

Design and Technology at Hobletts

Design and Technology at Hobletts Manor Junior School:

In Design and Technology, we develop our skills, knowledge and understanding of designing, making and evaluating products. We are encouraged to be creative and innovative as we explore the world in which we live.

Aims:

The national curriculum for history aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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.

KS2 pupils should already:

When designing and making, pupils should be taught to:

Design

- 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

Make

- 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

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- 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.

Cooking and Nutrition

Pupils should be taught to:

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

Pupils should be taught:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

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
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- 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.

Cooking and nutrition

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.

- 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.

Curriculum Overview:

Year Group	Autumn Term Unit of learning	Spring Term Unit of learning	Summer Term Unit of learning
Three	Shell Structures Gift Boxes	Healthy and Varied Diet Healthy Wraps Levers and Linkages Pop up cards	
Four	2D shape to 3D project Christmas decoration	Simple circuits and Switches Egyptian Night Lights Healthy and Varied Diet Egyptian Bread	
Five	Celebrating Culture and Seasonality Savoury Muffins	Frame structures Viking Long House	Pulleys and Gears Moving parts
Six		Combining Different Fabric Shapes Applique Cushions	Celebrating Culture and Seasonality Mayan More Complex Switches Micro:bit

Year 3

<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Through the Ages</i>	<i>Romans</i>	<i>Our World!</i>
<p style="text-align: center;">Shell Structures Gift Boxes</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project. <p style="text-align: center;"><i>See the following document to design the learning for the classroom:</i> 3 4 Shell structures.pdf</p> <p style="text-align: center;"><u>Subject specific key vocabulary:</u> <i>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering,</i></p>	<p style="text-align: center;">Healthy and Varied Diet Healthy Wraps</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • 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. • Know and use relevant technical and sensory vocabulary appropriately. <p style="text-align: center;"><i>See the following document to design the learning for the classroom:</i> 3 4 Healthy and varied diet.pdf</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><u>Subject specific key vocabulary:</u> <i>name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u> <i>complete, different, fruit, potatoes,</i></p> </div>	

<p><i>text, graphics, decision, evaluating, design brief design criteria, innovative, prototype</i></p> <p><u>Word list- Year 3/ 4 spellings:</u> <i>build, centre, circle, complete, decide, describe, different, height, length, material, position, purpose, straight, strength,</i></p>	<p style="text-align: center;"><i>Levers and Linkages</i> <i>Pop up cards</i></p> <p>Designing Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</p> <ul style="list-style-type: none"> • Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project <p style="text-align: center;"><i>See the following document to design the learning for the classroom:</i> <i>3 4 Levers and linkages.pdf</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><u>Subject specific key vocabulary:</u> <i>mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u> <i>build, centre, circle, complete, consider, continue, decide, describe, different, disappear, experiment, guide, increase, length, opposite, position, purpose, thought</i></p> </div>	
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Year 4

<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Where we all live!</i>	<i>Ancient Egyptians</i>	<i>Ancient Greeks and the Olympics</i>
<i>2D shape to 3D project Christmas Decoration</i>	<i>Simple circuits and Switches Pyramid Night Lights</i>	
<p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. <p>3 4 2D shape to 3D product.pdf See the following document to design the learning for the classroom:</p>	<p>Designing</p> <ul style="list-style-type: none"> • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project. <p>See the following document to design the learning for the classroom: 3 4 Simple circuits and switches.pdf</p> <p><u>Subject specific key vocabulary:</u> <i>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, user, purpose, function, prototype, design criteria, innovative, appealing, design brief</i></p> <p><u>Word list- Year 3/ 4 spellings:</u> <i>build, circle, complete, continue, experiment, increase, position, purpose,</i></p>	

<p><u>Subject specific key vocabulary:</u> <i>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces</i></p> <p><u>Word list- Year 3/ 4 spellings:</u> <i>actual, actually, build, centre, circle, complete, describe, knowledge, learn, length, material, particular, position, purpose, regular, straight,</i></p>	<p style="text-align: center;"><i>Healthy and Varied Diet</i> <i>Egyptian Bread</i></p> <hr/> <p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • 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. • Know and use relevant technical and sensory vocabulary appropriately. <p style="text-align: center;"><i>See the following document to design the learning for the classroom:</i> <u>3 4 Healthy and varied diet.pdf</u></p> <p style="text-align: center;"><u>Subject specific key vocabulary:</u> <i>name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u> <i>complete, different, fruit, potatoes,</i></p>	
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Year 5

<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Anglo Saxons and Scots</i>	<i>Vicious Vikings</i>	<i>Enchanting Earth!</i>
<i>Celebrating Culture and Seasonality</i> <i>Savoury muffin/scone</i>	<i>Frame structures</i> <i>Viking Long House</i>	<i>Pulleys and Gears</i> <i>Moving Parts</i>
<p>Designing</p> <ul style="list-style-type: none"> • 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. <p>Making</p> <ul style="list-style-type: none"> • 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. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> • 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, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;"><i>See the following document to design the learning for the classroom:</i> 5 6 Celebrating culture and seasonality.pdf</p>	<p>Designing</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. <p>Making</p> <ul style="list-style-type: none"> • 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. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. <p style="text-align: center;"><i>See the following document to design the learning for the classroom:</i> 5 6 Frame structures.pdf</p>	<p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project. <p style="text-align: center;"><i>See the following document to design the learning for the classroom:</i> 5 6 Pulleys or gears.pdf SETPOINT Hertfordshire: Moving Toys workshop http://setpointprimary.moonfruit.com/moving-toys/4592943900</p>
<p>Subject specific key vocabulary: <i>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein,</i></p>	<p>Subject specific key vocabulary: <i>frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design</i></p>	<p>Subject specific key vocabulary: <i>pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated</i></p>

<p> <i>vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief</i> </p> <p> <u>Word list- Year 5/ 6 spellings:</u> </p> <p> <i>appreciate, available, category, develop, equipment, explanation, necessary, recommend, restaurant, vegetable,</i> </p>	<p> <i>specification, prototype, annotated sketch, purpose, user, innovation, research, functional</i> </p> <p> <u>Word list- Year 5/ 6 spellings:</u> </p> <p> <i>achieve, attached, communicate, develop, equipment, explanation, symbol,</i> </p>	<p> <i>drawings, exploded diagrams, mechanical system, electrical system, input, process, output, design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief</i> </p> <p> <u>Word list- Year 5/ 6 spellings:</u> </p> <p> <i>attached, develop, equipment, explanation, necessary,</i> </p>
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Year 6

<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>History of London – WW2</i>	<i>Rainforests</i>	<i>Aztecs</i>
<i>More Complex Switches</i> <i>Micro:Bit</i>	<i>Combining Different Fabric Shapes</i> <i>Applique Cushions</i>	<i>Celebrating Culture and Seasonality</i> <i>Aztec Diet</i>
<p>Designing</p> <ul style="list-style-type: none"> • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. <p>Making</p> <ul style="list-style-type: none"> • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <p>Evaluating</p> <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. <p style="text-align: center;"><i>Provided by SETPOINT EAST.</i></p>	<p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. <ul style="list-style-type: none"> • Fabrics can be strengthened, stiffened and reinforced where appropriate. <p style="text-align: center;"><i>See the following document to design the learning for the classroom:</i></p> <p style="text-align: center;"><u>5_6 Combining different fabric shapes.pdf</u></p>	<p>Designing</p> <ul style="list-style-type: none"> • 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. <p>Making</p> <ul style="list-style-type: none"> • 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. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> • 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, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;"><i>See the following document to design the learning for the classroom:</i></p> <p style="text-align: center;"><u>5_6 Celebrating culture and seasonality.pdf</u></p>
<p>Subject specific key vocabulary:</p> <p><i>series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program,</i></p>	<p>Subject specific key vocabulary:</p> <p><i>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings</i></p>	<p>Subject specific key vocabulary:</p> <p><i>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein,</i></p>

<p><i>flowchart, function, innovative, design specification, design brief, user, purpose</i></p> <p><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>achieve, attached, develop, equipment, explanation, necessary, symbol, system, thorough</i></p>	<p><i>used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype</i></p> <p><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>Achieve, attached, develop, equipment, explanation</i></p>	<p><i>vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief</i></p> <p><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>appreciate, available, category, develop, equipment, explanation, necessary, recommend, restaurant, vegetable,</i></p>
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