

National Curriculum 2014	Textiles	Construction	Sheet Materials	Assessment
<p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from. 	<p>Children will design and make homes/favourite familiar settings</p> <p>Skills</p> <ul style="list-style-type: none"> • Joining materials • Junk modelling • Join appropriately for different materials and situations eg: glue, tape <p>Enquiry Links What types of homes are there?</p> <hr/> <p>Food</p> <p>Children to eat more fruit and vegetables Children to make a fruit salad</p> <p>Skills</p> <ul style="list-style-type: none"> • Understand the need for a variety of foods in a diet • Cut, peel, grate, chop a range of ingredients • Work safely and hygienically <p>Enquiry Links What parts does the human body have?</p>	<p>Children to make moving pictures using joining materials/pivots</p> <p>Skills</p> <ul style="list-style-type: none"> • Insert paper fasteners for card linkages • Investigate joining temporary, fixed and moving <p>Enquiry Links</p> <hr/> <p>Food</p> <p>Children to design and make dishes to compare to traditional English dishes</p> <p>Skills</p> <ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and feel • Work safely and hygienically <p>Enquiry Links How is New York different to Manchester</p>	<p>To create a sculpture using different sheet materials</p> <p>Skills</p> <ul style="list-style-type: none"> • Fold, tear and cut paper and card • Roll paper to create tubes • Cut along lines, straight and curved <p>Enquiry Links How can we change materials?</p>	<p>Design</p> <ul style="list-style-type: none"> • Can ch follow verbal instructions and explain what they are making? • Can ch name the tools they are using and select materials from a limited range that will meet the design criteria? • Are ch able to use pictures and words to convey what they want to design and make? <p>Make</p> <ul style="list-style-type: none"> • Are children able to cut and shape materials? • Can children explain how to join their materials using temporary, moving or fixed joints? <p>Evaluate</p> <ul style="list-style-type: none"> • Can children say what they like and do not like about items they have made and attempt to say why? • Are children able to talk about changes made during the making process? <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Are children able to use card linkages and paper fasteners to make a moving picture? • Are children able to build a strong sculpture with different materials? <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Are ch able to group familiar food products? • Can ch cut, peel, grate or chop a range of ingredients with support to make a fruit salad? • Are children able to explain how to work safely and hygienically?