

Dip Dippers (Food)

Year Year 1/2

Term Autumn 2

Subject Design Technology

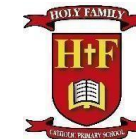
National Curriculum Coverage	Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including ingredients Explore and evaluate a range of existing products Use basic principles of a healthy and varied diet to prepare dishes Understand where food comes from		
Key Skills		Key Knowledge	
<p>Year 1</p> <p>Chopping safely to make a prepare food.</p> <p>Designing food dips which appeal to them.</p> <p>Tasting and evaluating different food combinations.</p> <p>Describing appearance, taste and smell.</p> <p>Compare their own dips with someone else's.</p> <p>Year 2</p> <p>Designing a set of food dips based on a food combination which works well together.</p> <p>Slicing food safely using the bridge or claw grip.</p> <p>Create food dips that meet a design brief.</p> <p>Describing the taste, texture and smell of fruit and vegetables.</p> <p>Taste testing food combinations and final products.</p> <p>Describing the information that should be included on a label.</p> <p>Evaluating what was effective/likes and dislikes. .</p>		<p>What is a balanced diet?</p> <p>What does the word diet mean?</p> <p>Where can I find information about the food?</p> <p>How can I safely cut/chop food?</p> <p>How do I ensure I am thinking about hygiene?</p>	
Previous knowledge	Current Year		Future learning
<ul style="list-style-type: none">• Become familiar with a range of fruit and vegetables whilst thinking about taste and texture.• Evaluate a pumkin's exterior and interior.• Designing a recipe for soup using their knowledge from previous lessons on the different fruits and vegetables.• Safely use kitchen equipment correctly. For example, using a knife.• Make, test and reflect on their soup against a teacher design.• Evaluate existing soup packaging design and create own.	<ul style="list-style-type: none">• Designing dippers and dip based on a food combination which works well together.• Slicing food safely using the bridge or claw grip.• Constructing a wrap that meets a design brief• Describing the taste, texture and smell of fruit and vegetables.• Taste testing food combinations and final products.• Describing the information that should be included on a label.• Evaluating which grip was most effective.		<p>4/5</p> <ul style="list-style-type: none">• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.• Writing an amended method for a recipe to incorporate the relevant changes to ingredients.• Designing appealing packaging to reflect a recipe.• Cutting and preparing recipes safely.• Using equipment safely, including knives, hot pans and hobs.• Knowing how to avoid cross-contamination.• Following a step-by-step method carefully to make a recipe.



		<ul style="list-style-type: none"> Identifying the nutritional differences between different products and recipes Identifying and describing healthy benefits of food groups.
Vocabulary: Balanced diet, Carbohydrate, Dairy, Fruit, Protein, Vegetables, Ingredients, Design Criteria		

How can you make a monster move?

Year 1 2		Term	Spring 2	Subject	Design Technology
National Curriculum Coverage		<ul style="list-style-type: none"> 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 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 Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 			
Key Skills			Key Knowledge		
<p>Year 1</p> <p>Creating a design criteria for a moving monster as a class.</p> <p>Adapt and change their mechanism when they do not work.</p> <p>Improve how they work after testing their moving monster.</p> <p>Explore different linkage systems and decided which would be most suitable for their mechanism.</p> <p>Evaluate their own and others.</p> <p>Year 2</p> <p>Creating a design criteria for a moving monster as a class- verbalise their reasoning.</p> <p>Designing a moving monster for a specific audience in accordance with the design criteria.</p> <p>Making linkages using card for levers and split pins for pivots.</p> <p>Experimenting with linkages adjusting the widths, lengths and thicknesses of card used.</p> <p>Cutting and assembling components neatly.</p> <p>Evaluating own designs against design criteria.</p> <p>Using peer feedback to modify a final design.</p>			<p>What are mechanisms?</p> <p>How do mechanism work?</p> <p>What is an input and an output?</p> <p>What is a lever?</p> <p>What is a linkage mechanism made up of?</p>		
Previous knowledge		Current Year		Future learning	
<p>Year R/1</p> <ul style="list-style-type: none"> Explain that wheels move because they are 		<ul style="list-style-type: none"> Identify the correct terms for levers, linkages and 		Year 4/5	



<ul style="list-style-type: none"> • attached to an axle. • Recognise that wheels and axles are used in everyday life, not just in cars. • Identify and explain vehicle design flaws using the correct vocabulary. • Design a vehicle that includes functioning wheels, axles and axle holders. • Make a moving vehicle with working wheels and axles. • Explain what must be changed if there are any operational issues. 	<ul style="list-style-type: none"> • pivots. • Analyse popular toys with the correct terminology. • Create functional linkages that produce the desired input and output motions. • Design monsters suitable for children, which satisfy most of the design criteria. • Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. • Select and assemble materials to create their planned monster features. • Assemble the monster to their linkages without affecting their functionality. 	<ul style="list-style-type: none"> • Draw accurate diagrams with correct labels, arrows and explanations. • Correctly identify definitions for key terms. Identify five appropriate design criteria. • Communicate two ideas using thumbnail sketches. • Communicate and develop one idea using an exploded diagram. • Select appropriate equipment and materials to build a working pneumatic system. • Assemble their pneumatic system within the housing to create the desired motion. • Create a finished pneumatic toy that fulfils the design brief. <p>Year 5 / 6</p> <ul style="list-style-type: none"> • Work independently to produce an accurate, functioning car chassis. • Design a shape that is suitable for the project. • Attempt to reduce air resistance through the design of the shape. • Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. • Construct car bodies effectively. • Conduct a trial accurately and draw conclusions and improvements from the results.
Vocabulary: Input, Output, Lever, Mechanism, Linkages		

Puppets- Textiles

	Year Year 1/2	Term Summer 2	Subject Design Technology
National Curriculum Coverage	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 Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]		



<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p>	
Key Skills	Key Knowledge
<p>Year 1</p> <p>Using a template to create a design for a puppet.</p> <p>Cutting fabric neatly with scissors.</p> <p>Using joining methods to decorate a puppet.</p> <p>Sequencing steps for construction.</p> <p>Reflecting on a finished product, explaining likes and dislikes.</p> <p>Year 2</p> <p>Designing a puppet.</p> <p>Selecting and cutting fabrics for sewing.</p> <p>Decorating a pouch using fabric glue or running stitch.</p> <p>Threading a needle.</p> <p>Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.</p> <p>Neatly pinning and cutting fabric using a template.</p> <p>Troubleshooting scenarios posed by teacher.</p> <p>Evaluating the quality of the stitching on others' work.</p> <p>Discussing as a class, the success of their stitching against the success criteria.</p>	<p>What is the 'joining technique'?</p> <p>What different ways can you join materials together?</p> <p>What is a fabric pattern/template?</p> <p>Why might you create a design before you begin to start a textile project?</p>
Current Year	Future learning
<ul style="list-style-type: none"> Join fabrics together using pins, staples or glue. Design a puppet and use a template. Join their two puppets' faces together as one. Decorate a puppet to match their design 	<p>Year 3 /4</p> <ul style="list-style-type: none"> designing and making a template from an existing cushion and applying individual design criteria Following design criteria to create a cushion Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to join fabric. Decorating fabric using appliqué. Completing design ideas with stuffing and sewing the edges (Cushions) Evaluating an end product and thinking of other ways in which to create similar items. <p>Year 5/6</p> <ul style="list-style-type: none"> Design a stuffed toy, considering the main component shapes of their toy. Create an appropriate template for their stuffed toy.



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| | <ul style="list-style-type: none">• Join two pieces of fabric using a blanket stitch.• Neatly cut out their fabric.• Use appliqué or decorative stitching to decorate the front of their stuffed toy.• Use blanket stitch to assemble their stuffed toy, repairing when needed.• Identify what worked well and areas for improvement. |
| Vocabulary: Design, Fabric, Glue, Model, Hand puppet, Stencil, Template | |