

Design Technology Curriculum – Summer 2023

The numbering of the week indicate the week in the term that the learning is taking place.

Year 1 and 2 – Mechanisms: Sliders and Levers

National Curriculum	HPS Knowledge Curriculum	End of Unit Outcome – 1. To use sliders or levers to make a story scene (for the story ‘Up and Down’ by Oliver Jeffers).			Feedback	
<p>Pupils will be taught to:</p> <p>When designing and making, pupils should be taught to: Design</p> <ul style="list-style-type: none"> ☑ design purposeful, functional, appealing products for themselves and other users based on design criteria ☑ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ☑ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ☑ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ☑ explore and evaluate a range of existing products ☑ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ☑ build structures, exploring how they can be made stronger, stiffer and more stable ☑ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Exploration</p> <p>Prior knowledge –</p> <ul style="list-style-type: none"> • Make observations about features of objects and explain to others • Use senses to explore and describe objects • Taste different foods and express likes and dislikes <p>Learning (year 1)</p> <ul style="list-style-type: none"> • Know how products have changed over time including food. • Identify likes and dislikes of an existing design <p>(year 2)</p> <ul style="list-style-type: none"> • Explore how products have been created and suggest improvements to existing designs • Explain the plus and minus factors of existing designs and products including food • Know what improvements could be made to existing designs. <p>Design & Develop</p> <p>Prior knowledge –</p> <ul style="list-style-type: none"> • Think of some ideas as to how to make a product or structure – talk about it prior to creating • Plan how best to approach a task – know what products might be used <p>Learning (year 1)</p> <ul style="list-style-type: none"> • Suggest ideas prior to creating plan these by talk and drawings. • Know how to draw on previous experience to help generate ideas <p>(year 2)</p> <ul style="list-style-type: none"> • Design a product own use and others, following design criteria. • Identify a purpose/ target group for a design and make based on a design criteria. <p>Implementation</p> <p>Prior knowledge –</p> <ul style="list-style-type: none"> • Know how to use a variety of tools and materials to make models/ products/ pictures. • Can they explain what they are making? • Can they select appropriate resources and tools? • Can they explain which tools are they using and why? • Can they use tools safely? • Can they use tools to manipulate materials? <p>Learning (year 1)</p> <ul style="list-style-type: none"> • Know how to cut, fold and tear materials safely using appropriate tools provided. • Explain what is being made. <p>(year 2)</p> <ul style="list-style-type: none"> • Know a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Know what tools and equipment might be appropriate to use describing and explaining why they are being used. <p>Evaluation</p> <p>Prior knowledge –</p> <ul style="list-style-type: none"> • Be excited about what has been made: • Identify success and next steps • Know how to change a strategy <p>Learning (year 1)</p> <ul style="list-style-type: none"> • Know how to evaluate a product by discussing how well it works in relation to the purpose (design criteria). 	Week 3, 4				
		Learning	Vocab	Resources		
		Previous learning	Robert Sabuda Pop up, illustrator, engineering	https://www.youtube.com/watch?v=ieLri062qkw https://www.youtube.com/watch?v=vpJmTSAIHeQ		
		Learning – Evaluation – Existing Products				
		<ul style="list-style-type: none"> ➢ To explore a range of existing books and everyday products that use simple sliders and levers. ➢ To explore and use sliders and levers. ➢ To know that these books work by using levers/ sliders. 				
		Learning – Robert Sabuda				
		<ul style="list-style-type: none"> ➢ Know Robert Sabuda is an artist from Michigan. ➢ Know whilst at school he discovered paper can be used for many things other than drawing on. ➢ Know he started his career as an illustrator, he then started to write children’s books. ➢ Know in 1994, he published his first pop-up book “The Mummy’s Tomb”. ➢ Know he is known worldwide for his pop-up paper engineering. ➢ Know many of his books are based on traditional stories. 				
		Week 5, 6				
		Learning	Vocab	Resources		Feedback
		Previous learning Robert Sabuda	Lever, slider, movement, assemble, slot, join, fasten	https://education.theiet.org/primary/teaching-resources/moving-pictures-with-levers-and-sliders/ https://www.calcotschools.co.uk/attachments/download.asp?file=834&type=pdf		
		Learning – Levers				
<ul style="list-style-type: none"> ➢ Know how to make a simple working lever. ➢ Know the type of movement generated using a lever ➢ Know how a lever allow movement ➢ Know how to cut and assemble simple mechanisms using card and scissors 						
Learning- Sliders						
<ul style="list-style-type: none"> ➢ Know how to make a simple working slider. ➢ Know the type of movement generated using a slider ➢ Know how a slider allow movement ➢ Know how to cut and assemble simple mechanisms using card and scissors 						
Week 7, 8						
Learning	Vocab	Resources		Feedback		
Previous learning Levers, Sliders	Recap previous vocab Pivot, split pin,					
Learning- Pivots						
<ul style="list-style-type: none"> ➢ Know how to make a simple working pivot. ➢ Know the type of movement generated using a pivot ➢ Know how a pivot allow movement ➢ Know how to cut and assemble simple mechanisms using card and scissors 						
Learning- Movement						
<ul style="list-style-type: none"> ➢ Know that different mechanisms produce different types of movement. ➢ Know how the slider moves (Up and down, forwards, backwards) ➢ To know how a lever moves (pivot, round) 						
Week 9, 10, 11						
Learning	Vocab	Resources				
Previous learning	Recap previous vocab Design, plan, user, product Character, message	https://www.youtube.com/watch?v=ieLri062qkw				

Design Technology Curriculum – Summer 2023

The numbering of the week Indicate the week in the term that the learning is taking place.

	<ul style="list-style-type: none">• Know how to evaluate products as they are developed, identifying strengths and possible changes (year 2)• Know how to evaluate a product against the design criteria.• Know how to evaluate products as they are developed, identifying strengths and possible change	<p>Learning - Making the Final Product DESIGNING: Know how to generate ideas based on simple design criteria. Know who the product is for. Know how it will move. Know if they are using a slider/ lever. Know the mechanism needs to work smoothly. Know how to develop and communicate their ideas through drawings.</p> <p>Learning - Making the Final Product IMPLEMENTATION: Know the method they will follow to make their final lever/slider product. Know what tools are needed. Know how to use tools to create movements</p> <p>Learning - Making the Final Product EVALUATION Know how to evaluate their product Know if the mechanism works smoothly. Know if it matches a story scene from the book “Up and Down” by Oliver Jeffers</p>	
--	---	---	--

Design Technology Curriculum – Summer 2023

The numbering of the week Indicate the week in the term that the learning is taking place.

Year 3 and 4 - Textiles

National Curriculum	HPS Knowledge Curriculum	End of Unit Outcome – 1. To make a purse that would fit the need of a Norseman											
<p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, 	<p>Exploration Prior knowledge –</p> <ul style="list-style-type: none"> Explore how products have been created and suggest improvements to existing designs Explain the plus and minus factors of existing designs and products including food Know what improvements could be made to existing designs.. <p>Learning (year 3)</p> <ul style="list-style-type: none"> Identify a purpose and establish criteria for a successful product. Explain how well products have been designed, made and what materials have been used. Know whether products can be recycled or reused. <p>(year 4)</p> <ul style="list-style-type: none"> Know how to gather information about others' views on products. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground - breaking products. Know how to disassemble products to understand how they work. <p>Design & Develop Prior knowledge –</p> <ul style="list-style-type: none"> Generate ideas by drawing on personal and other people's experiences and plan what to do next. Know how to describe designs using pictures, diagrams, models, mock-ups, words, through discussion, observation, drawing, modelling and ICT. Design a product own use and others, following design criteria. Identify a purpose/ target group for a design and make based on a design criteria <p>Learning (year 3)</p> <ul style="list-style-type: none"> Create a design that meets a range of requirements, considering its purpose and user/s. Consider the materials, components, equipment and tools needed when planning. Describe a design using an accurately labelled diagram, and in words. Identify a purpose and establish criteria for a successful product. <p>(year 4)</p> <ul style="list-style-type: none"> Generate more than one idea for how to create a product. Produce a detailed plan with labelled diagrams, a written explanation and step-by step guide. Know how to show a clear idea of what has to be done, planning how to use materials, equipment and processes, choice of materials and components according to function and aesthetics and suggest alternative methods of making, if the first attempts fail <p>Implementation Prior knowledge –</p> <ul style="list-style-type: none"> Know a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Know what tools and equipment might be appropriate to use describing and explaining why they are being used. Know how to measure, mark and cut out to the nearest centimeter (using templates if needed), <p>Learning (year 3)</p> <ul style="list-style-type: none"> Know how to use a range of tools and equipment with some accuracy. Know how to measure, mark out, assemble and join materials and components safely with some accuracy by selecting appropriate tools. <p>(year 4)</p> <ul style="list-style-type: none"> Know how to use a range of tools and equipment with accuracy Know how to measure, mark out, join, and assemble materials and components with accuracy (to the nearest mm). 	<p>Week 6,7</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td> <p>Previous learning</p> <p>Sewing a teddy – use of running stitch</p> </td> <td>Product, pattern, design, Norse</td> <td> <p>https://www.bbc.co.uk/teach/class-clips-video/design-challenge-make-swimming-bag/zvdrkmm</p> <p>http://www.vikingage.org/wiki/wiki/Bags_%26_Pouches</p> <p>https://www.dfindout.com/uk/history/vikings/viking-traders/</p> <p>https://www.bbc.com/bitesize/articles/ztqbr82</p> </td> </tr> <tr> <td colspan="3"> <p>Learning – Evaluation – Existing Products</p> <ul style="list-style-type: none"> Know what materials existing bags/purses are made from Know and sort different designs of bags/purses Know how purse/bags are designed for different purposes. Know why purse/bag attracts people to purchase <p>Learning – Research</p> <ul style="list-style-type: none"> Know how to use research to find out about Norse purses Know the purpose of a Norse purse Know what an Norse might need in their bag Know how the product might meet the need of the Norse </td> </tr> </tbody> </table>			Learning	Vocab	Resources	<p>Previous learning</p> <p>Sewing a teddy – use of running stitch</p>	Product, pattern, design, Norse	<p>https://www.bbc.co.uk/teach/class-clips-video/design-challenge-make-swimming-bag/zvdrkmm</p> <p>http://www.vikingage.org/wiki/wiki/Bags_%26_Pouches</p> <p>https://www.dfindout.com/uk/history/vikings/viking-traders/</p> <p>https://www.bbc.com/bitesize/articles/ztqbr82</p>	<p>Learning – Evaluation – Existing Products</p> <ul style="list-style-type: none"> Know what materials existing bags/purses are made from Know and sort different designs of bags/purses Know how purse/bags are designed for different purposes. Know why purse/bag attracts people to purchase <p>Learning – Research</p> <ul style="list-style-type: none"> Know how to use research to find out about Norse purses Know the purpose of a Norse purse Know what an Norse might need in their bag Know how the product might meet the need of the Norse 		
		Learning	Vocab	Resources									
		<p>Previous learning</p> <p>Sewing a teddy – use of running stitch</p>	Product, pattern, design, Norse	<p>https://www.bbc.co.uk/teach/class-clips-video/design-challenge-make-swimming-bag/zvdrkmm</p> <p>http://www.vikingage.org/wiki/wiki/Bags_%26_Pouches</p> <p>https://www.dfindout.com/uk/history/vikings/viking-traders/</p> <p>https://www.bbc.com/bitesize/articles/ztqbr82</p>									
		<p>Learning – Evaluation – Existing Products</p> <ul style="list-style-type: none"> Know what materials existing bags/purses are made from Know and sort different designs of bags/purses Know how purse/bags are designed for different purposes. Know why purse/bag attracts people to purchase <p>Learning – Research</p> <ul style="list-style-type: none"> Know how to use research to find out about Norse purses Know the purpose of a Norse purse Know what an Norse might need in their bag Know how the product might meet the need of the Norse 											
		<p>Week 8,9</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td> <p>Previous learning</p> <p>Norse purses</p> </td> <td> <p>Recap previous vocab</p> <p>Needle, eye, thread, running stitch, over stitch, binca , knot</p> </td> <td> <p>https://www.youtube.com/watch?v=c7oQfYXqF4M</p> </td> </tr> <tr> <td colspan="3"> <p>Learning – Stitching</p> <ul style="list-style-type: none"> Know how to thread a metal needle and to tie a knot. Know how to carry out a range of stitches on binca: running and over stitch. Know which stitch will be the strongest (after completing stitches on binca). Know how to finish a row of stitches with a knot . <p>Learning- Design</p> <ul style="list-style-type: none"> Know how to create a simple design brief Know how to sketch and annotate possible ideas, choosing one as a final choice and explaining why. Know to add labels to their chosen design: Know to plan the main stages of making (flowchart) </td> </tr> </tbody> </table>			Learning	Vocab	Resources	<p>Previous learning</p> <p>Norse purses</p>	<p>Recap previous vocab</p> <p>Needle, eye, thread, running stitch, over stitch, binca , knot</p>	<p>https://www.youtube.com/watch?v=c7oQfYXqF4M</p>	<p>Learning – Stitching</p> <ul style="list-style-type: none"> Know how to thread a metal needle and to tie a knot. Know how to carry out a range of stitches on binca: running and over stitch. Know which stitch will be the strongest (after completing stitches on binca). Know how to finish a row of stitches with a knot . <p>Learning- Design</p> <ul style="list-style-type: none"> Know how to create a simple design brief Know how to sketch and annotate possible ideas, choosing one as a final choice and explaining why. Know to add labels to their chosen design: Know to plan the main stages of making (flowchart) 		
		Learning	Vocab	Resources									
		<p>Previous learning</p> <p>Norse purses</p>	<p>Recap previous vocab</p> <p>Needle, eye, thread, running stitch, over stitch, binca , knot</p>	<p>https://www.youtube.com/watch?v=c7oQfYXqF4M</p>									
		<p>Learning – Stitching</p> <ul style="list-style-type: none"> Know how to thread a metal needle and to tie a knot. Know how to carry out a range of stitches on binca: running and over stitch. Know which stitch will be the strongest (after completing stitches on binca). Know how to finish a row of stitches with a knot . <p>Learning- Design</p> <ul style="list-style-type: none"> Know how to create a simple design brief Know how to sketch and annotate possible ideas, choosing one as a final choice and explaining why. Know to add labels to their chosen design: Know to plan the main stages of making (flowchart) 											
		<p>Week 10, 11</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Learning</th> <th>Learning</th> </tr> </thead> <tbody> <tr> <td> <p>Previous learning</p> <p>Stitching, design</p> </td> <td> <p>Recap previous vocab</p> <p>pattern/ template: seam: fraying</p> </td> <td> <p>https://www.youtube.com/watch?v=c7oQfYXqF4M</p> </td> </tr> <tr> <td colspan="3"> <p>Learning- Implementing</p> <ul style="list-style-type: none"> Use a template to cut around the binca/felt. Understand seam allowance (the design will need to be slightly larger). Know the stitch needs to be lower than the edge to avoid fraying. Glue any decorative patterns onto the front panel, allowing for the seam (to not glue patterns too close to the edge as it will disrupt the stitch/ fray) Know how join two 2D pieces of felt with an overhand or simple stitch </td> </tr> </tbody> </table>			Learning	Learning	Learning	<p>Previous learning</p> <p>Stitching, design</p>	<p>Recap previous vocab</p> <p>pattern/ template: seam: fraying</p>	<p>https://www.youtube.com/watch?v=c7oQfYXqF4M</p>	<p>Learning- Implementing</p> <ul style="list-style-type: none"> Use a template to cut around the binca/felt. Understand seam allowance (the design will need to be slightly larger). Know the stitch needs to be lower than the edge to avoid fraying. Glue any decorative patterns onto the front panel, allowing for the seam (to not glue patterns too close to the edge as it will disrupt the stitch/ fray) Know how join two 2D pieces of felt with an overhand or simple stitch 		
		Learning	Learning	Learning									
		<p>Previous learning</p> <p>Stitching, design</p>	<p>Recap previous vocab</p> <p>pattern/ template: seam: fraying</p>	<p>https://www.youtube.com/watch?v=c7oQfYXqF4M</p>									
		<p>Learning- Implementing</p> <ul style="list-style-type: none"> Use a template to cut around the binca/felt. Understand seam allowance (the design will need to be slightly larger). Know the stitch needs to be lower than the edge to avoid fraying. Glue any decorative patterns onto the front panel, allowing for the seam (to not glue patterns too close to the edge as it will disrupt the stitch/ fray) Know how join two 2D pieces of felt with an overhand or simple stitch 											
<p>Week 12</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td> <p>Previous Learning</p> <p>Sewing, using pattern</p> </td> <td> <p>Recap previous vocab</p> <p>Evaluate, opinion, amendments</p> </td> <td></td> </tr> </tbody> </table>			Learning	Vocab	Resources	<p>Previous Learning</p> <p>Sewing, using pattern</p>	<p>Recap previous vocab</p> <p>Evaluate, opinion, amendments</p>						
Learning	Vocab	Resources											
<p>Previous Learning</p> <p>Sewing, using pattern</p>	<p>Recap previous vocab</p> <p>Evaluate, opinion, amendments</p>												

Design Technology Curriculum – Summer 2023


The numbering of the week Indicate the week in the term that the learning is taking place.

<p>gears, pulleys, cams, levers and linkages]</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. 	<p><u>Evaluation</u> Prior knowledge –</p> <ul style="list-style-type: none"> • Know how to evaluate a product against the design criteria. • Know how to evaluate products as they are developed, identifying strengths and possible change <p>Learning (year 3)</p> <ul style="list-style-type: none"> • Know how to evaluate a product against original design criteria e.g., how well it meets its intended purpose. • Know how to ask evaluative questions of others to help develop a design <p>(year 4)</p> <ul style="list-style-type: none"> • Know how to evaluate product by carrying out appropriate tests. • Know how to evaluate learning both during and at the end of the assignment • Know how to collate opinions of others in a balanced way. 	<p><u>Learning – Evaluating</u> Evaluate throughout and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. Did it carry the products desired? Was it easily carried? Does it look similar to those used by Norsemen?</p> <p>Ask others their balanced opinion</p>	
--	---	--	--

Design Technology Curriculum – Summer 2023

The numbering of the week Indicate the week in the term that the learning is taking place.

Year 5 and 6 – Food Technology

National Curriculum	HPS Knowledge Curriculum	End of Unit Outcome – 1. Understand and apply the principles of a healthy and varied diet 2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed				
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> 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. <p>Key stage 2 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.</p>	<p>Prior knowledge – Know When planning to cook, the time of day, person and occasion need to be considered; There is a variety of ingredients that can be used for cooking; There are lots of different pieces of equipment used in cooking, some of which have special jobs; It is important to store, prepare and cook food safely and hygienically; There are a number of basic food skills which enable a variety of dishes to be made.</p> <p>Learning (Year 5/6)</p> <ul style="list-style-type: none"> When planning to cook, it is important to select the most suitable ingredients, equipment and food skills for successful results; Around the world people use a range of different ingredients, equipment and cooking techniques to prepare food; When planning to cook consideration should be given to current healthy eating advice, the needs of different people and occasion; Buying, storing, preparing and cooking food safely and hygienically are vital for health; There is a range of additional food skills and cooking techniques which enable a wide range of dishes to be made. <p>Significant figures </p> <p>Jamie Oliver</p> <p><u>Design Technology – Curriculum Knowledge Book</u></p> <p><u>Exploration</u> Prior knowledge – Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground - breaking products.</p> <p>Learning (year 5)</p> <ul style="list-style-type: none"> Know how to collate relevant information to gain an overview of existing products (i.e.users' views). <p>(year 6)</p> <ul style="list-style-type: none"> Knowledge 3 inventors, designers, engineers, chefs and manufactures who have created their own innovative designs that made groundbreaking improvements. Know what cooking processes might have been used in the production of a food. <p><u>Design & Develop</u> Prior knowledge –</p>	Week 1			Feed Forward	
		Learning	Vocab	Resources		
		Previous learning KS1	Recap previous vocab including:	Week 1 -		
		Basic principles of a healthy and varied diet to prepare dishes	<ul style="list-style-type: none"> Hygiene Health Safety Hazards 	https://www.foodafactoflife.org.uk/7-11-years/cooking-7-11-years/hygiene-and-safety-7-11-years/ Resource to use to discuss the importance of Personal Hygiene. https://www.foodafactoflife.org.uk/media/2483/personal-hygiene-ppt-711c4.pptx		
		Understanding where food comes from.	New Vocab: <ul style="list-style-type: none"> Claw grip Bridge grip Personal Hygiene Cross contamination Sensory evaluation 	Resource to use to discuss the importance of Food Safety. https://www.foodafactoflife.org.uk/media/2486/food-safety-ppt-711c4.pptx https://www.foodafactoflife.org.uk/media/2484/alisha-cooks-ws-711c4.docx https://www.foodafactoflife.org.uk/media/2489/get-ready-to-cook-checklist-ws-711c4.docx		
		<u>Learning – Basic Food Hygiene and Safety</u>				
➤ Know about personal hygiene in the kitchen						
➤ Know how to handle food safely to avoid cross contamination						
<u>Learning – Health and Safety in the kitchen (including knives)</u>						
➤ Know how to use the claw and bridge techniques of cutting						
➤ Know which chopping boards are used for different ingredients.						
<u>Learning – Getting ready to cook-checklist</u>						
➤ Know the steps to being ready to cook include tying hair back, putting apron on, washing hands, rolling up sleeves, removing jewellery, getting ingredients and equipment ready.						
<u>Learning – Food Tasting – Fruit and Vegetables</u>						
➤ Know how to describe food using our senses of taste, touch, smell and sight.						
Week 2			Feed Forward			
Learning	Vocab	Resources				
Previous Learning	Recap previous vocab	https://youtu.be/MmYadhbZ7bA				
<ul style="list-style-type: none"> Hygiene and safety Cutting grips Preparation checklist Sensory evaluation 	<ul style="list-style-type: none"> Claw grip Bridge grip Personal Hygiene Cross contamination Sensory evaluation 	https://youtu.be/p_0GfhwycQ?list=PLSXnX8IDffhQYRqPpHn84pMOuYWqDrw1n https://www.foodafactoflife.org.uk/recipes/5-11-years/fruit-salad/				
New Vocab:						
<ul style="list-style-type: none"> Accurate Precision Cleaning Wiping Drying Tidying 						
<u>Learning –</u> Preparing a fruit salad						
➤ Know how to personally prepare for making a fruit salad (see checklist)						
➤ Know which fruit ingredients to use and quantities						
➤ Know how to use the claw and bridge techniques of cutting.						
Week 3			Feed Forward			
Learning	Vocab	Resources				
Previous learning	Previous vocab	https://www.foodafactoflife.org.uk/media/4394/s8-layered-pasta-salad-ws-1114c.docx				
Skills used to prepare a fruit salad	<ul style="list-style-type: none"> Accurate Precision Cleaning Wiping Drying Tidying 					
New vocab						
<ul style="list-style-type: none"> Pasta ‘Al dente’ Cooling Colander 						

Design Technology Curriculum – Summer 2023

The numbering of the week Indicate the week in the term that the learning is taking place.

	<ul style="list-style-type: none"> Generate more than one idea for how to create a product. Know how to show a clear idea of what has to be done, planning how to use materials, equipment and processes, choice of materials and components according to function and aesthetics and suggest alternative methods of making, if the first attempts fail 	<p>Learning – Preparing a pasta salad</p> <ul style="list-style-type: none"> Know how to personally prepare for making a pasta salad (see checklist) Know which ingredients to use and quantities Know how to use the claw and bridge techniques of cutting. Know how pasta is cooked ‘al-dente’ 							
		Feed Forward							
<p>Learning (year 5)</p> <ul style="list-style-type: none"> Know how much products cost to make, how sustainable and innovative they are, and the impact products have beyond their intended purpose. <p>(year 6)</p> <ul style="list-style-type: none"> Plan the order of the making process, choosing appropriate materials, tools and techniques. <p>Implementation Prior knowledge –</p> <ul style="list-style-type: none"> Know how to use a range of tools and equipment with accuracy including food preparation 		<p>Week 4</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td> <p>Previous learning</p> <p>Skills used to prepare a pasta salad</p> </td> <td> <p>Recap previous vocab including:</p> <ul style="list-style-type: none"> Pasta ‘Al dente’ Cooling Colander <p>New Vocab:</p> <ul style="list-style-type: none"> Yeast Fermentation Gluten Proving Kneading Baking Cooling </td> <td> <p>https://www.youtube.com/watch?v=L0AQX7Ii7js&list=PLSXnX8IDfthSpqqM_WEVZyrQ8SLQ-uH3Z&index=4</p> </td> </tr> </tbody> </table>	Learning	Vocab	Resources	<p>Previous learning</p> <p>Skills used to prepare a pasta salad</p>	<p>Recap previous vocab including:</p> <ul style="list-style-type: none"> Pasta ‘Al dente’ Cooling Colander <p>New Vocab:</p> <ul style="list-style-type: none"> Yeast Fermentation Gluten Proving Kneading Baking Cooling 	<p>https://www.youtube.com/watch?v=L0AQX7Ii7js&list=PLSXnX8IDfthSpqqM_WEVZyrQ8SLQ-uH3Z&index=4</p>	
Learning	Vocab	Resources							
<p>Previous learning</p> <p>Skills used to prepare a pasta salad</p>	<p>Recap previous vocab including:</p> <ul style="list-style-type: none"> Pasta ‘Al dente’ Cooling Colander <p>New Vocab:</p> <ul style="list-style-type: none"> Yeast Fermentation Gluten Proving Kneading Baking Cooling 	<p>https://www.youtube.com/watch?v=L0AQX7Ii7js&list=PLSXnX8IDfthSpqqM_WEVZyrQ8SLQ-uH3Z&index=4</p>							
		<p>Learning – Baking bread</p> <ul style="list-style-type: none"> Know that yeast is used as a raising agent Know that proving is the process of allowing fermentation to occur Know that kneading stretches the gluten and helps encourage the bread to rise Know that bread is baked which causes the dough to cook and rise 							
		Feed Forward							
<p>Learning (year 5)</p> <ul style="list-style-type: none"> Know how to use a range of tools and equipment expertly. <p>(year 6)</p> <ul style="list-style-type: none"> Choose appropriate tools to cut and shape. Create a dietary balanced meal to share with others <p>Evaluation Prior knowledge –</p> <ul style="list-style-type: none"> Know how to evaluate product by carrying out appropriate tests. <p>Learning (year 5)</p> <ul style="list-style-type: none"> Know how to evaluate a product against the original design specification and by carrying out tests. Know evaluate products personally and seek evaluations and suggested developments from others <p>(year 6)</p> <ul style="list-style-type: none"> Know how to evaluate products, identifying strengths and areas for development, and carrying out appropriate tests. Know how to evaluate products both during and the end of the assignment. Record evaluations using drawings with labels. Know how to evaluate against original criteria and suggest ways that my product could be improved. 		<p>Week 5</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td> <p>Previous Learning</p> <ul style="list-style-type: none"> Skills used to bake bread </td> <td> <p>Recap previous vocab</p> <ul style="list-style-type: none"> Yeast Fermentation Gluten Proving Kneading Baking Cooling <p>New Vocab:</p> <ul style="list-style-type: none"> Weighing Measuring Method Mixing </td> <td> <p>https://www.youtube.com/watch?v=k6ZcexYaOVw&list=PLSXnX8IDfthSpqqM_WEVZyrQ8SLQ-uH3Z&index=5</p> </td> </tr> </tbody> </table>	Learning	Vocab	Resources	<p>Previous Learning</p> <ul style="list-style-type: none"> Skills used to bake bread 	<p>Recap previous vocab</p> <ul style="list-style-type: none"> Yeast Fermentation Gluten Proving Kneading Baking Cooling <p>New Vocab:</p> <ul style="list-style-type: none"> Weighing Measuring Method Mixing 	<p>https://www.youtube.com/watch?v=k6ZcexYaOVw&list=PLSXnX8IDfthSpqqM_WEVZyrQ8SLQ-uH3Z&index=5</p>	
Learning	Vocab	Resources							
<p>Previous Learning</p> <ul style="list-style-type: none"> Skills used to bake bread 	<p>Recap previous vocab</p> <ul style="list-style-type: none"> Yeast Fermentation Gluten Proving Kneading Baking Cooling <p>New Vocab:</p> <ul style="list-style-type: none"> Weighing Measuring Method Mixing 	<p>https://www.youtube.com/watch?v=k6ZcexYaOVw&list=PLSXnX8IDfthSpqqM_WEVZyrQ8SLQ-uH3Z&index=5</p>							
		<p>Learning – Baking muffins/buns</p> <ul style="list-style-type: none"> Know how to personally prepare for baking muffins Know that ingredients need to be weighed out carefully Know the ‘muffin’ method and its steps for preparing the mixture 							
		Feed Forward							
		<p>Week 6</p> <table border="1"> <thead> <tr> <th>Learning</th> <th>Vocab</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td> <p>Previous learning</p> <p>Skills used to prepare and make muffins</p> </td> <td> <p>Previous vocab</p> <ul style="list-style-type: none"> Weighing Measuring Method Mixing <p>New vocab</p> <ul style="list-style-type: none"> Yeast Fermentation Gluten Proving Kneading Rolling Toppings Baking Cooling </td> <td></td> </tr> </tbody> </table>	Learning	Vocab	Resources	<p>Previous learning</p> <p>Skills used to prepare and make muffins</p>	<p>Previous vocab</p> <ul style="list-style-type: none"> Weighing Measuring Method Mixing <p>New vocab</p> <ul style="list-style-type: none"> Yeast Fermentation Gluten Proving Kneading Rolling Toppings Baking Cooling 		
Learning	Vocab	Resources							
<p>Previous learning</p> <p>Skills used to prepare and make muffins</p>	<p>Previous vocab</p> <ul style="list-style-type: none"> Weighing Measuring Method Mixing <p>New vocab</p> <ul style="list-style-type: none"> Yeast Fermentation Gluten Proving Kneading Rolling Toppings Baking Cooling 								
		<p>Learning – Designing and making a pizza</p> <ul style="list-style-type: none"> Know how to personally prepare for making a pizza (see checklist) Know which ingredients to use, quantities and toppings Know how to roll out the dough to prepare the pizza base 							