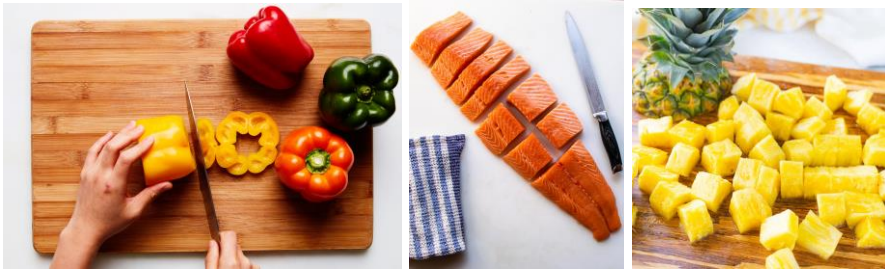




YEAR FIVE / SIX KNOWLEDGE ORGANISER DT: Come dine with me

IMAGES



DESIGN

- Writing a recipe, explaining the key steps, method and ingredients.
- Including facts and drawings from research undertaken.

MAKE

- Following a recipe, including using the correct quantities of each ingredient.
- Working to a given timescale.
- Working safely and hygienically with independence.

EVALUATE

- Adapting a recipe based on research.
- Evaluating a recipe, considering: taste, smell, texture and origin of the food group.
- Taste testing and scoring final products.
- Suggesting and writing up points of improvements in productions.
- Evaluating health and safety in production to minimise cross contamination.

TECHNICAL KNOWLEDGE

- To know that 'flavour' is how a food or drink tastes.
- To know that many countries have 'national dishes' which are recipes associated with that country.
- To know that 'processed food' means food that has been put through multiple changes in a factory.
- To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.
- To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).

KEY VOCABULARY

equipment, flavours, ingredients, method, research, recipe, bridge method, cookbook, cross-contamination, farm to fork, preparation, storyboard

SUBJECT SPECIFIC SKILLS

Cooking and nutrition

Pupils should be taught to:

- 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

PRIOR KNOWLEDGE (OTHER YEAR GROUPS)

Year 4: Adapting a recipe

Year 3 Eating seasonally





YEAR FIVE / SIX KNOWLEDGE ORGANISER DT: Waistcoats

IMAGES



DESIGN

- Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme.
- Annotating designs.

MAKE

- Using a template when pinning panels onto fabric.
- Marking and cutting fabric accurately, in accordance with a design.
- Sewing a strong running stitch, making small, neat stitches and following the edge.
- Tying strong knots.
- Decorating a waistcoat – attaching objects using thread and adding a secure fastening.
- Learning different decorative stitches.
- Sewing accurately with even regularity of stitches.

EVALUATE

- Evaluating work continually as it is created.

TECHNICAL KNOWLEDGE

- To understand that it is important to design clothing with the client/target customer in mind.
- To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.
- To understand the importance of consistently sized stitches.

KEY VOCABULARY

adapt, annotate, detail, fabric, fastening, knot, properties, running stitch, seam, sew, shape, target audience, target customer, template, thread, unique, waistcoat, waterproof

SUBJECT SPECIFIC SKILLS

Pupils should be taught to:

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, patterns pieces and computer aided design
- Select from and use a wider range of tools and equipment to perform practical tasks
- Understand how key events and individuals in design and technology have helped shape the world
- Evaluate their ideas and products against their own design criteria and consider the views of others.

PRIOR KNOWLEDGE (OTHER YEAR GROUPS)

Year 3 Cross-stitch and applique

Year 2: Pouches





YEAR FIVE / SIX KNOWLEDGE ORGANISER DT: Automata Toys

IMAGES



DESIGN

- Measure, mark and check the accuracy of the wood and card automata components

MAKE

- Using a template when pinning panels onto fabric.
- Marking and cutting fabric accurately, in accordance with a design.
- Assemble a product with the support of an exploded-diagram
- Know that the components must be cut accurately, the joints of my frame should be secured at right angles, that a glue gun can be dangerous if not used properly
- Understand the cam profile causes a follower to rise, fall or remain static at different points depending on its shape
- Complete an automata mechanism including cam, follower and axle

EVALUATE

- Follow health and safety rules
- Suggest appropriate design criteria points to fulfil the design brief
- Make informed design decisions based on my exploration of cam profiles
- I can evaluate my automata against a list of criteria

TECHNICAL KNOWLEDGE

- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand how key events and individuals in design and technology have helped shape the world

KEY VOCABULARY

Assembly diagram, automata, axle, bench hook, clamp, cam, component, cutting list, dowel, drill bits, exploding diagram, finish, follower, frame, function, hand drill, jelutong, linkage, set square, tenon saw

SUBJECT SPECIFIC SKILLS

Pupils should be taught 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
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Understand how key events and individuals in design and technology have helped shape the world

PRIOR KNOWLEDGE (OTHER YEAR GROUPS)

Year 5 Pop-up books

Year 3 Pneumatic toys

