

Cumwhinton School Curriculum - Design Technology Y6 SPR

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| <p>Year 6</p> | <p>NC Content</p> | <p><u>Design</u> -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> <p><u>Make</u> - 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> <p><u>Evaluate</u> -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> <p><u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - 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> <p><u>Cooking and Nutrition</u> -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. - 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</p> <p><u>Techniques</u> -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> |
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Design Technology

Design

Make

Evaluate

Technology Vocabulary

Mapping across the Year

| | AUTUMN | SPRING | SUMMMER |
|-----------------------|--------|---|---|
| Design | | <p>To understand and apply the principles of a healthy and varied diet</p> <p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> | <p>To 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. To 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>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> | <p>To 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>To evaluate own cooking - how could it be improved next time? How could the recipe be adapted?</p> | <p>To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world</p> |
| Technology Vocabulary | | | <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] To apply their understanding of computing to program, monitor and control their products</p> |

CONCEPTUAL SCHOOL AMBITION DRIVERS

| | EYFS & KS1 | LKS2 | UKS2 |
|-----|----------------|----------|----------------|
| AUT | Diversity | Fairness | Individuality |
| SPR | Truth | Change | Resilience |
| SUM | Responsibility | Equality | Sustainability |

DT - SPRING YEAR 6

HUMANITY - Change

Design

Make

Evaluate

Technology Vocabulary

| DT - SPRING YEAR 6 | | |
|-----------------------|--|---|
| HUMANITY - Change | | |
| Design | Make | Evaluate |
| | NC | CUMWHINTON CURRICULUM |
| Design | To understand and apply the principles of a healthy and varied diet To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | Begin with the Eatwell food guide. Do the children understand the different sections? Can they identify foods in each section? Do they know why they should aim to eat 5 or more portion of fruit and veg every day? What does seasonality mean? Do they understand the concept of food miles? |
| Make | To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | Share the recipe for baked spring rolls Can they identify each ingredient? Can we use local produce? Local flour etc. Follow the recipe with the whole class - in groups or together. How could we create our own balanced spring rolls? |
| Evaluate | To evaluate own cooking - how could it be improved next time? How could the recipe be adapted? | Evaluate own spring rolls, how did they taste? What went well? How could you improve it if you made it again? Could the recipe be adapted? |
| Technology Vocabulary | | Follow a recipe; follow food safety & hygiene rules; tidy away; mix to form a dough; knead; shape dough; use weighing scales; cut using bridge/claw technique safely; spread with a knife/ spoon. |