



## KS2 Cycle B (Year 4) Science Medium Term Plan

	Autumn 1	Spring 1	Summer 1
Topic	<i>Food Glorious Food</i>	<i>Toga Tastic</i>	<i>Tropical Jungle Journey</i>
Unit of Work	<b>Cooking and Nutrition:</b> Preparing Fruit and Vegetables	<b>Textiles:</b> 2D shapes to 3D project	<b>Electrical Systems:</b> Simple Circuits and Switches
Vocabulary	name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested, healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations	fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces	series circuit, fault, connection, toggle switch, push-to-make, switch, push-to-break, switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, user, purpose, function, prototype, design criteria, innovative, appealing, design brief

<p><b>I will know....</b></p>	<p>I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</p> <p>I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>I can select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>I can carry out sensory evaluations of a variety of ingredients and products and record the evaluations using e.g. tables and simple graphs.</p>	<p>I can generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</p> <p>I can produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p>I can plan the main stages of making.</p> <p>I can select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</p> <p>I can select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p> <p>I can investigate a range of 3-D textile products relevant to the project.</p> <p>I can test my product against the original design criteria and with the intended user.</p> <p>I can take into account others' views.</p> <p>I understand how a key event/individual has influenced the</p>	<p>I can gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</p> <p>I can generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>I can order the main stages of making.</p> <p>I can select from and use tools and equipment to cut, shape, join and finish with some accuracy.</p> <p>I can select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</p> <p>I can investigate and analyse a range of existing battery-powered products.</p> <p>I can evaluate my ideas and products against my own design criteria identifying strengths and areas for improvement.</p>
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