

Design and Technology – Year 5 - Long Term Plan

	National Curriculum Coverage	Assessment
Autumn	<p>What could be healthier? – Cooking and nutrition</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 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"> understand how key events and individuals in design and technology have helped shape the world <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. 	<p>Generating ideas - designing</p> <ul style="list-style-type: none"> Generate innovative ideas through research including surveys, interviews and questionnaires. and discussion with peers to develop a design brief and criteria for a design specification. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. and, where appropriate, computer-aided design <p>Making</p> <ul style="list-style-type: none"> Produce detailed lists of equipment and fabrics relevant to their tasks . Write a step-by-step plan, including a list of resources required. Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and analyse products linked to their final product. Compare the final product to the original design specification and record the evaluations. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work <p>Knowledge <u>Food</u></p>
Spring	<p>Automata toys – Mechanisms</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 	

	<p>diagrams, prototypes, pattern pieces and computer aided design</p> <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 <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 <p>Technical Knowledge</p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary. <p><u>Mechanisms</u></p> <ul style="list-style-type: none"> Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project. <p><u>Textiles</u></p> <ul style="list-style-type: none"> Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. Know and use technical vocabulary relevant to the project.
Summer	<p>Stuffed toys – Textiles</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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products 	

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