




# YEAR 7 Project

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Sweetie Pie

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 7, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/National Curriculum Links</b>	<p>To be able to gain skills and knowledge:</p> <p>Knowledge of font styles, packaging symbols</p> <p>What works well as a logo</p> <p>Persuasive graphics and colour</p> <p>Use of die cutter – industrial process</p> <p>Design skills – designing a logo and font style</p> <p>Packaging surface design</p> <p>Applying tone and texture with pencil crayon</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC: Understanding how to conduct themselves in a classroom environment during a practical lesson, keeping themselves and others around them safe.</b></p> <p><b>PSHE/British Values:</b> encouraging students to help one another</p> <p><b>Skills Builder: Using scissors.</b></p>
<b>Numeracy</b>	<p><b>Use of marking and measuring.</b></p> <p><b>Converting cm into mm.</b></p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2: Template, measurements, Net, Scissors.</b></p> <p><b>Vocabulary Tier 3: Craft knife, Safety Ruler, Cutting Mat, Die Cutter.</b></p> <p><b>Reading: Health and safety rules</b></p> <p><b>Writing: Persuasive writing on the packaging design and evaluation.</b></p> <p><b>Oracy: Evaluate the final outcome.</b></p>
<b>Becoming future ready</b>	<p><b>Careers/Employability: Enable students to develop their practical skills and understand material properties as they become developed and rounded designers.</b></p> <p><b>Encourage students to explore graphic design as another branch of Design &amp; Technology.</b></p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> Final Sweet packaging outcome.</p> <p><b>By resource:</b> Use of templates and writing frames. Modelling completed by the teacher and student examples shown.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	To be able to apply knowledge from existing packaging ideas
<b>Learning Outcomes (Knowledge)</b>	To be able apply their own ideas from research collected (images, font styles and packaging symbols)

<b>Current learning to be developed in the future within:</b>	Chocolate Bar Wrapper - Year 8	
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities. Enlargement of Logo idea Final outcome of packaging	
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation. Presentation skills Use of colour and tone Use of font styles as a way of communication	