

# Learning Organiser: Textiles

Year Four



## Vocabulary

mend  
yarn bomb  
sustainable/  
unsustainable  
prototype  
criteria  
construct/  
deconstruct



### What do we know?

Know how to develop your own design criteria and use these to inform realistic ideas focusing on the needs of the user.

Know why materials, components, tools and equipment you have selected are suitable for the task.

\*Know that Designers and Makers use design criteria to develop ideas.



2. Research how to knit and try finger, arm and classic knitting.



3. Investigate how has yarn bombing been used to enliven the place we live? What could we yarn bomb?



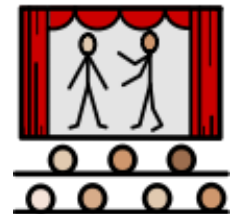
4. How has knitting been used to make do and mend? What textiles products are sustainable/unsustainable?



5. Why do we have bags for life? Research the environmental impact of plastic bags and what alternatives are now used...

6. Deconstruct a bag for life to provide a pattern. Make a prototype by joining sections.

7. Make your bag for life, join parts securely. Decorate using Art finishing techniques.



### Forever Facts

Know that designers and makers refer to design criteria as they design and make and use design criteria to evaluate their completed products.

Know how to model ideas using prototypes and pattern pieces.

Know why it is important to gather information to reach informed conclusions about the needs and wants of individuals and groups and consider the views of others, including intended users, to improve your work.

### Big Ideas



### Writing Opportunity/ies

### Where will it go?

#### Showcase

Gifts for purchase at the Christmas Fayre

# Learning Organiser: Cooking

Year Four



## Vocabulary

functional  
aesthetic  
technique  
accuracy  
restaurant  
service  
bake/ry/d



### What do we know?

- \* Know that chefs select suitable tools, equipment and ingredients.
- \* Know why seasonality is important.
- \* Know where and how a variety of ingredients are grown, reared, caught and processed.



1. Visit a local Bakery as a class for research. What did you eat? What was the service like? What do you need to run a restaurant?

2. Write a review of the restaurant visited. Send to the restaurant. Plan your class restaurant. What will it serve? How will it run? What do we need?



3. Taste test a range of bakery products for their aesthetic qualities. What shapes, colours and ingredients look most appetising?

4. Make biscuits and cakes with Mel for school dinners.

5. Make hot cross buns and decorated chocolate baked goods for Easter. Invite a VIP guest from the local bakery to taste them. What did they think?



## Big Ideas

Innovation

Design



## Writing Opportunity/ies

surveys, menus, reviews



Know how to apply a range of finishing techniques with some accuracy.



Know why chefs choose equipment and ingredients according to how useful they are and what they look like (functional and aesthetic properties)



Know that restaurants gather information about the needs and wants of their customers and consider their views to improve their menus and service.



## Where will it go?

### Showcase

School Dinners: Biscuits, cakes  
Class restaurant: Hot Cross Buns and decorated chocolate baked goods.

# Learning Organiser: 3D Products Year Four



**Vocabulary**  
 functional  
 aesthetic  
 properties  
 qualities  
 complex  
 reinforce



## What do we know?

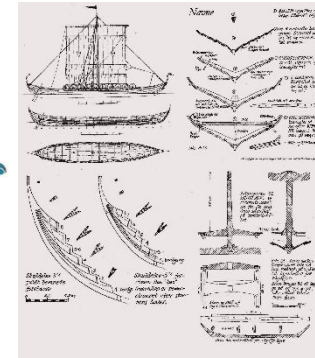
- \* Know that mechanical systems such as CAMS are used to make equipment move.
- \* Know how to use a wider range of materials, including mechanical and electrical components.
- \* Know why the leisure industry test their equipment to make sure it is safe to use.



2. What do you need to make a good structure for a shelter? How can they be constructed?

3. Use your sketchbook to research Viking long boats. How were they built? What were they made of? How can we make a model of a Viking long boat?

4. Agree shared design criteria. What does it need to look like and how will you build it? Design your long boat.



5. Make a series of prototypes using a range of materials (paper/cardboard/art straws/lollipop sticks). Choose which materials you will make your final product with. Explain why you have made this choice.

6. Measure, mark out, cut, shape and assemble materials and components to construct your boat.

7. Collect the views of others to inform your evaluation of your structure against your design criteria.



## Forever Facts

Know that more complex structures are reinforced to ensure strength and stability.

Know how to apply a range of finishing techniques with some accuracy.

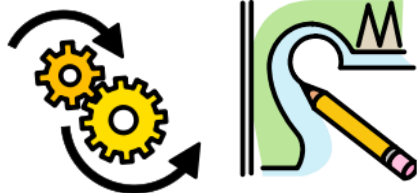
Know why construction materials are selected according to their functional properties and aesthetic qualities.



## Big Ideas

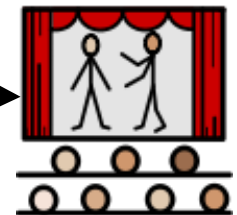
Function

Design



## Writing Opportunity/ies

Design criteria, evaluation form/survey, Viking construction explanation



## Where will it go?

### Showcase

Present your Viking long boat explaining the design features and how they are typical of Viking construction.