wool in and out or over / under of other wool on a loom.

Mock up: a practice designed to see what a real version would look like.

Loom; the item used to hold the strings in place for weaving.

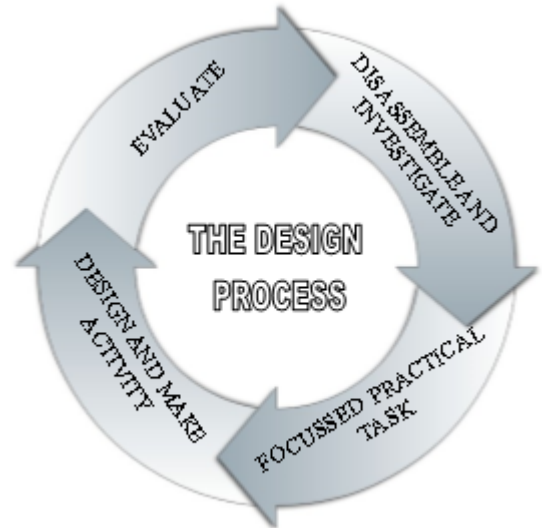
Wool; fabric made from the fleece of a sheep.

Textiles: generic name for fabrics / soft materials.

Fabric; cloth or other material used by knitting or weaving fibres tightly together.

Pattern; a repeated decorative design.

Felt; cloth made by rolling and pressing together wool.



Key activities that MUST take place

Stage 1: FPT: learn to weave on a loom, adding the weft. The warp will already be attached to the loom.

Stage 2: FPT: learn how to cut strips of paper / fabric with scissors to make strips for the loom. Make a mock up.

Stage 3: DMA: children add their chosen materials to the loom in their section.

Stage 4: children make their own item to add to the background (this might be best done with paper weaving).

Key skills:

1. Learn to weave on a large loom, pushing the weft down tight as you go. (talk about it as in & out or under & over.)
2. Learn to use scissors to cut in straight lines to prepare the materials they want to weave with.
3. Work as a team to create a large wall hanging.
4. Make their own small woven piece to add to the background.

Sources of support:

* Introducing the Nuffield Approach Booklet in the DT subject leaders section of the shared area.

