Year 5

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| Food and nutrition | *Name a variety of ingredients from different places.* |
|  | *Revise the different food groups on the Eatwell plate* |
|  | *Say how an ingredient might be prepared and used.* |
|  | *Use some more advanced cooking techniques such as baking.* |
|  | *Follow a recipe (with help)* |
|  | *Work independently and accurately to follow a recipe* |

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| *Design* | *To use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose.* |
|  | *Generate a range of design ideas and clearly communicate final design.* |
|  | Prioritise the most important points from the design criteria |
| *Make* |  |
|  | *To understand and use mechanical systems in their products (for example cams).* |
|  | *To select from and use a range materials and components.* |
|  | *To select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately.* |
|  | *Accurately cut out a template.* |
|  | Create accurate paper templates |
|  | *Practise using different types of stitches and choose the best one to use on my final piece.* |
|  | 1. Demonstrate precision when measuring and cutting. |
| *Evaluate* | Use design criteria to help develop their own questions |
|  | To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. |
| *Technical knowledge* |  |
|  | I can explore and use things like gears, pulleys, cams, levers and linkages in my product. |

**Year 6**

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| *Food and nutrition* | Understand and apply the principles of a healthy and varied diet. |
|  | Select from a wider range of ingredients, according to their functional properties and aesthetic qualities. |
|  | Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
|  | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. |
|  | Use a wide range of advanced cooking techniques such as checking that food is cooked correctly and adjusting temperatures on the hob and overn. |
| *Design* |  |
|  | *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.* |
|  | *Generate a range of design ideas and clearly communicate a final design.* |
|  | *Add detailed annotations to design ideas.* |

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| Make |  |
|  | *To select from and use a wider range materials and components, including construction materials according to their functional properties and aesthetic qualities.* |
|  | *To select from and use a wider range of tools and equipment to perform practical tasks .* |
|  | To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. |
|  | Cut materials with accuracy and precision and refine the finish with appropriate tools such as a craft knife. |
|  | Pay close attention to aesthetics when creating joins. |
| Evaluate |  |
|  | *To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.* |
|  | Improve their work to ensure it has a high quality finish. |
| Technical knowledge |  |
|  | Apply their understanding of computing to program, monitor and control their products |
|  | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |