



<p>Spring 1</p> <p><u>Balanced meals</u></p>	<p>Summer 2</p> <p><u>Buzz Wire Game</u></p>
<ul style="list-style-type: none"> When designing and making, pupils should be taught to: <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 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>Cooking and nutrition Pupils should be taught to:</p> <p>Key stage 2</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> When designing and making, pupils should be taught to: <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, 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"> 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.

1. To understand seasonality and know where and how ingredients are grown, reared, caught and processed
2. To understand the principals of a healthy and varied diet
3. To learn about key individuals who have helped shape the world (Jamie Oliver)
4. To develop design criteria and generate ideas through annotated sketches and exploded diagrams
5. To select from a range of tools and ingredients to make an appealing product
6. To evaluate my own and others work against our own design criteria

1. To research and investigate existing products
2. To learn about key individuals who have helped shape the world (Alessandro Volta)
3. To develop design criteria and generate ideas through computer-aided design
4. To understand electrical systems in their products
5. To make a functional product; selecting from a range of tools and materials
6. To evaluate my own and others products against my own design criteria (use evaluation form on server)