



<p>Spring 1</p> <p><b><u>Balanced meals</u></b></p>	<p>Summer 2</p> <p><b><u>Buzz Wire Game</u></b></p>
<ul style="list-style-type: none"><li>When designing and making, pupils should be taught to: <b>Design</b></li><li>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</li><li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li><li><b>Make</b></li><li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>select from and use a wider range of materials ingredients, according to their functional properties and aesthetic qualities</li><li><b>Evaluate</b></li><li>investigate and analyse a range of existing products</li><li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>understand how key events and individuals in design and technology have helped shape the world</li><li><b>Cooking and nutrition</b> Pupils should be taught to: <b>Key stage 2</b></li><li>understand and apply the principles of a healthy and varied diet</li><li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li><li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li></ul>	<ul style="list-style-type: none"><li>When designing and making, pupils should be taught to: <b>Design</b></li><li>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</li><li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li><li><b>Make</b></li><li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li><li><b>Evaluate</b></li><li>investigate and analyse a range of existing products</li><li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>understand how key events and individuals in design and technology have helped shape the world</li><li><b>Technical knowledge</b></li><li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li><li>apply their understanding of computing to program, monitor and control their products.</li></ul>

<ol style="list-style-type: none"> <li>1. To understand seasonality and know where and how ingredients are grown, reared, caught and processed (vocab: reared, processed)</li> <li>2. To understand the principals of a healthy and varied diet</li> <li>3. To learn about key individuals who have helped shape the world (Jamie Oliver)</li> <li>4. To develop design criteria and generate ideas through annotated sketches and exploded diagrams (vocab: generate)</li> <li>5. To select from a range of tools and ingredients to make an appealing product (vocab: texture)</li> <li>6. To evaluate my own and others work against our own design criteria</li> </ol>	<ol style="list-style-type: none"> <li>1. To research and investigate existing products</li> <li>2. To learn about key individuals who have helped shape the world (Alessandro Volta)</li> <li>3. To develop design criteria and generate ideas through computer-aided design (Use AI tool to draw ideas) (vocab: computer- aided)</li> <li>4. To understand electrical systems in their products (vocab: circuit, components)</li> <li>5. To make a functional product; selecting from a range of tools and materials (vocab: conductor)</li> <li>6. To evaluate my own and others products against my own design criteria (use evaluation form on server)</li> </ol>
<b>Balanced meals - end points</b>	<b>Buzz wire game - end points</b>
<b>Designer/ person of interest:</b> Jamie Oliver is a British chef famous for his simple, healthy recipes <b>Skills:</b> To be able to create a balanced meal which includes ingredients from each of the food groups <b>Vocab:</b> reared, processed, generate, texture	<b>Designer/ person of interest:</b> Alessandro Volta is a scientist who invented the electrical battery in 1800. <b>Skills:</b> To be able to create a working circuit within a product. <b>Vocab:</b> computer-aided, circuit, components, conductor
Reared: to care for until they are grown up Processed: undergoing a special process Generate: to create Texture: The feel and appearance e.g. grainy or smooth	Computer-aided: with the help of computers Circuit: a closed path in which electricity flows. Components: parts of a circuit. Conductor: a material that allows electricity to flow through it.