

**Key Vocabulary**

**Savoury:** tasting salty or spicy, rather than sweet.

**Scone:** a baked good made of wheat and other flavourings.

**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.

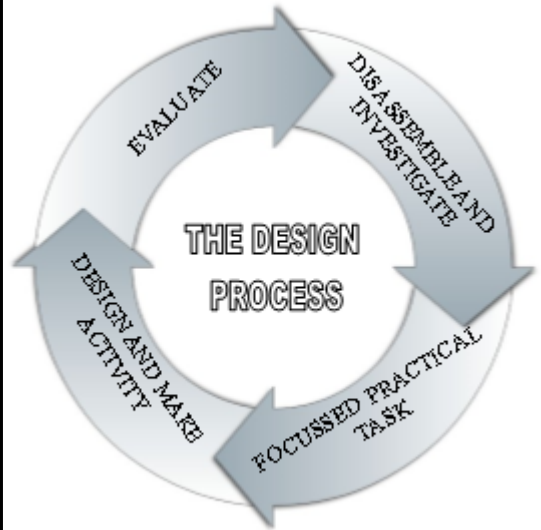
**Caught:** animals which have grown up in the wild then been caught and slaughtered to produce food.

**Processed food:** food which has had a chemical or mechanical operation performed on it, e.g. processed ham, ready meals.

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

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

**CAD:** computer aided design, using a computer to help with the creation of a design.



**Key activities that MUST take place**

**Stage 1:** Taste cheese scones bought from a supermarket, talk about the taste, texture, appearance.

**Stage 2:** FPT: learn bridge and claw holds, learn how to make savoury scones. (teacher demo 2 different flavours with the class helping)

**Stage 3:** DMA: design a savoury scone recipe that could be eaten instead of a sandwich.

**Stage 4:** Use Tinkercad to create a scone cutter.

NB Anne Winter will cook the two different batches for you, please talk to her well in advance.

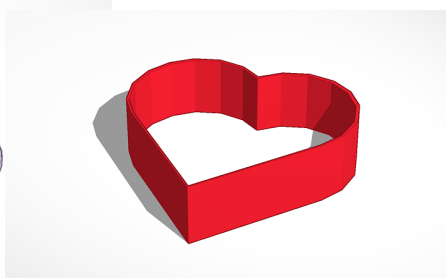
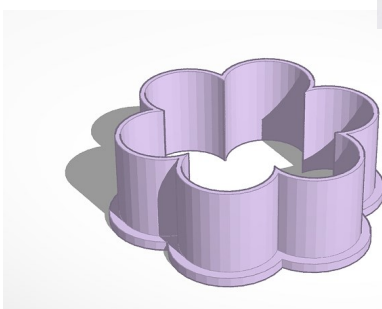
**Sources of support:**

- Cooking guide in the DT subject folder
- <https://www.youtube.com/watch?v=BdXjLJNWu44> bridge hold
- <https://www.youtube.com/watch?v=wVJUD8SSQRA> claw hold



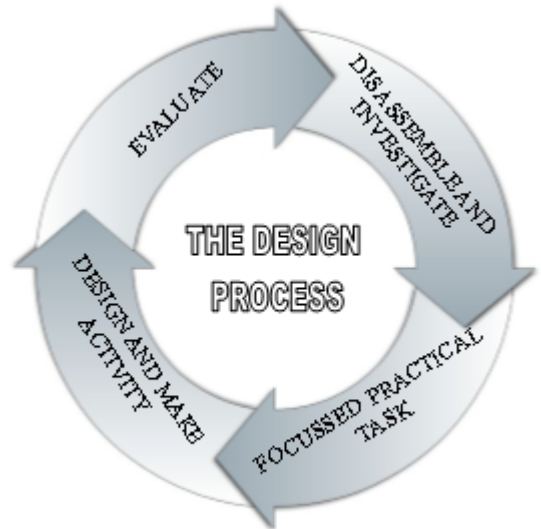
**Key skills:**

1. Bridge and claw cutting techniques.
2. Weighing with scales.
3. Measuring with a measuring jug.
4. Roll out dough with a rolling pin (please don't use fingers to press the dough out).
4. Use CAD to create a 3D image of a scone cutter. (print this out in 2D) use Tinkercad software.



**Key Vocabulary**

- Torch:** a hand-held device which lights up.
- Flashlight:** an American name for a torch (often helps to use this term if searching the internet)
- Bulb:** part of a circuit which lights up when electricity is flowing.
- Circuit:** a closed path through which an electrical current flows.
- Switch:** part of a circuit which allows you to control the flow of electricity.
- Battery:** the source of power in a circuit.
- Cell:** the scientific name for power source.
- Transparent:** adjective meaning something can be seen through.
- Reflector:** a piece of metal for reflecting light in a specific direction. (goes behind the bulb in a torch to increase the amount of light directed forwards)
- Portable:** adjective meaning can be moved about easily.



**Key activities that MUST take place**

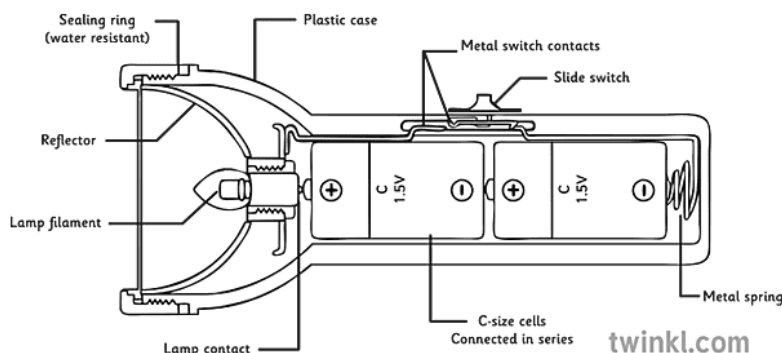
- Stage 1:** Investigate the torches available in school, they are in the resources room. Please don't take them apart but look at where the bulbs are / handles are / decoration etc. You could ask the children to bring some in from home too, or do some internet research.
- Stage 2:** FPT: learn to use scissors without a guide line (for making decorations) learn to use a craft knife with cutting board and metal rule.
- Stage 3:** DMA: design and make a torch with given criteria. Include a cross sectional diagram to their plan. (see diagram at bottom of page)
- Stage 4:** Critique their torch.

**Key skills:**

1. Apply what they learnt in science about light and circuits.
2. Use a craft knife, green cutting board and metal rule to cut straight lines.
3. Use scissors without a guide line to cut.
4. Make labelled plans and diagrams.

**Sources of support:**

- Risk assessments in DT file
  - How to use a craft knife guide in DT file
- \*\*\*To avoid electrical burns add the cells into the circuit LAST\*\*\*



**Key Vocabulary**

**Felt;** a heavy material which does not run.

**Pattern piece:** card / paper used as a template to cut material to the correct size and shape.

**Fabric:** another name for cloth.

**Sequins:** a small piece of metal used as a decoration especially on clothes.

**Bead;** a small piece of a solid material with a hole in it.

**Button:** a small disk used for holding parts of a garment together.

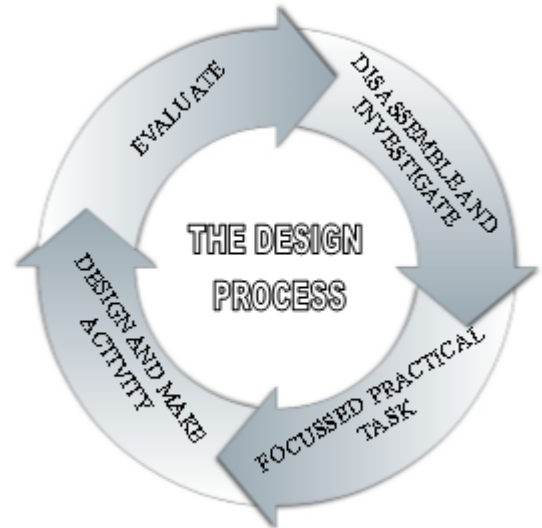
**Running stitch:** small even stitches which do not overlap.

**Back stitch:** small even stitches which do overlap to make a continuous line.

**Embroidery thread:** yarn used for attaching fabrics together or for creating decorations.

**Wadding:** a soft, thick material used to stuff fabric.

**Cast on / cast off:** to make 3 small stitches in the same place to start or end sewing.



**Key activities that MUST take place**

**Stage 1:** Disassemble and investigate; Look at the sewing done previously, there is an example in the 3/4 wing: each child made an individual square and then they were sewn together. Investigate how each was made.

**Stage 2:** FPT: learn how to thread a needle and sew running stitch and back stitch, learn how to sew a button / bead / sequin on. Make a pattern piece as a template.

**Stage 3:** DMA: design a mini beast that can be sewn onto a hessian square.

**Stage 4:** evaluate.

**Key skills:**

1. Thread a needle.
2. Cast on and cast off.
3. Use a pattern piece (template) to cut fabric the right size and shape.
4. Attach a felt shape to a piece of fabric by sewing.
5. Use back stitch / running stitch.
6. Add decorations by sewing with beads, buttons.

(In the past the individual pieces have been sewn together to make a wall hanging. If you can find someone to do it, it does look really good.)

**Sources of support:**

- Sewing stitches guide in the DT subject folder
- <https://www.youtube.com/watch?v=i1-B01FB56s> running stitch guide

