

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Curriculum Planning

Subject: DESIGN & TECHNOLOGY- FOOD

Overview	<p>Key Stage 1</p> <p>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 and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>Design</p> <ul style="list-style-type: none">• 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 <p>Make</p> <ul style="list-style-type: none">• 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 <p>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">• 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 <p>Cooking and Nutrition</p> <ul style="list-style-type: none">• use the basic principles of a healthy and varied diet to prepare dishes• understand where food comes from <p>Key Stage 2</p> <p>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].</p> <p>When designing and making, pupils should be taught to:</p> <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, textiles and 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>Technical knowledge</p> <ul style="list-style-type: none">• apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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	<ul style="list-style-type: none"> • 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 <p>Cooking and Nutrition</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 					
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key Learning: National Curriculum knowledge covered</p> <p>Key Progressive Skills: National Curriculum skills covered</p>	<p>To cut ingredients safely and hygienically. To assemble or cook ingredients and discover their origins.</p> <p><i>To plan and develop ideas through comparison of existing products, discussion, drawings and using templates and evaluate ideas and completed projects verbally</i></p>	<p>To cut, peel or grate ingredients safely and hygienically. (Happily ever after, Life on an ocean wave)</p> <p>To measure or weigh using measuring cups or electronic scales. (Polar Express, Life on an ocean wave)</p> <p>To know the origins of the ingredients. (Happily ever after, Life on an ocean wave)</p> <p><i>To plan and develop ideas through comparison of existing products, discussion, drawings and using templates and evaluate ideas and completed projects in written form</i></p>	<p>To prepare ingredients hygienically To use appropriate utensils. To measure accurately. To follow a recipe. To assemble or cook ingredients To know the origins of the ingredients and their seasonality.</p> <p><i>To plan and develop ideas through research of existing products, discussion, annotated sketches, using templates and computer-aided design.</i></p> <p><i>To have understanding of how key events and structures have helped shape the world (relevant to current task).</i></p> <p><i>To evaluate ideas and completed projects</i></p>	<p>To prepare ingredients hygienically using appropriate utensils. To measure ingredients to the nearest gram. To assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking). To know the origins of the ingredients and their seasonality. To know where and how a selection of ingredients are grown or reared.</p> <p><i>To plan and develop ideas through research of existing products, discussion, annotated sketches, using templates and computer-aided design.</i></p> <p><i>To have an understanding of how key events and structures have helped shape the world (relevant</i></p>	<p>To understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms). To demonstrate a range of baking and cooking techniques. To know the origins of the ingredients and their seasonality. To know where and how a selection of ingredients are grown or reared.</p> <p><i>To plan and develop ideas through research of existing products, discussion, annotated sketches, cross-sectional diagrams and computer-aided design.</i></p> <p><i>To have an understanding of how key events and structures have helped shape the world (relevant</i></p>	

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			<p>against a design criteria (success criteria) to improve work.</p>	<p>to current task). To evaluate ideas and completed projects against a design criteria (success criteria) to improve work.</p>	<p>to current task). To evaluate ideas and completed projects against a own design criteria (success criteria), decide whether it is fit for purpose and listen to the views of others to improve work.</p>	
<p>How the Skills/ Learning Will Take Place Eg What will be cooked?</p>	<p>Fruit Salad Food Prep and hygiene (washing hands, tying hair back and covering cuts with plasters) Washing fruit How to hold and carry a knife properly - SAFETY Teach bridge technique for cutting</p>			<p>Romans - children research and design their own Roman menu - accurate to the time. WW2 - Rationing - effects and limitations of. Scotland - research haggis. Children cook and taste it.</p>		
<p>Key Vocabulary National Curriculum and other</p>	<p>Fruit, kiwi, mango, grapes, strawberries, banana Knife, cut, slice, safe, hygiene, hand wash, mix Investigate, explore, design, make, evaluate</p>			<p>Bake, baste, beat, boil, dice, glaze, grill, knead, roast, rub, set</p>		

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