

Year 4 - Progression of Knowledge and Skills DT

Term	Knowledge	Skills
Autumn 1		
<p data-bbox="254 478 420 514">Autumn 2</p> <p data-bbox="140 592 547 806">Topic: Food Healthy and Varied Diet Project to make: Make a Greek Salad</p> <p data-bbox="191 885 496 985">Local Hero- Nigel Haworth (Food)</p>	<p data-bbox="573 414 1172 449"><u>Technical knowledge and understanding</u></p> <ul data-bbox="573 464 1337 813" style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. 	<p data-bbox="1421 414 1579 449"><u>Designing</u></p> <ul data-bbox="1421 464 2242 913" style="list-style-type: none"> • 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. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p data-bbox="1421 978 1541 1013"><u>Making</u></p> <ul data-bbox="1421 1028 2216 1378" style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

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<p>Autumn 2 Topic: Food Healthy and Varied Diet Project to make: Make a Greek Salad Local Hero- Nigel Haworth (Food)</p>		<p><u>Evaluating</u></p> <ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.
<p>Spring 1</p>		
<p>Spring 2 Topic: Structures Project to make: Packaging</p>	<p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. 	<p><u>Designing</u></p> <ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.



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<p>Spring 2 Topic: Structures Project to make: Packaging</p>		<p><u>Making</u></p> <ul style="list-style-type: none">• Order the main stages of making.• Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.• Explain their choice of materials according to functional properties and aesthetic qualities.• Use finishing techniques suitable for the product they are creating. <p><u>Evaluating</u></p> <ul style="list-style-type: none">• Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.• Test and evaluate their own products against design criteria and the intended user and purpose.
<p>Summer 1</p>		



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<p>Summer 2</p> <p>Topic: Electrical Systems - simple circuits and switches</p> <p>Project to make: Reading light/sign</p> <p>Trailblazer- Hedy Lamarr (Electrical Systems)</p>	<p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none">• Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.• Apply their understanding of computing to program and control their products.• Know and use technical vocabulary relevant to the project.	<p><u>Designing</u></p> <ul style="list-style-type: none">• 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.• Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. <p><u>Making</u></p> <ul style="list-style-type: none">• Order the main stages of making.• Select from and use tools and equipment to cut, shape, join and finish with some accuracy.• Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.



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<p data-bbox="257 376 435 415">Summer 2</p> <p data-bbox="142 501 550 654">Topic: Electrical Systems - simple circuits and switches</p> <p data-bbox="142 682 550 782">Project to make: Reading light/sign</p> <p data-bbox="142 868 550 968">Trailblazer- Hedy Lamarr (Electrical Systems)</p>		<p data-bbox="1416 319 1569 358"><u>Evaluating</u></p> <ul data-bbox="1416 368 2288 611" style="list-style-type: none"><li data-bbox="1416 368 2288 458">• Investigate and analyse a range of existing battery-powered products.<li data-bbox="1416 472 2288 611">• Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work