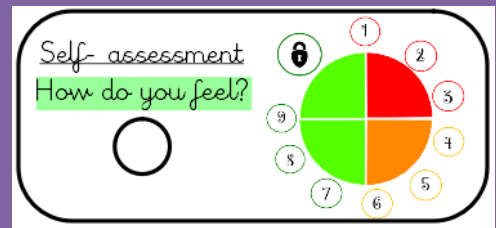


Year 5

Design Technology

Unit One

Celebrating Culture and Seasonality (Egyptian food)



LO: Evaluating different Egyptian style foods		
LO: Researching and pricing ingredients for our Egyptian foods		
LO: Preparing our Egyptian foods		
LO: Taste testing and evaluation of our Egyptian foods		

Year 5 Design Technology	Technical Vocabulary Technical
Designing -Generate ideas through research and discussion with peers -Develop a design brief -Explore a range of different food types -Use words, annotated sketches, photos etc. to communicate ideas.	Technical Vocabulary fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source,
Making -Write instructions/recipes including a list of ingredients and equipment -Measure ingredients accurately -Make and present the food product appropriately for the end user	Prior Learning Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.
Evaluating -Carry out sensory evaluations of a range of relevant products and ingredients -Prepare a rough costing of the ingredients -Evaluate the final product	
Technical Knowledge and Understanding 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.	

Year

Design Technology

Unit Two

More complex circuits



LO: Investigate different types of alarms and what causes them to activate		
Lo Planning our alarm system that will protect the artefact in the box		
LO Making our alarm system to protect our artefact.		
LO Evaluating our alarm system.		

Year 5 Design Technology
<p>Design</p> <ul style="list-style-type: none"> -Use research to develop a design specification for a functional product that responds automatically to changes in the environment. -Generate and develop innovative ideas and share and clarify these through discussion and diagrams. -Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.
<p>Making</p> <ul style="list-style-type: none"> -Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. -Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. -Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.
<p>Evaluation</p> <ul style="list-style-type: none"> -Continually evaluate and modify the working features of the product to match the initial design specification. -Test the system to demonstrate its effectiveness for the intended user and purpose.
<p>Technical Knowledge and Understanding</p> <ul style="list-style-type: none"> -Understand and use electrical systems in their products. -Apply their understanding of computing to program, monitor and control their products. -Know and use technical vocabulary relevant to the project.

Technical Vocabulary
series circuit, parallel circuit, names of switches and components, input device, output device, system, monitor, control, program, flowchart
Prior Learning
Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product.

Year 5

Design Technology

Unit Three

Frame Structures



LO: Investigate different types frame structures such as Eiffel Tower, wooden frame houses etc.		
LO: Use paper tubes to create a square frame. How rigid is it, how could we make it more rigid?		
LO: Using wood to create a cuboid frame and add support with triangulation		
LO: Testing the strength of the frame. Could this survive a bomb blast? How could we test its strength?		
LO: Evaluate their design, how would the make it stronger next time.		

Design

Carry out research into user needs and existing products, using research and web-based resources.

- Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time and resources
- Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.

Making

Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.

- Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.
- Use finishing and decorative techniques suitable for the product they are designing and making.

Evaluating

- Investigate and evaluate a range of existing frame structures.
- Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.

Technical Knowledge and Understanding

- Understand how to strengthen, stiffen and reinforce 3-D frameworks.
- Know and use technical vocabulary relevant to the project.

Technical Vocabulary

Series circuit, parallel circuit

Names of different switches

Prior learning

- Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product.