

**Design and Technology**

**Year 5.6**

**Term 1**

**Structures- Playground Structures**

**Vocabulary**

- apparatus
- design criteria
- equipment
- playground
- landscape features
- cladding

**Knowledge**

- To know that structures can be strengthened by manipulating materials and shapes.
- To understand what a 'footprint plan' is.
- To understand that in the real world, design can impact users in positive and negative ways.
- To know that a prototype is a cheap model to test a design idea.

**Outcomes**

- Create five apparatus designs, applying the design criteria to their work.
- Make suitable changes to their work after peer evaluation.
- Make roughly three different structures from their plans using the materials available.
- Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.
- Secure their apparatus to a base.
- Make a range of landscape features using a variety of materials which will enhance their apparatus.

**Term 2**

**Textiles- Stuffed Toy**

Vocabulary	Knowledge	Outcomes
<ul style="list-style-type: none"> <li>• accurate</li> <li>• annotate</li> <li>• appendage</li> <li>• blanket-stitch</li> <li>• design criteria</li> <li>• detail</li> <li>• evaluation</li> <li>• fabric</li> <li>• sew</li> <li>• shape</li> <li>• stuffed toy</li> <li>• stuffing</li> <li>• template</li> </ul>	<ul style="list-style-type: none"> <li>• To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.</li> <li>• To understand that it is easier to finish simpler designs to a high standard.</li> <li>• To know that soft toys are often made by creating appendages separately and then attaching them to the main body.</li> <li>• To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a stuffed toy, considering the main component shapes of their toy.</li> <li>• Create an appropriate template for their stuffed toy.</li> <li>• Join two pieces of fabric using a blanket stitch.</li> <li>• Neatly cut out their fabric.</li> <li>• Use appliqué or decorative stitching to decorate the front of their stuffed toy.</li> <li>• Use blanket stitch to assemble their stuffed toy, repairing when needed.</li> <li>• Identify what worked well and areas for improvement.</li> </ul>
<b>Term 3</b> <b>Food- Come Dine with Me</b>		
Vocabulary	Knowledge	Outcomes
<ul style="list-style-type: none"> <li>• equipment</li> <li>• flavours</li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'flavour' is how a food or drink tastes.</li> </ul>	<ul style="list-style-type: none"> <li>• Find a suitable recipe for their course.</li> </ul>

<ul style="list-style-type: none"><li>• ingredients</li><li>• method</li><li>• research</li><li>• recipe</li><li>• bridge method</li><li>• cookbook</li><li>• cross-contamination</li><li>• farm to fork</li><li>• preparation</li><li>• storyboard</li></ul>	<ul style="list-style-type: none"><li>• To know that many countries have 'national dishes' which are recipes associated with that country.</li><li>• To know that 'processed food' means food that has been put through multiple changes in a factory.</li><li>• To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.</li><li>• To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).</li></ul>	<ul style="list-style-type: none"><li>• Record the relevant ingredients and equipment needed.</li><li>• Follow a recipe, including using the correct quantities of each ingredient.</li><li>• Write a recipe, explaining the process taken.</li><li>• Explain where certain key foods come from before they appear on the supermarket shelf.</li></ul>
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