Year: 5/6 Subject: D.T PoS: Food Technology	Topic Question/Title: Food Glorius Food! Celebrating culture and seasonality.	Term - Autumn 1 Curriculum - B

Prior Knowledge

Key stage 1 NC- use the basic principles of a healthy and varied diet to prepare dishes and to understand where food comes from.

From year 3/4 children have learnt- some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and The Eatwell plate. They have used some equipment and utensils and prepared and combined ingredients to make a product. They will know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. They will also know and use relevant technical and sensory vocabulary appropriately.

Key Vocabulary

ingredients, yeast, dough, carbohydrate, protein, vitamins, nutrients, healthy, dairy, allergy, intolerance, savoury, source, seasonality, combine, fold, knead, stir, pour, mix, rubbing in, roll out, shape, sprinkle, crumble design specification, research, evaluate, design brief

Outcome

Bread based project for a purpose.

Future Learning

In Key stage 3 – children will understand and apply the principles of nutrition and health, cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet, become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] and understand the source, seasonality and characteristics of a broad range of ingredients.

Stimulus

Tasting of different products.

First hand experiences (enrichment)

Visit to Tesco bakery.

World of Work

Chef, baker,

National Curriculum PoS

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Concepts (if needed)

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Key Knowledge	Possible evidence
Designing • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Evaluating • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, considering the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. Technical knowledge and understanding • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.	• Children use first hand and secondary sources to carry out relevant research into existing products to include personal/cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients. • Children carry out sensory evaluations of a variety of existing food products and ingredients relating to the project. • Develop a design brief and simple design specification with the children within a context that is authentic and meaningful. This can include design criteria relating to nutrition and healthy eating. • Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for. • Ask children to generate a range of ideas encouraging innovative responses. Agree on design criteria that can be used to guide the development and evaluation of the children's product. • Using annotated sketches, discussion and information and communication technology if appropriate, ask children to develop and communicate their ideas. • Ask children to record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge, understanding and skills learnt through investigating. • Evaluate the work as it progresses and the final product against the intended purpose and user reflecting on the design specification previously agreed.
Application of Key Skills	Possible evidence
Making • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Selecting and using the correct utensils. • Make, decorate and present the food product appropriately for the intended user and purpose. • Mixing to combine ingredients • Rubbing in to mix fat and flour if making a yeast-based product • Kneading a bread dough	• Demonstrate how to measure out, cut, shape and combine e.g., knead, beat, rub and mix ingredients. • Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically. • Techniques could be practised following a basic recipe to prepare and cook a savoury food product. • When using a basic dough recipe, explore making different shapes to change the appearance of the food product e.g. Which shape is most appealing and why?

Year: 5/6 Subject: D.T PoS: Structures	Topic Question/Title:	Term - Spring 1	Curriculum - B

Prior Knowledge	Key Vocabulary	Outcome
In year 3/4, children have completed a unit already on structures. They will have experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. They should have a basic understanding of what structures are and how they can be made stronger, stiffer and more stable. In year 5, children have completed some D.T units already using different skills. They will have looked at the skills involved in D.T- designing, making and evaluating their products. They will have looked at existing products and learnt how to evaluate them and how to use them to inform their own designs.	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent	Designing and making a small-scale bird hide for children to use in the school wildlife area.
Future Learning In year 6, children will continue their learning of D.T and the different skills involved. They will continue to develop their skills of designing, making and evaluating. In KS3, the children will continue their learning. They will develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools, select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture and understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.	**Stimulus** Who can build the tallest tower out of one A4 paper. **First hand experiences (enrichment)** Building structures.	**World of Work** Engineer, architect, builder.

National Curriculum PoS

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Key Knowledge	Possible evidence
Designing • To understand how to develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Evaluating • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Technical knowledge and understanding • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project.	• Discuss ideas and draw annotated sketches. • Generate a simple design specification. • Discuss, model and evaluate different options. • Investigate and test possible materials. Discuss, explore and evaluate prototypes. • Discuss, explore and evaluate different fabric and rigid covering options. Negotiate, develop and agree a step-by-step plan. • Discuss, test and modify the design. • Evaluate the product with the intended user and against the original design specification.
Application of Key Skills	**Possible evidence**
Designing • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making Evaluating • Investigate and evaluate a range of existing frame structures. • Research key events and individuals relevant to frame structures.	• Use a construction kit consisting of plastic strips and paper fasteners to build 2-D frameworks. Compare the strength of square frameworks with triangular frameworks. Ask the children to reinforce square frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure. • Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Ask children to use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. How could each of the frameworks be reinforced and strengthened? • Demonstrate the accurate use of tools and equipment. Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. • Demonstrate skills and techniques for accurately joining framework materials together e.g. paper straws, square sectioned wood. Ask children to practise these, mounting their joints onto card for future reference.

Year: Subject: PoS:	Topic Question/Title:	Term - Curriculum -

Prior Knowledge	Key Vocabulary	Outcome
Future Learning	Stimulus First hand experiences (enrichment)	World of Work

National Curriculum PoS Concepts (if needed)	Key Knowledge	Possible evidence
	Application of Key Skills	Possible evidence
	Subject Specific or not applicable – change as needed or delete	Possible evidence