

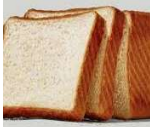








# D.T. ASSESSMENT – Year 1

YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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## Cooking: Fruit Kebabs


Task	Key indicators assessed	Children not at EXS
<p><b>Review Task;</b> picture based</p> <p><i>Which of these would be described as fruits or vegetables?</i></p> <div>   </div> <div>   </div> <div>   </div>	<p>That different foods contribute to a <b>healthy diet</b> such as vegetables, fruit, vegetables, fibre and protein.</p>	
<p><b>Final Piece;</b> Make their Fruit Kebab</p> <p><i>With moderate supervision, children to prepare a variety of fruits and assemble their kebabs.</i></p> <p><i>Can the pupil:</i></p> <ul style="list-style-type: none"> <li>- use a bridge hold.</li> <li>- use the claw grip.</li> <li>- mash cooked/soft food.</li> <li>- peel soft vegetables using a peeler</li> </ul>	<p>To use a <b>bridge hold</b> and <b>claw grip</b> to cut hard foods using a serrated vegetable knife (e.g. apple)</p> <p>Peel harder vegetables using a peeler (e.g. apple)</p> <p>Cut food into evenly-sized largish pieces.</p> <p>To assemble and arrange (with help if necessary) cold ingredients.</p>	
<p><b>Evaluation:</b></p> <p>Pupil demonstrates that they can:</p> <ul style="list-style-type: none"> <li>- evaluate how they the effectiveness their final piece using a smiley face system: 😊 😐 😞</li> <li>- tell a partner or adult some reasons behind their decision.</li> </ul>	<p>To comment and evaluate on what they have made discussing what went well and what they would change next time.</p>	


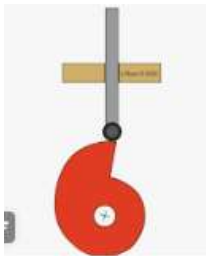
YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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	Mechanisms: Building Fire engines				
Task		Key indicators assessed	Children not at EXS		
<b>Start of unit: Review Question;</b> written or scribed.   <i>What type of mechanism is this?</i> <input type="checkbox"/> lever <input type="checkbox"/> slider <input type="checkbox"/> wheel <i>Can you give an example of another place where this mechanism is used?</i>		<b>Pre-requisite knowledge:</b> To understand what a moving part is. (Year 1 - Levers and Pivots)			
<b>Review Task;</b> written or scribed  <i>What's the same and what's different?</i>   		To name common features of a fire engine (steering wheel, wheels, windows) and those which are for fire engines only.  To compare the similarities and differences between older and newer engines: were made of wood, smaller, pushed by firemen, the water was pumped. Today's fire engines in the modern world are hydraulically operated and have many operated ladders, can access water via pumps and are driven by one person.			
<b>Final Piece;</b> Make their Fire Engine with mechanism  <i>Does the fire engine model demonstrate the following:</i> - two spinning axles to allow wheels to turn. - appropriately sturdy structure. - aesthetic features that make it consistent with a fire engine design.		To follow their designs carefully. To safely use a range of different materials, tools and techniques.  <b>Materials:</b> cardboard boxes, cartons, card, lolly sticks, paper, wooden dowl (wheel axels) and small wooden wheels. <b>Tools:</b> scissors, masking tape, glue, <b>Decoration:</b> paint, crayons, shiny paper,			
<b>Evaluation:</b>  - evaluate how they the effectiveness their final piece using a smiley face system: 😊 😐 😞 - tell a partner or adult some reasons behind their decision in reference to the design criteria, and particularly the mechanism.		To identify what they did well. To evaluate their fire engine to identify what could be improved.  To name common features of a fire engine (wheels, axles) and those which are for fire engines only.			


YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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	<b>Cooking: Veggie Chilli</b>				
Task		Key indicators assessed		Children not at EXS	
<b>Start of unit: Review Task;</b> written or scribed. <i>Write a brief recipe for a how to make a...[insert disgusting food] e.g. worm pie, soil sandwich, rotten egg cake etc</i> 		<b>Pre-requisite knowledge:</b> How to follow a recipe.			
<b>Review Task;</b> Written or scribed  <i>What is a vegetarian? Why might someone choose to be vegetarian?</i>		That a vegetable chilli is different to a meat chilli. They consider why some people choose to be <b>vegetarian</b> and the values they have about eating meat.			
<b>Final Piece;</b> Make their vegetable chilli  <i>Can pupils independently chop and crush the ingredients they need for their chilli, demonstrating:</i> <ul style="list-style-type: none"> <li>- a claw grip</li> <li>- a bridge grip</li> <li>- even sized strips/cubes</li> <li>- crushed garlic (using the back of a knife or other suitable object)</li> </ul>		Use the <b>claw</b> grip to cut harder foods using a serrated vegetable knife (e.g. carrot) Use <b>bridge</b> and claw grip to cut same food using a <b>serrated</b> vegetable knife (e.g. onion) Cut foods into <b>evenly</b> sized strips or cubes (e.g. peppers, cheese) Crush garlic			
<b>Evaluation;</b> Verbally present to an adult or peer  <i>- evaluate how they the effectiveness their final piece using a smiley face system: 😊 😐 😞</i> <i>- tell a partner or adult some reasons behind their decision in reference to the recipe and outcome. Would they make changes to either?</i>		To comment on what they like about it and what they could improve next time.			

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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**Cooking:  
Salmon and  
Dill fishcakes  
(Person study:  
Jamie Oliver)**

Task	Key indicators assessed	Children not at EXS
<b>Start of unit: Review Task;</b> pupil demonstrates an awareness of different food groups and what might be considered healthier of less healthy choices for the average person. <i>How would you describe a healthy diet?</i>	<b>Pre-requisite knowledge:</b> Understanding of what might be described as healthier and unhealthier foods for the average person.	
<b>Review question;</b> Drawing & labelling <i>Create and label a plate of food that contains carbohydrates, protein and fruit/vegetables:</i> 	That <b>food groups</b> have different roles in the body ( <b>carbohydrates</b> are for <b>energy</b> , <b>proteins</b> allow our bodies to grow and repair and fruit and vegetables help our <b>immunity</b> ).	
<b>Final Piece:</b> When creating the salmon and dill fishcakes, pupil demonstrates that they can: <ul style="list-style-type: none"> <li>- follow the recipe.</li> <li>- use appropriate grips to cut food.</li> <li>- handle hot foods safely.</li> </ul>	To <b>sieve</b> flour, raising agents or spices To use a masher to <b>mash</b> hot food to a fairly smooth texture (e.g. potato) To <b>peel</b> harder foods (e.g. potato) To use both <b>bridge</b> hold and <b>claw grip</b> to cut the same food using a <b>serrated</b> vegetable knife. That we handle hot foods safely using oven gloves.	
<b>Evaluation;</b> when evaluating their fishcake, does the learner demonstrate that they can: <ul style="list-style-type: none"> <li>- <i>evaluate the effectiveness of the recipe.</i></li> <li>- <i>evaluate the effectiveness of their implementation of the recipe.</i></li> </ul>	To comment on what they like about it and what they could improve next time.	

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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	<b>Mechanism: Moving toys using cam mechanisms</b>				
Task		Key indicators assessed	Children not at EXS		
<b>Start of unit: Review Question;</b> label <i>Label each of the images below with the following mechanisms that match them the best:</i> - lever - axle - pneumatic system		<b>Pre-requisite knowledge:</b> Understanding what a moving part is. (Year 1 - Levers and Pivots. Year 2 – Axels and Wheels. Year 3 – Pneumatic system) To recognise the movement of a mechanism within a toy or model.			
					
<b>Review question;</b> written or scribed <i>Describe how this mechanism would work, using the words 'cam' and 'follower'.</i> Does the pupil demonstrate understanding of change of rotary to linear motion, plus some understanding of the way the 'snail' or 'drop' cam would affect the follower?		To understand that a cam mechanism will change rotary motion into linear motion. To investigate examples of cam toys and comment on how they work. To explore how different shaped cams affect the movement of the follower. To make suggestions for how different cams could be used for different kinds of toys.			
					
<b>Final Piece:</b> Make their moving monster <i>Does the pupil demonstrate that they can:</i> - use their design. - work safely with tools for cutting cardboard, woodel dowel, lolly sticks etc. - accurately use a cam to translate rotary motion into linear. - add aesthetic elements as appropriate to represent a 'toy'		To draw and label a design of a moving toy with a cam mechanism, considering the materials and tools they will need. To follow their design carefully to create a moving toy To safely use a range of different materials, tools and techniques:			
<b>Evaluation;</b> when evaluating their finished product, does the learner demonstrate that they can: - evaluate the effectiveness of their design. - evaluate the effectiveness of their implementation of the design. - constructively discuss the effectiveness of the designs and constructions of their peers.		To identify successful areas of their finished product and areas that could be improved upon. To describe what they would do differently next time.			

YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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	<b>Cooking: Posh jammy dodgers</b>				
Task	Key indicators assessed	Children not at EXS			
<p><b>Start of unit: Review Task</b></p> <p><i>What might be missing from this nonsense recipe?</i></p>  <p>Does the child show awareness that a recipe should include ingredients and quantities?</p>	<p><b>Prerequisite knowledge:</b> To accurately follow a recipe. To use scales to measure an amount</p>				
<p><b>Review task:</b></p> <p>A biscuit is predominantly made up of carbohydrates and fats. What are some of the roles of these food groups in the body?</p>	<ul style="list-style-type: none"> <li>That food groups have different roles in the body (carbohydrates are for energy, proteins allow our bodies to grow and repair and fruit and vegetables help our immunity).</li> </ul>				
<p><b>Final Piece:</b> Make their 'posh jammy dodgers' – observation to determine whether the pupil can:</p> <ul style="list-style-type: none"> <li>Effectively separate eggs</li> </ul> <p>Sieve wet and dry ingredients with precision.</p> <ul style="list-style-type: none"> <li>Use an electric hand mixer to whisk.</li> <li>Knead and shape dough into a variety of shapes.</li> <li>Use a rolling pin to roll out dough to a specific thickness</li> <li>Use biscuit cutters to accurately assemble a dish.</li> <li>Handle hot foods and utensils safely.</li> </ul>	<p>Effectively separate eggs</p> <p>Sieve wet and dry ingredients with precision.</p> <p>Use an electric hand mixer to whisk.</p> <p>Knead and shape dough into a variety of shapes.</p> <p>Use a rolling pin to roll out dough to a specific thickness</p> <p>Use biscuit cutters to accurately assemble a dish.</p>				
<p><b>Evaluation;</b> when evaluating their finished product, does the learner demonstrate that they can:</p> <ul style="list-style-type: none"> <li>evaluate the effectiveness of their recipe.</li> <li>evaluate the effectiveness of their implementation of the recipe.</li> </ul>	<p>To identify successful areas of their finished product and areas that could be improved upon.</p> <p>To describe what they would do differently next time.</p>				