



Design and Technology Long Term Plan

Year 5	Design	Make	Evaluate	Technical Knowledge	Cooking & Nutrition
Key Skills	<ul style="list-style-type: none"> Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design idea 	<ul style="list-style-type: none"> Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product 	<ul style="list-style-type: none"> Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others 	<ul style="list-style-type: none"> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<ul style="list-style-type: none"> Weigh and measure accurately (time, dry ingredients, liquids) Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens 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
Assessment	<ul style="list-style-type: none"> Are children able to use the design criteria to inform their decisions about ways to proceed? Can children Investigate products/images to collect ideas and sketch/ model alternative ideas? Are children able to develop one idea in depth using annotated diagrams? Can children develop their own prototypes? 	<ul style="list-style-type: none"> Can chn combine fabrics to make a money pouch, using a range of stitches? Can children make a moving model using a cam mechanism? 	<ul style="list-style-type: none"> Can children identify what does and does not work in the product? Are children able to make suggestions as to how their design could be improved? 	<ul style="list-style-type: none"> Can children explain how a cam system works? Are children able to choose different stitches for different parts of their textile work? Can children make a simple framework from square cut timber? 	<ul style="list-style-type: none"> Are children able to take responsibility for following a recipe to select and weigh ingredients? Can children select from a variety of utensils and equipment?
Term	Content/unit/topic	Curriculum links	Key facts	Key vocab	
Autumn Term	<u>Space</u> Kapow: Structures	Science Space Topic	<ul style="list-style-type: none"> What are my options? What materials will I use? 	Design, make, test, evaluate, edit, review.	

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	<p><u>To design and create a re-entry capsule for an 'eggonaut'.</u></p> 		<ul style="list-style-type: none"> • What mechanisms do I need to consider? 	
<p>Spring Term</p>	<p><u>Victorians.</u> Kapow: Textiles <u>Create a cross stitch sampler</u></p> 	<p>History - Victorians</p>	<ul style="list-style-type: none"> • What makes up natural fabric? And what about synthetic fabric? • How is fabric made? • How are the threads put together to make cloth and where do they come from? • What fabric is best for making clothing? 	<p>Stitch, needle, thread</p>
<p>Summer Term</p>	<p><u>South America - Cooking and Nutrition. Make an empanada</u> Kapow: What could be healthier?.</p>	<p>South America, Science, Maths - cost of ingredients/ timings</p>	<ul style="list-style-type: none"> • All foods come from plants and animals. 	<p>Hygiene, safety, profit, weight, scales, recipe.</p>

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Children will research South American food empanadas and look at different recipes. Children will decide which recipe is most suitable and discuss what ingredients/materials we will need to make.

- Different foods need to be stored differently.
- To know the hygiene and safety rules which need to be followed before, during and after cooking.