

<p>Concept 6 Me - now and in the future</p>	<p>Will playgrounds just be in the virtual world?</p>	<p>If all the land is taken up with buildings, where will I plant fruit and vegetables?</p>										
<p>Subject area 1 Working with tools, equipment, materials and components to make quality products</p>	<p>Investigation of assembling, joining and combining materials and components together using a variety of temporary methods e.g. glues or masking tape and equipment: scissors, hole punches</p>	<p>basic food handling, hygienic practices and personal hygiene Prepare / clean up a food area. Be aware of the range and types of food available. Be aware that raw materials can be processed to make food products. Follow a picture recipe. Mix and combine foods using the appropriate equipment safely. Use standard measures for solids / liquids.</p>	<p>Exploring simple see-saws e.g. a ruler balanced on a small box. Introduction to simple single arm and double arm linkages. Use of: card/paper fasteners kit parts - pegs, lock nuts punched lolly sticks, fasteners Use of scrap card, pin board or corrugated card to model ideas.</p>	<p>Decorate fabrics by printing and using fabric crayons. Use simple ways to join fabric together e.g. Gluing, Sellotape Use simple templates to make clothes for a doll / teddy. Use of binca e.g. for running stitch. Weaving paper strips</p>	<p>Investigation of making strong frameworks by addition of triangles. Use of bench hook, mitre block, gents saw, cutting jigs.</p>	<p>Work out in linked steps how to make a food product. Be aware that food can be grouped in different ways. Measure liquids in millilitres. Measure ingredients accurately. Know about temperature and hygiene when storing food. Evaluate consumer acceptability of their products using tests with verbal and or pictorial scales.</p>	<p>Introduction of a wider range of techniques for making hinges i.e. Jumbo/standard art straws. Square section with dowel peg joints secured by tubing collars. Scored card or taped hinges. Introduction to double arm linkages. Investigate pre-made examples. Use of cams and cranks.</p>	<p>Prepare themselves and the area to carry out fabric activities. Change the surface texture of fabrics - sticking things on, sewing on beads Use pinking shears to stop fraying. Measure, make and use a paper / card template / pattern for a garment. Creative weaving, plaiting, French knitting.</p>	<p>Drilling wood safely - pilot holes. Dowel pegs to make moving joints. Setting up own work area. Changing hacksaw blades. Hammer/nail skills for nail/thread pictures. Use of peg, card strip or playdough to hold nail. Use of g clamp, tenon saw, coping saw, shaper saw.</p>	<p>Make a step by step plan sequencing the materials, tools, ingredients to manufacture a food product. Assess products using sensory descriptors. Know that there are micro-organisms in food and that these are affected by temperature. Know that food choice is affected by nutrition, culture, availability and cost.</p>	<p>Early ideas about notion of movements. Prediction of where to put weights to make levers balance. Use of multiple arm linkages in paper engineering, kit models, timber constructions, steering linkages. Magnifying movement with levers.</p>	<p>Cut fabrics so that they join accurately Make decorative stitches on fabrics Pin and tack fabrics together Use a simple sewing machine under close supervision Use cold water dyes</p>
<p>Subject area 2</p>												
<p>Subject area 3</p>												