



## Design & Technology (D.T.) - Curriculum Overview (Year A)

Year	Subject specific Vocabulary	'The Greats'	Autumn 2 Mechanisms/ Mechanical systems (KS1 & KS2)	Spring 2 Cooking and Nutrition	Summer 2 Mechanisms/ Mechanical systems (KS1) Structures (KS2)
Nursery			<p><u>Personal, Social &amp; Emotional Development (PSED):</u>  <b>Managing Self</b>            • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p><u>Physical Development (PD):</u>  <b>Gross Motor Skills</b>            • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</p> <p><b>Fine Motor Skills</b>            • Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p><u>Understanding the World:</u>  <b>The Natural World</b>            • Explore how things work</p> <p><u>Expressive Arts and Design:</u>  <b>Creating with Materials</b>            • Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings and a park            • Explore different materials freely, in order to develop their ideas about how to use them and what to make            • Develop their own ideas and then decide which materials to use to express them            • Join different materials and explore different textures            • Draw with increasing complexity and detail, such as representing a face with a circle and including details            • Use drawing to represent ideas</p>		
Reception			<p><u>Physical Development (PD):</u>  <b>Fine Motor Skills</b>            • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.            Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><u>Physical Development (PD):</u>  <b>Fine Motor Skills</b>            • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.            Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	



### Key stage 1

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].

When designing and making, pupils should be taught to:

#### Design

- 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

#### Make

- 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
- Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- Technical knowledge
- 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.

### Key stage 2



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]. When designing and making, pupils should be taught to:

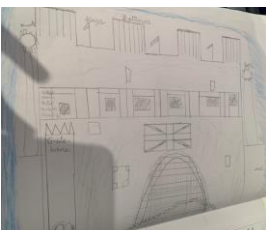
#### Design

- 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


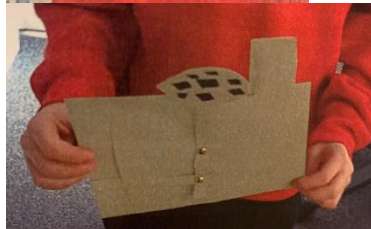
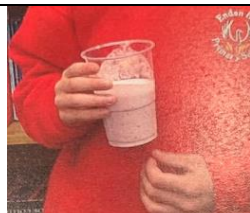
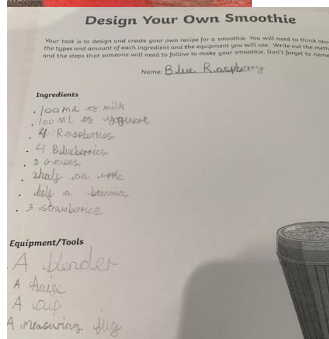

	<p>-generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u></p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>-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> <p><u>Evaluate</u></p> <p>-investigate and analyse a range of exist</p>				
Year 1	<p><u>Wheels and Axels</u></p> <p>Assemble Design Evaluation Mechanism Model Sliders Stencil Target audience Template Test</p> <p><u>Fruit and Vegetables</u></p> <p>Blender Carton Fruit Healthy Ingredients Peel Peeler Recipe Slice Smoothie Stencil</p>	Jamie Oliver	<p><u>Making a moving story book</u></p> <p><u>Design (class design)</u></p> <p>-Learn the importance of a clear design criteria -Design a moving story book for a given audience</p> <p><u>Make</u></p> <p>-Follow a design to create moving models that use levers and sliders -Adapt mechanisms</p> <p><u>Evaluate</u></p> <p>-Test and evaluate a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed -Review the success of a product by testing it with its intended audience</p> <p><u>Technical Knowledge</u></p> <p>-Learn that levers and sliders are mechanisms and can make things move -Identify whether a mechanism is a lever or slider and determining what movement the mechanism will make -Use the vocabulary: up, down, left, right, vertical and horizontal to describe movement</p>	<p><u>Fruit and Vegetables</u></p> <p><u>Design</u></p> <p>-Design smoothie carton packaging by-hand or on ICT software</p> <p><u>Make</u></p> <p>-Chop fruit and vegetables safely to make a smoothie -Identify if a food is a fruit or a vegetable -Learn where and how fruits and vegetables grow</p> <p><u>Evaluate</u></p> <p>-Taste and evaluate different food combinations -Describe appearance, smell and taste -Suggest information to be included on packaging</p> <p><u>Technical Knowledge</u></p> <p>-Understand the difference between fruits and vegetables -Describe and group fruits by texture and taste</p>	<p><u>Wheels and Axels</u></p> <p><u>Design (group design)</u></p> <p>-Design a moving story book for a given audience -Design a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move -Create clearly labelled drawings which illustrate movement</p> <p><u>Make</u></p> <p>-Follow a design to create moving models that use levers and sliders -Adapt mechanisms</p> <p><u>Evaluate</u></p> <p>-Test a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed -Review the success of a product by testing it with its intended audience -Test and evaluate mechanisms, identifying what stops wheels from turning,</p> <p><u>Technical Knowledge</u></p> <p>-Explain how to adapt mechanisms, using bridges or guides to control the movement -Know that a wheel needs an axle in order to move. -Learn that levers and sliders are mechanisms and can make things move</p>



	<p>Template Vegetable</p> <p><u>Making a moving story book</u></p> <p>Assemble Design Evaluation Mechanism Model Sliders Stencil Target audience Template Test</p>		<p>-Identify what mechanism makes a toy or vehicle roll forwards -Learn that for a wheel to move it must be attached to an axle</p>		<p>-Identify whether a mechanism is a lever or slider and determining what movement the mechanism will make -Use the vocabulary: up, down, left, right, vertical and horizontal to describe movement -Identify what mechanism makes a toy or vehicle roll forwards -Learn that for a wheel to move it must be attached to an axle</p>
Year 2	<p><u>Fairground Wheel</u></p> <p>Axle Decorate Evaluation Ferris wheel Mechanism Stable Strong Test Waterproof Weak</p> <p><u>A Balanced Diet</u></p> <p>Alternative Diet Balanced diet Evaluation Expensive Healthy Ingredients Nutrients Packaging Refrigerator</p>	George Ferris	<p><u>Moving Monster Design</u></p> <p>-Understand and create a class design criteria for a moving monster -Design a moving monster for a specific audience in accordance with a design criteria</p> <p><u>Make</u></p> <p>-Make linkages using card for levers and split pins for pivots -Experiment with linkages adjusting the widths, lengths and thicknesses of card used -Cut and assemble components neatly -Select materials according to their characteristics -Follow a design brief</p> <p><u>Evaluate</u></p> <p>-Evaluate own designs against design criteria -Use peer feedback to modify a final design -Evaluate different designs -Test and adapt a design</p> <p><u>Technical Knowledge</u></p> <p>-Know the characteristics of materials</p>	<p><u>A Balanced Diet Design</u></p> <p>-Design a healthy wrap based on a food combination which work well together</p> <p><u>Make</u></p> <p>-Slice food safely using the bridge or claw grip -Constructing a wrap that meets a design brief</p> <p><u>Evaluate</u></p> <p>-Describe the taste, texture and smell of fruit and vegetables -Taste testing food combinations and final products -Describe the information that should be included on a label -Evaluate which grip was most effective</p> <p><u>Technical Knowledge</u></p> <p>-Understand what makes a balanced diet -Know where to find the nutritional information on packaging -Know the five food groups</p>	<p><u>Fairground Wheel Design (individual design)</u></p> <p>-Understand and create design criteria for a fairground wheel. -Design a wheel for a specific audience in accordance with design criteria. -Design a wheel selecting appropriate materials based on their properties -Generate and communicate ideas using sketching and modelling</p> <p><u>Make</u></p> <p>-Select a suitable linkage system to produce the desired motions -Make linkages using card for levers and split pins for pivots -Experiment with linkages adjusting the widths, lengths and thicknesses of card used -Cut and assemble components neatly -Select materials according to their characteristics -Follow a design brief</p> <p><u>Evaluate</u></p> <p>-Evaluate own designs against design criteria -Use peer feedback to modify a final design -Evaluate different designs -Test and adapt a design</p>

	<p>Sugar Substitute</p> <p><u>Moving Monster</u></p> <p>Evaluation</p> <p>Input</p> <p>Lever</p> <p>Linear motion</p> <p>Linkage</p> <p>Mechanical Mechanism</p> <p>Motion</p> <p>Oscillating motion</p> <p>Output</p> <p>Pivot</p> <p>Reciprocating motion</p> <p>Rotary motion</p> <p>Survey</p>		<ul style="list-style-type: none"> <li>-Learn that mechanisms are a collection of moving parts that work together in a machine</li> <li>-Learn that there is an input and output in a mechanism</li> <li>-Identify mechanisms in everyday objects</li> <li>-Learn that a lever is something that turns on a pivot</li> <li>-Learn that a linkage is a system of levers that are connected by pivots</li> </ul> 		<p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>-Learn that mechanisms are a collection of moving parts that work together in a machine</li> <li>-Learning that there is an input and output in a mechanism</li> <li>-Identifying mechanisms in everyday objects</li> <li>-Learning that a lever is something that turns on a pivot</li> <li>-Learning that a linkage is a system of levers that are connected by pivots</li> <li>-Exploring wheel mechanisms</li> <li>-Learning how axels help wheels to move a vehicle</li> </ul>
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<p><b>Year 3</b></p>	<p><b><u>Constructing a castle</u></b>  2D shapes  3D shapes  Castle  Design criteria  Evaluate  Facade  Feature  Flag  Net  Recyclable  Scoring  Stable  Strong  Structure  Tab  Weak</p> <p><b><u>Eating Seasonally</u></b>  Climate  Dry climate  Exported  Imported  Mediterranean climate  Nationality  Nutrients  Polar climate  Recipe  Seasonal food  Seasons  Temperate climate  Tropical climate</p> <p><b><u>Pneumatic Toys</u></b></p>	<p>William the Conqueror</p>	<p><b><u>Pneumatic Toys</u></b>  <b><u>Design</u></b>  -Develop design criteria from a design brief  -Design a toy which uses a pneumatic system  -Generate ideas using thumbnail sketches and exploded diagrams  -Learn that different types of drawings are used in design to explain ideas clearly  <b><u>Make</u></b>  -Create a pneumatic system to create a desired motion  -Build secure housing for a pneumatic system  -Use syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy  -Select materials due to their functional and aesthetic characteristics  -Manipulate materials to create different effects by cutting, creasing, folding, weaving  <b><u>Evaluate</u></b>  -Use the views of others to improve Designs  -Test and modify the outcome, suggesting improvements/points for modification.  -Understand the purpose of exploded-diagrams through the eyes of a designer and their client  <b><u>Technical Knowledge</u></b>  -Understand how pneumatic systems work  -Learn that mechanisms are a system of parts that work together to create motion  -Understand that pneumatic systems can be used as part of a mechanism</p>	<p><b><u>Eating Seasonally</u></b>  <b><u>Design</u></b>  -Create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish  <b><u>Make</u></b>  -Know how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination  -Follow the instructions within a recipe  <b><u>Evaluate</u></b>  -Establish and use design criteria to help test and review dishes  -Describe the benefits of seasonal fruits and vegetables and the impact on the environment  -Suggest points for improvement when making a seasonal tart  <b><u>Technical Knowledge</u></b>  -Learn that climate affects food growth  -Work with cooking equipment safely and hygienically  -Learning that imported foods travel from far away and this can negatively impact the environment  -Learning that vegetables and fruit grow in certain seasons  -Learn that each fruit and vegetable gives us nutritional benefits  -Learn to use, store and clean a knife safely</p>	<p><b><u>Constructing a castle</u></b>  <b><u>Design</u></b>  -Design a castle with key features to appeal to a specific person/purpose  -Draw and label a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials need and colours  -Design a castle that fits the requirements of a given brief.  <b><u>Make</u></b>  -Construct a range of 3D geometric shapes using nets  -Create special features for individual designs  -Make facades from a range of recycled materials  <b><u>Evaluate</u></b>  -Evaluate own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design  -Suggest points for modification of the individual designs  <b><u>Technical Knowledge</u></b>  -Identify features of a castle  -Identify suitable materials to be selected and used for a castle, considering weight, compression, tension  -Extend the knowledge of wide and flat based objects being more stable  -Understanding the terminology of strut, tie, span, beam  -Understand the difference between frame and shell structure</p> 
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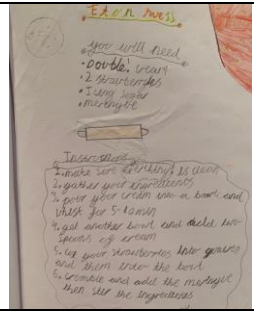


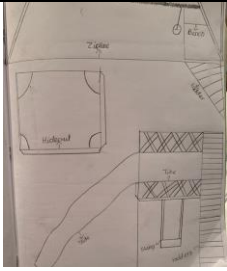
	<p>Exploded-diagram</p> <p>Function</p> <p>Input</p> <p>Lever</p> <p>Linkage</p> <p>Mechanism</p> <p>Motion</p> <p>Net</p> <p>Output</p> <p>Pivot</p> <p>Pneumatic system</p> <p>Thumbnail sketch</p>		<p>-Learn that pneumatic systems force air over a distance to create movement</p>  	 	
Year 4	<p><b>Pavilions</b></p> <p>Aesthetic</p> <p>Cladding</p> <p>Design criteria</p> <p>Evaluation</p> <p>Frame</p> <p>Structure</p> <p>Function</p> <p>Inspiration</p> <p>Pavilion</p> <p>Reinforce</p> <p>Stable</p> <p>Structure</p> <p>Target audience</p> <p>Target customer</p> <p>Texture</p> <p>Theme</p> <p><b>Adapting a Recipe</b></p> <p>Adapt</p> <p>Budget</p>	Mary Berry	<p><b><u>Making a Slingshot Car</u></b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>-Develop design criteria from a design brief</li> <li>-Design a shape that reduces air resistance.</li> <li>-Draw a net to create a structure from.</li> <li>-Choose shapes that increase or decrease speed as a result of air resistance.</li> <li>-Personalise a design.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>-Measure, marking, cutting and assembling with increasing accuracy.</li> <li>-Make a model based on a chosen design</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>-Evaluate the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</li> <li>-Consider effective and ineffective designs</li> </ul> <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Understand that all moving things have kinetic energy.</li> </ul>	<p><b><u>Adapting a Recipe</u></b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>-Design a biscuit within a given budget, drawing upon previous taste testing</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>-Follow a baking recipe</li> <li>-Cook safely, following basic hygiene rules</li> <li>-Adapt a recipe</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>-Evaluate a recipe, considering: taste, smell, texture and appearance</li> <li>-Describe the impact of the budget on the selection of ingredients</li> <li>-Evaluate and compare a range of products</li> <li>-Suggesting modifications</li> </ul> <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Understand the impact of the cost and importance of budgeting while planning ingredients for biscuits</li> </ul>	<p><b><u>Pavilions</u></b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>-Design a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect</li> <li>-Build frame structures designed to support weight</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>-Create a range of different shaped frame structures</li> <li>-Make a variety of free-standing frame structures of different shapes and sizes</li> <li>-Select appropriate materials to build a strong structure and for the cladding</li> <li>-Reinforce corners to strengthen a structure</li> <li>-Create a design in accordance with a plan</li> <li>-Learn to create different textural effects with materials</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>-Evaluate structures made by the class</li> <li>-Describe what characteristics of a design and construction made it the most effective</li> <li>-Consider effective and ineffective designs</li> </ul> <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Learn what pavilions are and their purpose</li> </ul>

	Cooling rack Creaming Equipment Evaluation Flavour Ingredients Method Net Packaging Prototype Quantity Recipe Rubbing Sieving Target audience Unit of measurement Utilities		<ul style="list-style-type: none"> <li>-Understand that kinetic energy is the energy that something (object/person) has by being in motion.</li> <li>-Know that air resistance is the level of drag on an object as it is forced through the air.</li> <li>-Understand that the shape of a moving object will affect how it moves due to air resistance</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the environmental impact on future product and cost of production</li> </ul>	<ul style="list-style-type: none"> <li>-Build on prior knowledge of net structures and broadening knowledge of frame structures</li> <li>-Learn that architects consider light, shadow and patterns when designing</li> <li>-Implement frame and shell structure knowledge</li> <li>-Consider effective and ineffective designs</li> </ul>
Year 5	<b><u>Making a Pop Up Book</u></b> Aesthetic Computer-aided design (CAD) Caption Exploded-diagram Function Input Linkage Mechanism Motion Output Pivot Prototype Slider Structure Template <b><u>What could be healthier?</u></b> Beef	David Hawcock	<b><u>Making a Pop Up Book</u></b> <b><u>Design</u></b> <ul style="list-style-type: none"> <li>-Develop design criteria from a design brief</li> <li>-Design a pop-up book which uses a mixture of structures and mechanisms.</li> <li>-Name each mechanism, input and output accurately.</li> <li>-Storyboard ideas for a book.</li> </ul> <b><u>Make</u></b> <ul style="list-style-type: none"> <li>-Follow a design brief to make a pop-up book, neatly and with focus on accuracy.</li> <li>-Make mechanisms and/or structures using sliders, pivots and folds to produce movement.</li> <li>-Use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.</li> </ul> <b><u>Evaluate</u></b> <ul style="list-style-type: none"> <li>-Evaluate the work of others and receiving feedback on own work.</li> <li>-Suggest points for improvement/modification.</li> </ul> <b><u>Technical Knowledge</u></b>	<b><u>What could be healthier?</u></b> <b><u>Design</u></b> <ul style="list-style-type: none"> <li>-Adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.</li> <li>-Write an amended method for a recipe to incorporate the relevant changes to ingredients.</li> <li>-Design appealing packaging to reflect a recipe.</li> </ul> <b><u>Make</u></b> <ul style="list-style-type: none"> <li>-Cut and prepare vegetables safely.</li> <li>-Use equipment safely, including knives, hot pans and hobs.</li> <li>-Knowing how to avoid cross-contamination.</li> <li>-Following a step by step method carefully to make a recipe.</li> </ul> <b><u>Evaluate</u></b> <ul style="list-style-type: none"> <li>-Identify the nutritional differences between different products and recipes.</li> </ul>	<b><u>Bridges</u></b> <b><u>Design</u></b> <ul style="list-style-type: none"> <li>-Design a stable structure that is able to support weight</li> <li>-Create frame structure with focus on triangulation</li> <li>-Develop design criteria from a design brief.</li> </ul> <b><u>Make</u></b> <ul style="list-style-type: none"> <li>-Make a range of different shaped beam bridges</li> </ul>  <ul style="list-style-type: none"> <li>-Use triangles to create truss bridges that span a given distance and supports a load</li> </ul> 



	<p>Cross-contamination Diet Ethical issues Farm Healthy Nutrients Reared Substitute Vegan Vegetarian Welfare <b>Bridges</b> Abutment Accurate Arched bridge Beam bridge Coping saw Evaluation File Mark out Material properties Measure Predict Reinforce Research Sandpaper Set square Suspension bridge Tenon saw Test Truss bridge Wood</p>		<p>-Know that mechanisms control movement. -Understand that mechanisms can be used to change one kind of motion into another. -Understand how to use sliders, pivots and folds to create paper-based mechanisms. to reinforce structures -Understand how triangles can be used to reinforce bridges -Articulate the difference between beam, arch, truss and suspension bridges</p>	<p>-Identify and describing healthy benefits of food groups <b>Technical Knowledge</b> -Understand where meat comes from -Learn that beef is from cattle and how beef is reared and processed, including key welfare issues. -Know that I can adapt a recipe to make it healthier by substituting ingredients. -Know that I can use a nutritional calculator to see how healthy a food option is. -Understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects</p> 	<p>-Build a wooden bridge structure independently measuring and marking wood accurately -Select appropriate tools and equipment for particular tasks -Use the correct techniques to saws safely -Identify where a structure needs reinforcement and using card corners for support -Explain why selecting appropriating materials is an important part of the design process -Understand basic wood functional properties <b>Evaluate</b> -Adapt and improve own bridge structure by identifying points of weakness and reinforcing them as necessary -Suggest points for improvements and modifications for own bridges and those designed by others <b>Technical Knowledge</b> -Explore how to create a strong beam identifying arch and beam bridges and understand the terms: compression and tension -Identify stronger and weaker structures -Find different ways to reinforce structures -Understand how triangles can be used to reinforce bridges -Articulate the difference between beam, arch, truss and suspension bridges</p> 
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Year 6	<b>Automata toys</b> Accurate Assembly-diagram Automata Axle Bench hook Cam Clamp Component Cutting list Diagram Dowel Drill bits Exploded-diagram Finish Follower Frame Function Hand drill Jelutong Linkage <b>Come dine with me</b> Accompaniment Collaboration Cookbook Cross-contamination Equipment Farm Flavour Illustration Imperative-verb	Matt Smith	<b>Automata toys</b> <b>Design</b> -Develop design criteria from a design brief -Experiment with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. -Understand how linkages change the direction of a force. -Make things move at the same time. -Understand and drawing cross-sectional diagrams to show the inner-workings of my design. <b>Make</b> -Measure, mark and check the accuracy of the jelutong and dowel pieces required. -Measure, mark and cut components accurately using a ruler and scissors. -Assemble components accurately to make a stable frame. -Understand that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles. -Select appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set. <b>Evaluate</b> -Evaluate the work of others and receiving feedback on own work.	<b>Come dine with me</b> <b>Design</b> -Write a recipe, explaining the key steps, method and ingredients. -Include facts and drawings from research undertaken. <b>Make</b> -Follow a recipe, including using the correct quantities of each ingredient. -Adapt a recipe based on research. -Work to a given timescale. -Work safely and hygienically with independence. <b>Evaluate</b> -Evaluate a recipe, considering: taste, smell, texture and origin of the food group. -Taste test and score final products. -Suggest and write up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. -Evaluate health and safety in production to minimise cross contamination. <b>Technical Knowledge</b> -Know that 'flavour' is how a food or drink tastes. -Know that many countries have 'national dishes' which are recipes associated with that country.	<b>Playgrounds</b> <b>Design</b> -Design a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs -Develop design criteria from a design brief. <b>Make</b> -Build a range of play apparatus structures drawing upon new and prior knowledge of structures -Measure, marking and cutting wood to create a range of structures -Use a range of materials to reinforce and add decoration to structures <b>Evaluate</b> -Improve a design plan based on peer evaluation -Test and adapt a design to improve it as it is developed -Identify what makes a successful structure <b>Technical Knowledge</b> -Know that structures can be strengthened by manipulating materials and shapes -Identify the shell structure in everyday life (cars, aeroplanes, tins, cans) -Understand man-made and natural structures

	<p>Ingredients Method Nationality Preparation Processed Reared Recipe Research Storyboard Target audience Top tips <u>Playgrounds</u> Adapt Apparatus Bench hook Cladding Coping saw Dowel Jelutong Landscape Modify Prototype Vice</p>		<p>-Apply points of improvement/modification to their toys. -Describe changes they would make/do if they were to do the project again. <b><u>Technical Knowledge</u></b> -Understand that the mechanism in an automata uses a system of cams, axles and followers. -Understand that different shaped cams produce different outputs.</p>	<p>-Know that 'processed food' means food that has been put through multiple changes in a factory. -Understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. -Understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).</p>	
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