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| Design and Technology enquiry | Programme of study | Knowledge | Vocabulary |
| * Use research and criteria to develop products which are fit for purpose **(National Curriculum Objective)** * Use annotated sketches and prototypes to explain ideas **(National Curriculum Objective)** * Evaluate existing products and improve own work **(National Curriculum Objective)** * Use mechanical systems in own work **(National Curriculum Objective)** * Understand seasonality; prepare and cook mainly savoury dishes **(National Curriculum Objective)** | Design   * Can they show that their design meets a range of requirements? * Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? * Can they describe their design using an accurately labelled sketch and words? * How realistic is their plan? | Cooking   * Can they choose the right ingredients for a product? * Can they use equipment safely? * Can they make sure that their product looks attractive? * Can they describe how their combined ingredients come together? * Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? | Purposeful, functional, product, design, idea, model, generate, communicate, tools, materials, evaluate. Build, improve, food, stronger, stiffer, stable, mechanisms, levers, sliders, wheels, axels, make, cooking, textiles, construction, plan, choose, diagram, components, prototypes, purpose, annotated, mechanical, seasonality, prepare, savoury  Explain, pictures, cut, safely, hygiene, surfaces, decorate, gluing, feeling of texture, movement, scissors, structure, drawing, ingredients, measure, join, cut,  Add design, product, folding, joining, stronger, incorporate.  Requirements, equipment, labelled sketch, realistic, attractive product, appearance, qualities, electrical components, techniques |
| Make   * Can they use equipment and tools accurately? | Textiles   * Can they join textiles of different types in different ways? * Can they choose textiles both for their appearance and also qualities? |
| Evaluate   * Can they explain what they changed which made their design even better? | Electrical and mechanical   * Do they select the most appropriate tools and techniques to use for a given task? * Can they make a product which uses both electrical and mechanical components? * Can they use a simple circuit? * Can they use a number of components? |
| Materials- flexible and rigid   * Do they use the most appropriate materials? * Can they work accurately to make cuts and holes? * Can they join materials? |
| Materials- mouldable   * Do they select the most appropriate materials? * Can they use a range of techniques to shape and mould? * Do they use finishing techniques? |
| Extensions | | | |
| Technical knowledge | Cooking and nutrition |  | Cultural Capital |
| * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products, (for example as 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 programme, monitor and control their products. | * 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. |  |  |