

Year 4	Design and Technology		
	Autumn topic Moving Catapults	Spring Topic Products Torches	Summer topic Food Technology Cereal bars
National Curriculum statements	<ul style="list-style-type: none"> <li>- DESIGN: Generate, develop, model and communicate their ideas through discussion, annotated sketches</li> <li>- DESIGN: Use research and develop design criteria to inform the design of innovative, functional product that is fit for purpose</li> <li>- MAKE: To select from and use a range of materials according to their functional property</li> <li>- EVALUATE: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>- DESIGN: Generate, develop, model and communicate their ideas through discussion, annotated sketches</li> <li>- DESIGN: Use research and develop design criteria to inform the design of innovative, functional product that is fit for purpose</li> <li>- MAKE: To select from and use a range of materials according to their functional property</li> </ul> <p>EVALUATE: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<ul style="list-style-type: none"> <li>- Prepare and cook a savoury dish using a range of cooking techniques</li> <li>- Understand and apply the principles of a healthy and varied diet</li> <li>-</li> </ul>
Retrieval (to support new learning)	<ol style="list-style-type: none"> <li>1. To link to previous movement lessons from KS1 and year3.</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowledge of the Science topic on electricity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowledge on different food groups.</li> </ol>
Knowledge statements	<ol style="list-style-type: none"> <li>1. I know what a catapult is and what some of the key design features are that enable it to move.</li> <li>2. To know how to measure accurately and to the nearest CM.</li> <li>3. To know how to design, make and evaluate their catapult.</li> </ol>	<ol style="list-style-type: none"> <li>1. To know how to wire a circuit so that it will turn on.</li> <li>2. To know what a recycled material is.</li> <li>3. To know how to design, make and evaluate their torch.</li> </ol>	<ol style="list-style-type: none"> <li>1. To know that carbohydrates give us energy and how to understand nutritional values on a packet.</li> <li>2. To know a diet consists of a variety of different foods that provide nutrients for good health.</li> <li>3. To know how to design, make and evaluate cereal bars.</li> </ol>

Vocabulary	Catapult, Junior Hacksaw, Ruler, CM, Base.	Circuit, switch, positive, negative	Carbohydrates, weight, measurement, kilograms, grams, calories, sugar, fat.
Cultural capital and local resources	Toy catapults.	School circuit sets of equipment.	Local and national food.