

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

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