

APS CURRICULUM – DESIGN TECHNOLOGY			YEAR/ TERM: YEAR B, SPRING TERM
YEAR 5 and 6	Year 5		
National Curriculum Links	Cooking and nutrition	Stiff and flexible sheet materials	Knowledge, skills and understanding breakdown
• Aims: - build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users - critique, evaluate and test their ideas and products and the work of others - understand and apply the principles of nutrition and learn how to cook. • generate, develop, model and communicate their ideas through discussion and annotated sketches • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components including ingredients according to their functional properties and aesthetic qualities • 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 • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • 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	• Can they describe what they do to be both hygienic and safe? • How have they presented their product well?	• Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose?	• Developing, planning and communicating ideas: - Can they come up with a range of ideas after they have collected information? - Do they take a user's view into account when designing? - Can they produce a detailed step-by-step plan? - Can they suggest some alternative plans and say what the good points and drawbacks are about each? • Working with tools, equipment, materials and components to make quality products: - Can they explain why their finished product is going to be of good quality? - Can they explain how their product will appeal to the audience? - Can they use a range of tools and equipment expertly? • Evaluating processes and products: - Do they keep checking that their design is the best it can be? - Do they check whether anything could be improved? - Can they evaluate appearance and function against the original criteria?

CORE Learning / Sticky Knowledge	Year 6		
	Cooking and nutrition	Stiff and flexible sheet materials	Knowledge, skills and understanding breakdown
Year 5- designing: • Come up with a range of ideas after collecting information from different sources • Produce a detailed, step-by-step plan • Explain how a product will appeal to a specific audience Year 5- making: • Use a range of tools and equipment competently Year 5- evaluating: • Suggest alternative plans; outlining the positive features and drawbacks • Evaluate appearance and function against original criteria Year 5- food technology: • Be both hygienic and safe in the kitchen • Know how to prepare a meal by collecting the ingredients in the first place • Know which season various foods are available for harvesting Year 6- designing: • Use market research to inform plans and ideas • Follow and refine original plans • Justify planning in a convincing way • Show that culture and society is considered in plans and designs Year 6- making: • Know which tool to use for a specific practical task • Know how to use tools correctly and safely • Know what each tool is used for • Explain why a specific tool is best for a specific action Year 6- evaluating: • Know how to test and evaluate designed products • Evaluate product against clear criteria	• Can they explain how their product should be stored with reasons? • Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?	• Can they justify why they selected specific materials? • Can they work within a budget? • How have they ensured that their work is precise and accurate?	• Developing, planning and communicating ideas: - Can they use a range of information to inform their design? - Can they use market research to inform plans? - Can they work within constraints? - Can they follow and refine their plan if necessary? - Can they justify their plan to someone else? - Do they consider culture and society in their designs? • Working with tools, equipment, materials and components to make quality products: - Can they use tools and materials precisely? - Do they change the way they are working if needed? • Evaluating processes and products: - How well do they test and evaluate their final product? - Is it fit for purpose? - What would improve it? - Would different resources have improved their product? - Would they need more or different information to make it even better?

Community links/visits			
• Visit from a local sustainable packaging business • Phunky Foods workshop			
Links to Phunky Foods scheme of work			
• Eatwell: - Defining the term 'healthy' and comparing which elements of this help our bodies and minds in different ways - Word association to identify the different ways we can cook or prepare foods/groups of food - Categorising foods according to their nutritional value - Breaking down a meal into individual ingredients and placing these on the Eatwell plate - Comparing own diets and suggesting healthier options by substituting ingredients - Food safety and hygiene/kitchen preparation			
• Drain your drinks: - The importance of water and why we need to stay hydrated (ways our bodies lose water) - Comparing bottles and glasses to demonstrate the amount we should drink daily (link to volume and capacity) - Identifying ingredients found in different drinks on the Eatwell plate (comparing sugar/caffeine content in drinks) - Incorporating the benefits of drinking water onto a label design - Food safety and hygiene/kitchen preparation - Evaluation and what we have learnt			
• Snack attack: - Benefits of snacks (giving us energy and nutrients) - Comparing the sugar content in a variety of snacks (using the traffic light system on packaging labels) - Investigating the nutritional content of different snacks and combining ingredients to make a new snack - Food safety and hygiene/kitchen preparation			
• (Taken from Home Learning sheets) - Food waste and sustainability: meal planning and identifying how we could reduce our waste - Where does our food come from? Using a world map to identify reasons for and against importation and exportation - Ocean pollution and sustainable fishing (ways to reduce our impact on the planet)			