

Key Vocabulary

V-fold: a cut in the shape of a v on the fold in the middle of a piece of card, opens like a mouth or beak.

Box fold: also known as parallel surfaces, made by 2 cuts that go across the fold in the middle of a piece of card. Can vary the size by changing the length of the cuts and distance between them.

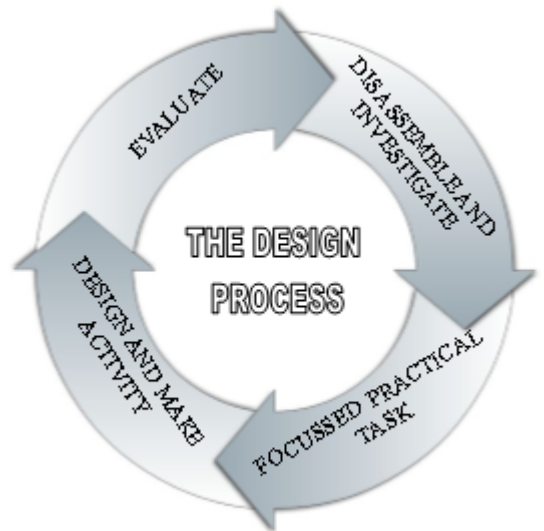
Parallel surfaces: see above.

Spring: makes something 'spring' off a page, make a small concertina from 2 thin strips of card.

Window flap: a flap made in a piece of card, to hide / reveal something underneath, best made with a craft knife. Requires another piece of paper or card to be stuck behind the flap (with a picture on).

Split pin: an item of stationary used to join pieces of paper / card together, still allowing them to turn.

Spinner: made by a small piece of card being attached to the base card by a split pin, the top card is still allowed to turn / spin independently.



Key activities that MUST take place

Stage 1: Investigate the pop up books and cards available in school, they are in one of the DT blue boxes in 3/4 wing. Please don't take them apart!

Stage 2: FPT: learn how to make various pop up mechanisms. Full instructions are in the same blue boxes.

Stage 3: DMA: design a page or two to add into a pop up book based on one of your current topics.

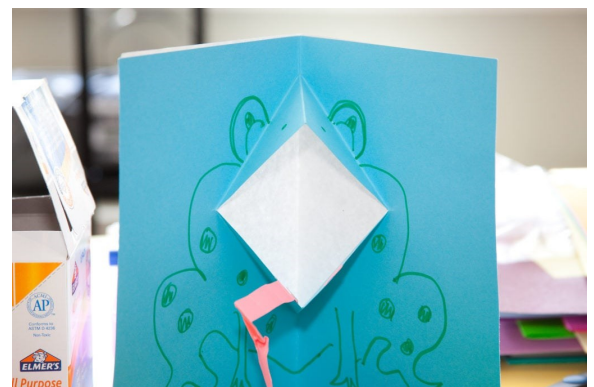
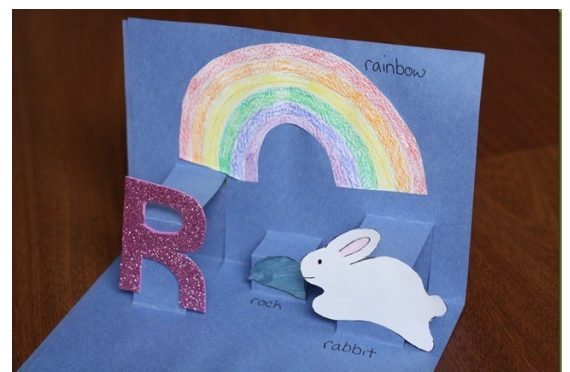
Stage 4: Critique their contribution to the book.

Key skills:

1. Learn the names of the pop up mechanisms.
2. Use a craft knife, green cutting board and metal rule to cut straight lines.
3. Learn at least 3 different pop up mechanisms.
4. Learn to use a hole punch (even if they don't use it in their final design)
5. Plan as a team: their page needs to be different to everyone else's.
6. Learn about key individuals and events in DT have helped shape the world. (This could be LGT)

Sources of support:

- Risk assessments in DT file
- How to use a craft knife guide in DT file



Key Vocabulary

Balloon: a small gas-filled latex bag, used as a child’s toy.

Pneumatic: operated by gas or air used under pressure.

Pivot: the central point on which a mechanism turns or moves.

Inflate: to fill with air or another gas.

Deflate: to remove the air or gas from something.

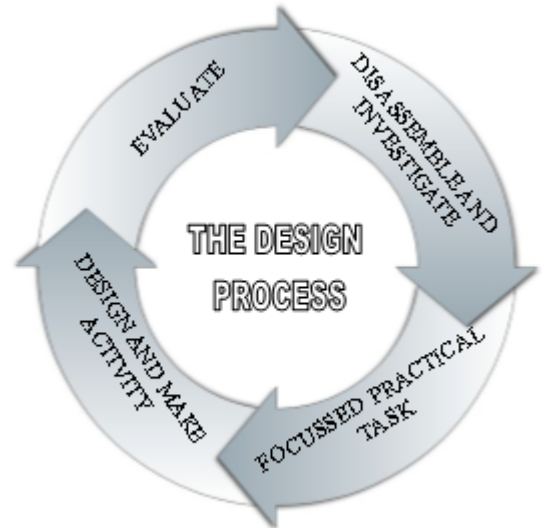
Squeeze: to press (usually with fingers).

Compress: a synonym for squeeze.

Syringe: a hollow tube designed for inserting or removing gas or liquid.

Mechanism: a system of parts that work together.

Net: a flat 2D shape, which when cut out will make a 3D shape.



Key activities that MUST take place

Stage 1: Disassemble and investigate; Using the internet, children should research pneumatic animal models.

Stage 2: FPT: learn how to inflate and deflate a balloon with syringes and how to make one syringe move another syringe.

Stage 3: DMA: design and make an animal with pneumatic moving parts (e.g. jaws, limbs)

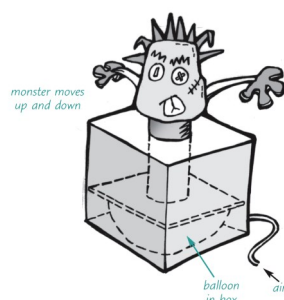
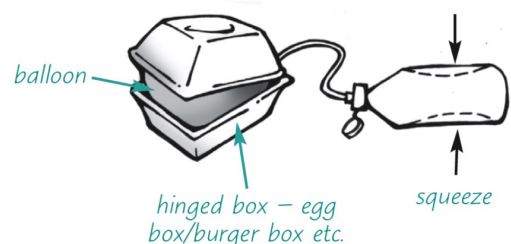
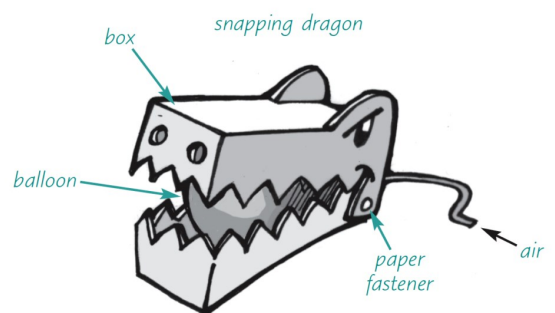
Stage 4: evaluate.

Key skills:

1. Be able to inflate and deflate a balloon with a syringe and tubing.
2. Be able to make a tight seal so air can be moved around tubes / syringes.
3. Design a model of an animal which incorporates some pneumatics to make it move.

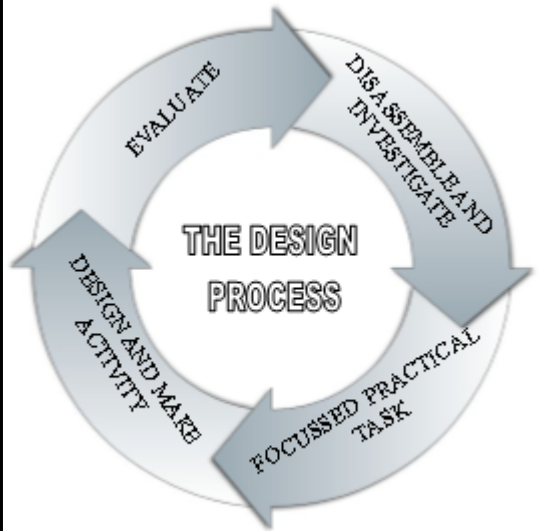
Sources of support:

- In the shared area, there is a pneumatic animals guide, it is REALLY helpful.
- Also in the shared area, there is another guide called ‘Move It!’ all about pneumatics.



Key Vocabulary

- Flour:** main ingredient in bread, made from milled wheat.
- Yeast:** member of the fungi kingdom, used in bread making to make the dough rise.
- Dough:** made by mixing flour, water and flavourings.
- Rise:** verb meaning to move up, bread will rise as it proves and cooks.
- Prove;** a verb meaning to increase in size before baking.
- Knead:** to squeeze and stretch the dough with your hands to develop the gluten.
- Grown:** food which has been planted in the ground.
- Reared:** an animal which has been raised from a young before being slaughtered to produce food.
- Caught:** animals which have grown up in the wild then been caught and slaughtered to produce food.
- Processed food:** food which has had a chemical or mechanical operation performed on it, e.g. processed ham, ready meals.



Key activities that MUST take place

- Stage 1a;** know if food is grown, reared, caught or processed.
 - Stage 1b;** Taste bread bought from a super-market, talk about the taste, smell, texture & appearance.
 - Stage 2:** FPT: learn how to make bread. (teacher demo 2 different flavours with the class helping)
 - Stage 3:** DMA: design a bread recipe that will get children eating more bread.
 - Stage 4:** write out their new bread recipe.
- NB Anne Winter will prove and cook the two different batches for you, please talk to her well in advance.



Sorting Foods

Task 1: Sort the foods below into those which are grown, those which are reared, those which are caught and those which undergo some kind of processing to make them. Write each one into the correct space in the table.

Grown	Reared	Caught	Processed

CGP+ cgplus.co.uk



Key skills:

1. Talk about what they like & dislike in terms of taste, smell, texture, appearance.
2. Knead dough.
3. Weigh with scales.
4. Measure with a measuring jug.
5. Adapt and write out a recipe.
6. Learn about some famous British cooks: Gordon Ramsey? Heston Blumenthal? (this one is important, could be LGT activities?)

Sources of support:

- Cooking guide in the DT subject folder
- <https://www.youtube.com/watch?v=Bjiucv88flM> kneading

