

Nine Acres Primary School

DT Curriculum

DT INTENT:

Articulate - Our DT curriculum is ambitious and gives our pupils opportunities for both independence and resilience. Through a rigorous design process, children experience the various disciplines of DT including mechanisms, textiles, food and hygiene, structures and electrical systems.

Passionate - Our children have opportunities to make links to other disciplines of learning, such as science and art, through our technology curriculum which empowers them to take ownership of the designing and making process. Through our immersive and memorable experiences, they become committed and passionate designers working towards a purposeful and authentic outcome.

Persuasive - Through an emphasis on evaluation and purpose, children can explain their decision process within the context of Design and Technology. The emphasis we place on evaluation, and its importance to the design process helps us to strive for excellence.

Positively influence the world around us - Our curriculum has a foundation of authentic contexts, where children experience purposeful problem solving. They are encouraged to make innovative design decisions, leading to functional products.



Nine Acres Primary School – Curriculum Sport Overview: DT

	Year A Autumn	Year B Autumn	Year A Spring	Year B Spring	Year A Summer	Year B Summer
EYFS			**Topic**: Mechanisms/structures **Focus**: incorporate moving parts into models/solid structure and joining techniques	**Topic**: Textiles **Focus**:	**Topic**: Food and Hygiene **Focus**: Healthy eating, local produce	
Year 1	**Topic**: Structures **Focus**: freestanding structures		**Topic**: Mechanisms **Focus**: Wheels and Axels	**Topic**: Textiles **Focus**: Templates and joining	**Topic**: Food and Hygiene **Focus**: preparing fruit and vegetables (fruit salad)	
Year 2					**Topic**: Food and Hygiene **Focus**: : preparing fruit and vegetables (salad and dressing)	
Year 3	**Topic**: Structures **Focus**: Shell structures	**Topic**: Electronics **Focus**: Simple circuits and switches	**Topic**: Mechanisms **Focus**: Levers and Linkages	**Topic**: Textiles **Focus**: 2d shape to 3D design	**Topic**: Food and Hygiene **Focus**: Healthy and varied diet (healthy breakfast muffins)	
Year 4					**Topic**: Food and Hygiene **Focus**: Healthy and varied diet (bread)	
Year 5	**Topic**: Structures **Focus**: frame structure	**Topic**: Electronics **Focus**: more complex switches and circuits	**Topic**: Mechanisms **Focus**: Pulleys and gears	**Topic**: Textiles **Focus**: Combining different fabric shapes	**Topic**: Food and Hygiene **Focus**: Celebrating local culture and seasonality (smoothies)	
Year 6					**Topic**: Food and Hygiene **Focus**: Celebrating local culture and seasonality (pastry)	

	Year A Autumn	Year B Autumn	Spring	Summer
EYFS	explore	design	join	fruit
	wheel	structure	pattern	vegetable
	moving	join	pocket	chop
	travel	stable	decorate	safe
	design			taste
	mechanism			stir
				mix

Medium Term Plan – EYFS Autumn (Year A)

Focus: Mechanisms – exploring moving parts

EYFS - With support begin to incorporate moving parts into models. For example, use split pins to make body parts move.

List of materials:
Split pins
Card
Outline of limbs and main body to decorate

Research - what toys have you got at home that move? How do you think they do this? Share some examples.
Design - children explore using outlines to create a range of designs
Make - children use split pins to make a cut out decoration with moving parts.
Evaluate - What do you like about your design? How could you have made it better?



Medium Term Plan – EYFS Autumn (Year B)

Focus: Structures – solid structure and joining techniques

EYFS - With support, begin to consider creating a structure for bats

Visit from Donna from the IOW bat hospital.

List of materials:

cardboard
tape
straws

VISIT - From the Isle of Wight Bat Group

Research - children look at examples of different materials that they can use,
Design - children draw/discuss what their design might look like
Make - children use a variety of materials
Evaluate - children discuss what went well with their project/what could be improved.

Medium Term Plan – EYFS Spring

Focus: Textiles – joining fabric with glue

EYFS - With support, begin consider joining fabric with glue

List of materials:

fabric glue (squeezy bottles)
card
felt in range of colours
Pre-cut felt shapes

Research - children look at examples of where they find pockets
Design - children draw/discuss what their design might look like
Make - children use glue to attach a pocket to a card on three sides, leaving a gap for a chocolate to be inserted
Evaluate - children discuss what went well with their project/what could be improved.

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STRIVING FOR EXCELLENCE

Medium Term Plan – EYFS Year A + B Summer Food and Hygiene

Focus: Food and Hygiene

Explore a range of healthy and non healthy foods.

Prepare a range of foods to try.
Visit a fruit and vegetable shop with local produce

Research - Discuss how to make an activity safe and hygienic. What must we make sure we do when preparing and eating food?
Design - discuss what would make a healthy snack/meal from the foods you can see in front of you.
Make - Trial and explore the range of the food in front of you. What might taste nice together? try preparing some ingredients and mixing them together.
Evaluate - What tasted nice? What was a good combination?



Nine Acres Primary School – Vocabulary Progression Year 1 + 2

	Year A Autumn	Year B Autumn	Year A Spring	Year B Spring	Summer Year 1	Summer Year 2
Year 1	freestanding structure		axle	applique	fruit	fruit
	frame structure		axle holder	design	vegetable	vegetable
	shell structure		chassis	embroider	healthy	flavour
Year 2	stability		dowel	evaluate	salad	salad
	buttress			seam	chop	dressing
	mock-up			sew	peel	oil
				template	taste	vinegar

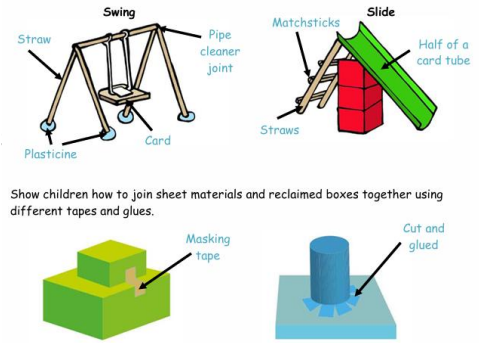
Medium Term Plan Year 1 +2

Year A Autumn Structures

Focus: Freestanding structures

Prior Learning

Pupils should have experience of using construction kits to build walls, towers and frameworks. They will have used basic tools, such as scissors and hole punches, with construction materials including plastic and card. They should also have experience of different methods for joining paper and card when creating simple



Designing

Pupils generate ideas based on simple design criteria and their own experiences, explaining what they could make and why. They develop, model and communicate their ideas through discussion, mock-ups and drawings.

Making

Pupils plan their work by suggesting appropriate next steps in the making process. They select and use tools, skills and techniques that are suitable for the task, explaining the reasons for their choices. They choose from new and reclaimed materials, as well as construction kits, to build their structures and use simple finishing techniques that are appropriate for the product they are creating.

Evaluating

Pupils explore a range of existing freestanding structures within the school and local environment, including everyday products and buildings. They evaluate their own products by discussing how effectively they meet the intended purpose, suit the user and fulfil the original design criteria.

Technical Knowledge and Understanding

Pupils learn how to make freestanding structures stronger, stiffer and more stable. They also develop and use technical vocabulary relevant to the project accurately and appropriately.

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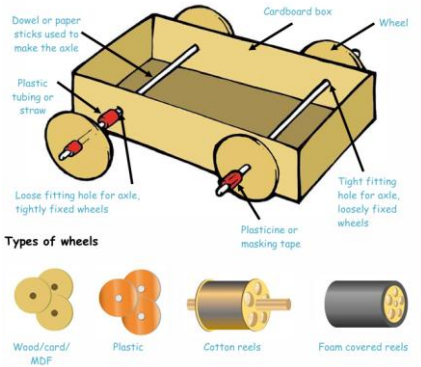
Medium Term Plan Year 1 +2

Year A Spring Mechanisms

Focus: Wheels and Axels

Prior Learning

Pupils have assembled vehicles with moving wheels using construction kits and explored moving vehicles through play. They have gained some experience of designing, making and evaluating products for a specified user and purpose, and have developed basic cutting, joining and finishing skills when working with card.



Designing

Pupils generate initial ideas and simple design criteria by talking about their own experiences. They develop and communicate their ideas through drawings and simple mock-ups.

Making

Pupils select and use a range of tools and equipment to carry out practical tasks, including cutting, joining, allowing movement and finishing. They also choose from a range of materials and components, such as paper, card, plastic and wood, based on their characteristics and suitability for the task.

Evaluating

Pupils explore and evaluate a range of products that use wheels and axles. They evaluate their ideas throughout the design process and assess their finished products against the original design criteria.

Technical Knowledge and Understanding

Pupils explore and use wheels, axles and axle holders. They learn the difference between fixed axles and freely moving axles and use technical vocabulary relevant to the project accurately and appropriately.

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STRIVING FOR EXCELLENCE

Medium Term Plan Year 1 +2

Year B Spring Textiles

Focus: Templates and Joining

Prior Learning

Pupils have explored and used a variety of fabrics, learning about their different properties and characteristics. They have practised cutting and joining fabrics using simple techniques and have considered how products are designed for specific users and purposes.

Designing

Pupils will design a functional and attractive textile product for a chosen user and purpose. They will develop their ideas based on simple design criteria and communicate these through discussion, drawings, templates, mock-ups and, where appropriate, information and communication technology.

Making

Pupils will select and use a range of tools and equipment to complete practical tasks, including marking out, cutting choose suitable textiles according to their characteristics and use them appropriately within their designs.



Evaluating

Pupils will investigate and evaluate existing textile products linked to their project. Throughout the design process, they will reflect on and assess their ideas and finished products against the original design criteria, identifying strengths and areas for improvement.

Technical Knowledge and Understanding

Pupils will learn how simple three-dimensional textile products are constructed using a template to create two identical shapes. They will develop an understanding of different methods for joining fabrics, including running stitch, over stitch, gluing and stapling. They will also explore a variety of finishing techniques, such as painting, fabric crayons, stitching, sequins, buttons and ribbons. Throughout the project, pupils will learn and correctly use technical vocabulary related to textiles and product design.

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STRIVING FOR EXCELLENCE

Medium Term Plan Year 1 +2

Summer A + B Food and Hygiene

Focus: preparing fruit and vegetables

Prior Learning

Pupils have experience of exploring common fruits and vegetables through sensory activities, considering their appearance, taste, texture and smell. They have also developed experience of safely cutting soft fruits and vegetables using appropriate utensils.

Designing

Pupils will design an appealing food product for a particular user, based on simple design criteria. They will generate initial ideas by investigating a variety of fruits and vegetables and considering their different characteristics. Pupils will communicate their ideas through discussion and drawings.

Making

Pupils will use simple utensils and equipment safely to prepare ingredients, developing skills such as peeling, cutting, slicing, squeezing, grating and chopping. They will select from a range of fruits and vegetables according to characteristics such as colour, texture and taste to create their chosen product.



Evaluating

Pupils will taste and evaluate a variety of fruits and vegetables to identify the preferences of their intended user. They will evaluate their ideas and finished product against their original design criteria, considering how successfully the product meets its intended purpose and the needs of the user.

Technical Knowledge and Understanding

Pupils will understand where a range of fruits and vegetables come from, including those that are farmed or grown at home. They will understand and apply the basic principles of a healthy and varied diet when preparing dishes and recognise the role of fruit and vegetables within the Eatwell Guide. Pupils will also learn and use relevant technical and sensory vocabulary throughout the project.



Nine Acres Primary School – Vocabulary Progression Year 3 + 4

	Year A Autumn	Year B Autumn	Year A Spring	Year B Spring	Summer Year 3	Summer Year 4
Year 3	cuboid	circuit	mechanism	applique	appearance	sensory evaluation
	edge	conductor	lever	pattern	processed food	processed food
	face	insulator	linkage	template	combine	knead
Year 4	net	prototype	slot	seam	bake	raising agent
	prism	system	guide	seam allowance	hygiene	prove
	scoring	output devices	loose pivot	prototype	flavour	bake
	shell-structure	input devices	system	aesthetics	improvement	evaluate

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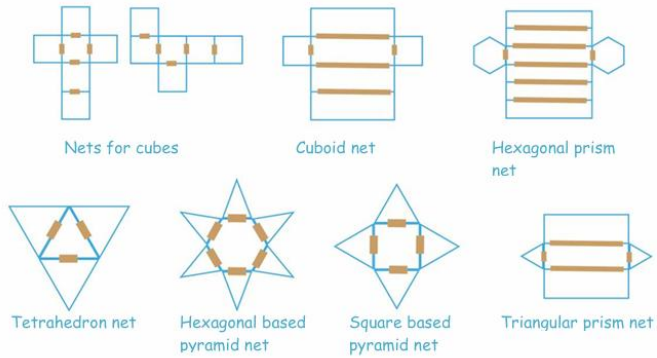
Medium Term Plan Year 3 + 4

Year A Autumn Structures

Focus: shell structures

Prior Learning

Pupils should have experience of using different joining, cutting and finishing techniques when working with paper and card. They will have a basic understanding of 2-D and 3-D shapes from mathematics and some knowledge of the physical properties and everyday uses of materials from science.



Designing

Pupils generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the purpose of the product. They develop their ideas through analysing existing products and use annotated sketches and prototypes to model and communicate their designs.

Making

Pupils sequence the main stages of the making process and use appropriate tools to measure, mark out, cut, score, shape and assemble materials with increasing accuracy. They explain their choice of materials based on both functional properties and aes thetic qualities and apply suitable finishing techniques to enhance the final product.

Evaluating

Pupils investigate and evaluate a range of existing shell structures, considering the materials, components and construction techniques that have been used. They test and evaluate their own products against the design criteria, as well as the intended user and purpose, identifying strengths and areas for improvement.

Technical Knowledge and Understanding

Pupils develop and apply their understanding of how to construct strong and stiff shell structures. They build on their knowledge of nets for cubes and cuboids and, where appropriate, more complex three-dimensional shapes. They also learn and use technical vocabulary relevant to the project accurately and confidently.

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STRIVING FOR EXCELLENCE

Medium Term Plan Year 3 + 4

Year A Spring Mechanisms

Focus: Levers and Linkages

Prior learning

Explored and used mechanisms such as flaps, sliders and levers.

Gained experience of basic cutting, joining and finishing techniques with paper and card.

Designing

Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.

Use annotated sketches and prototypes to develop, model and communicate ideas.

Making

Order the main stages of making.

Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.

Select from and use finishing techniques suitable for the product they are creating.

Evaluating

Investigate and analyse books and, where available, other products with lever and linkage mechanisms.

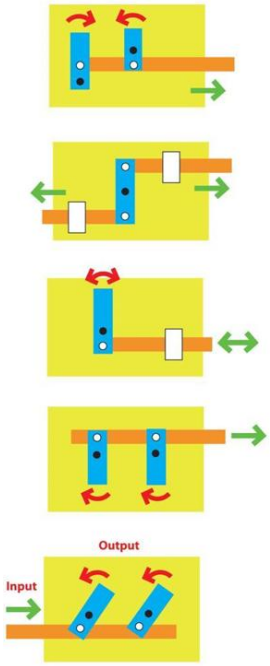
Evaluate their own products and ideas against criteria and user needs, as they design and make.

Technical knowledge and understanding

Understand and use lever and linkage mechanisms.

Distinguish between fixed and loose pivots.

Know and use technical vocabulary relevant to the project.



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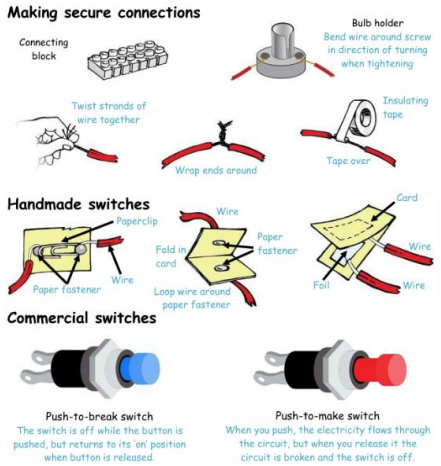
Medium Term Plan Year 3 + 4

Year B Autumn Electronics

Focus: simple circuits and switches

Prior Learning

Pupils should have experience of constructing simple series electrical circuits in science using bulbs, switches and buzzers. They will also have experience of cutting and joining a variety of construction materials, including wood, card, plastic and reclaimed materials, using appropriate adhesives and joining techniques.



Designing

Pupils gather information about needs and wants and use this information to develop design criteria for products that are fit for purpose and aimed at specific individuals or groups. They generate, develop, model and communicate realistic ideas through discussion and, where appropriate, through annotated sketches, cross-sectional drawings and exploded diagrams.

Making

Pupils sequence the main stages of the making process and select appropriate tools and equipment to cut, shape, join and finish materials with increasing accuracy. They choose materials and components, including construction materials and electrical components, based on their functional properties and aesthetic qualities.

Evaluating

Pupils investigate and analyse a range of existing battery-powered products, considering how they function and meet user needs. They evaluate their own ideas and finished products against their design criteria, identifying strengths as well as areas for improvement.

Technical Knowledge and Understanding

Pupils develop their understanding of electrical systems by using series circuits that incorporate components such as switches, bulbs and buzzers within their products. They apply their understanding of computing to program and control their products where appropriate. They also learn and use technical vocabulary relevant to the project accurately and confidently.

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STRIVING FOR EXCELLENCE

Medium Term Plan Year 3 + 4

Year B Spring Textiles

Focus: 2D Shape to 3D product

Prior Learning

Pupils have experience of joining fabrics in simple ways, including gluing and stitching. They have used simple patterns and templates for marking out and have evaluated a range of existing textile products.

Designing

Pupils will generate realistic ideas through discussion and develop design criteria for an appealing and functional product that is fit for purpose and meets the needs of a specific user. They will communicate and develop their ideas through annotated sketches, prototypes, final product sketches and pattern pieces.

Making

Pupils will plan the main stages involved in making their product. They will select and use a range of appropriate tools with increasing accuracy for tasks such as cutting, joining and finishing. They will select suitable fabrics and fastenings according to their functional characteristics, such as strength, and their aesthetic qualities, such as colour and pattern.

Evaluating

Pupils will investigate a range of three-dimensional textile products relevant to their project. They will test and evaluate their finished product against their original design criteria and consider how successfully it meets the needs of the intended user. They will listen to and take account of the views of others when evaluating their work. Pupils will also develop an understanding of how key events or individuals have influenced the development of particular textile products and fabrics.



Cutting out techniques



Ensure template is secured to fabric to allow for accuracy. Double sided tape can be used instead of pins to do this.

Technical Knowledge and Understanding

Pupils will learn how to strengthen, stiffen and reinforce existing fabrics and understand how to securely join two pieces of fabric together. They will develop an understanding of the purpose of patterns and seam allowances and apply this knowledge when constructing their own products. They will also develop and use appropriate technical vocabulary relating to textiles, materials and construction.

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STRIVING FOR EXCELLENCE

Medium Term Plan Year 3 + 4 | Summer Year A + B Food and Hygiene

Focus: Healthy and varied diet

Prior Learning

Pupils have some knowledge of how to prepare ingredients safely and hygienically and understand the basic principles of healthy eating and the Eatwell Guide. They have experience of using a range of equipment and utensils to prepare and combine ingredients to make a food product.



Designing

Pupils will generate and clarify ideas through discussion with peers and adults. They will develop design criteria that consider appearance, taste, texture and aroma to create an appealing product for a particular user and purpose. Pupils will communicate and develop their ideas through annotated sketches and appropriate digital resources, such as online recipes.

Making

Pupils will plan the main stages of a recipe, identifying the ingredients, utensils and equipment they will need. They will select and use appropriate equipment safely to prepare and combine ingredients. Pupils will select from a range of ingredients to create suitable food products, considering sensory characteristics such as taste, texture, appearance and aroma.

Evaluating

Pupils will carry out sensory evaluations of different ingredients and food products and record their findings using appropriate methods, such as tables and simple graphs. They will evaluate their work throughout the project and assess their finished product against the original design criteria. Pupils will also consider the views of others when identifying strengths and possible improvements.

Technical Knowledge and Understanding

Pupils will develop their knowledge of how to use appropriate equipment and utensils to prepare and combine food safely. They will learn about a range of fresh and processed ingredients and understand whether food sources are grown, reared or caught. Throughout the project, pupils will learn and use relevant technical and sensory vocabulary accurately.



Nine Acres Primary School – Vocabulary Progression Year 5 + 6

	Year A Autumn	Year B Autumn	Year A Spring 1	Spring 2	Summer Year 5	Summer Year 6
Year 5	model	modelling	pulley	toile/mock up	smoothie	pastry
	strut	open ship	gear	pattern	blending	rubbing
	tension	closed switch	gearing up/down	template	texture	consistency
Year 6	tie	output devices	mechanical system	seam allowance	endosperm	endosperm
	horizontal	input devices	driver	tacking	finishing	finishing
	vertical		follower	specification	nutrition	shortening
	triangulation		Motor spindle		measure	texture

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STRIVING FOR EXCELLENCE

Medium Term Plan Year 5 + 6

Year A Autumn Structures

Focus: Frame structures

Prior Learning

Pupils should have experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with a range of construction materials. They will have a basic understanding of structures and how they can be made stronger, stiffer and more stable through different design and construction methods.

Designing

Pupils carry o ut research into user needs and existing products using surveys, interviews, questionnaires and web-based resources. They develop a simple design specification to guide the development of their ideas and products, taking into account constraints such as time, resources and cost. They generate, develop and model innovative ideas through discussion, prototypes and annotated sketches.

Making

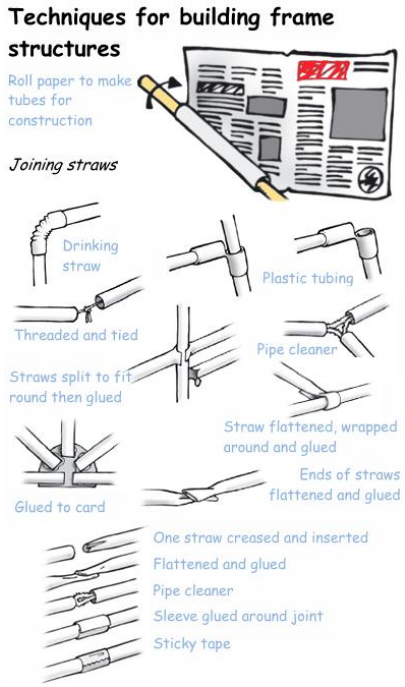
Pupils formulate a clear plan for making, including a step-by-step sequence of actions and a list of the resources required. They confidently select and use appropriate tools to measure, mark out, cut, shape and join construction materials accurately when creating framework structures. They also apply suitable finishing and decorative techniques to enhance the appearance and functionality of their product.

Evaluating

Pupils investigate and evaluate a range of existing frame structures, considering how they have been designed and constructed. They critically evaluate their own products against the design specification, intended user and purpose, identifying strengths and areas for development. They carry out appropriate testing and use the results to inform improvements. Pupils also research significant events and individuals linked to the development and use of frame structures.

Technical Knowledge and Understanding

Pupils develop an understanding of how three-dimensional frameworks can be strengthened, stiffened and reinforced to improve stability and durability. They also learn and use technical vocabulary relevant to the project accurately and appropriately.



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Medium Term Plan Year 5 + 6

Year B Autumn Electronics

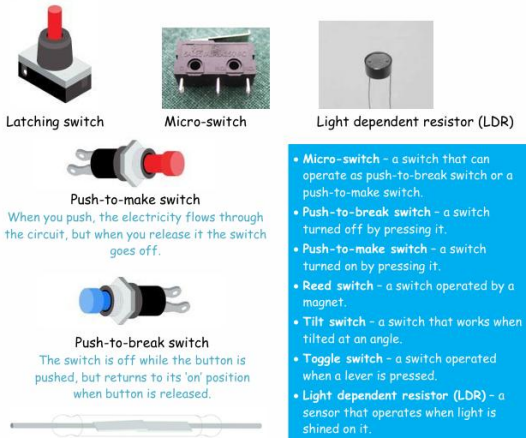
Focus: More complex switches and circuits

Prior Learning

Pupils should have an understanding of the essential characteristics of a series circuit and experience of creating a functional, battery-powered electrical product. They will also have some experience of using computer control software and an interface box or standalone control box, including writing and modifying simple programs to make a light flash on and off.

Designing

Pupils use research to develop a design specification for a functional product that responds automatically to changes in the environment, taking into account constraints such as time, resources and cost. They generate and develop innovative ideas, sharing and refining these through discussion. Their ideas are communicated through annotated sketches, pictorial representations of electrical circuits and circuit diagrams.



Making

Pupils formulate a clear step-by-step plan for making, identifying the tools, equipment, materials and components required. They competently select and accurately assemble materials, securely connecting electrical components to create a reliable and functional product. They create and modify computer control programs to enable their product to operate automatically in response to environmental changes.

Evaluating

Pupils continually evaluate and refine the working features of their product to ensure it meets the original design specification. They test the completed system to demonstrate its effectiveness for the intended user and purpose and use the outcomes of testing to improve performance where necessary. Pupils also investigate famous inventors who developed groundbreaking electrical systems and components.

Technical Knowledge and Understanding

Pupils develop their understanding and use of electrical systems within products. They apply their computing knowledge to program, monitor and control products effectively. They also learn and confidently use technical vocabulary relevant to the project.

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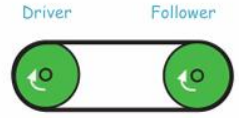
Medium Term Plan Year 5 + 6

Year A Spring Mechanisms

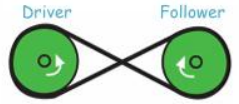
Focus: Pulleys and gears

Prior Learning

Pupils should have experience of working with axles, axle holders and wheels, including understanding the difference between fixed and free-moving wheels. They should have a basic understanding of electrical circuits, simple switches and electrical components. They will also have experience of cutting and joining a range of materials, including card, plastic and wood, as well as an understanding of ways to strengthen and stiffen structures.



The pulleys rotate in the same direction



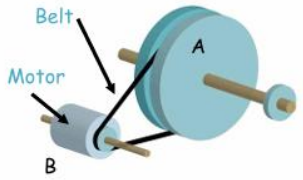
The pulleys rotate in different directions

Designing

Pupils generate innovative ideas by carrying out research through surveys, interviews, questionnaires and web-based resources. They develop a simple design specification to guide their thinking and communicate their ideas through discussion, annotated drawings, exploded diagrams and drawings from different viewpoints.

Making

Pupils produce detailed lists of the tools, equipment and materials required for their project. They create step-by-step plans and, where appropriate, allocate tasks within a team. They select and use a range of tools and equipment to manufacture products that are accurately assembled and finished to a high standard, while working within constraints such as time, resources and cost.



The small pulley (B) rotates much more quickly than the large pulley (A)

Evaluating

Pupils compare their finished product with the original design specification. They test their products with the intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. They consider the views of others to improve their work and investigate famous manufacturing and engineering companies relevant to the project.

Technical Knowledge and Understanding

Pupils understand that mechanical and electrical systems consist of an input, a process and an output. They learn how gears and pulleys can be used to speed up, slow down or change the direction of movement. They also develop and use technical vocabulary relevant to the project accurately and confidently.

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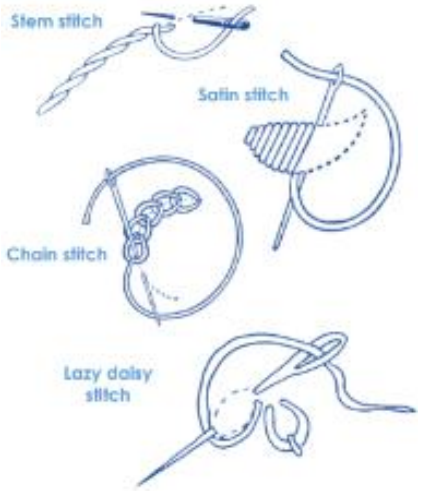
Medium Term Plan Year 5 + 6

Year B Spring Textiles

Focus: Combining different fabric shapes

Prior Learning

Pupils have experience of basic stitching, joining textiles and using a range of finishing techniques. They have also made and used simple pattern pieces when creating textile products.



Designing

Pupils will generate innovative ideas by carrying out research, including surveys, interviews and questionnaires. They will develop, model and communicate their ideas through discussion, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design. Pupils will design purposeful, functional and appealing products that meet the needs of an intended user and are fit for purpose, based on a clear design specification.

Making

Pupils will produce detailed lists of the equipment and fabrics needed for their project and formulate step-by-step plans for making their product, allocating tasks within a team where appropriate. They will select and use a range of suitable tools and equipment to create products that are accurately assembled and well finished. Throughout the making process, they will work within given constraints, including time, resources and cost.

Evaluating

Pupils will investigate and analyse existing textile products that are relevant to their own final product. They will compare their finished product with their original design specification and test it with the intended user. Pupils will critically evaluate the quality of their design and manufacture, considering its functionality and fitness for purpose. They will also consider the views and feedback of others to identify ways to improve their work.

Technical Knowledge and Understanding

Pupils will understand that a three-dimensional textile product can be constructed from a combination of accurately made pattern pieces, fabric shapes and different types of fabric. They will develop their understanding of how fabrics can be strengthened, stiffened and reinforced where appropriate.

Nine Acres Primary School

Articulate, Passionate, Persuasive & Positively influencing the world around us.

STRIVING FOR EXCELLENCE

Medium Term Plan Year 5 + 6 | Summer Year A + B Food and Hygiene

Focus: Celebrating local culture and seasonality

Prior Learning

Pupils have knowledge and understanding of food hygiene, nutrition, healthy eating and the importance of a varied diet. They have experience of using appropriate equipment and utensils and can apply a range of techniques for measuring, preparing and combining ingredients.

Designing

Pupils will generate innovative ideas through research and discussion with peers and adults, using their findings to develop a design brief and criteria for a design specification. They will explore a range of initial ideas and make informed design decisions to develop a final product that meets the needs of an intended user and purpose. Pupils will develop and communicate their ideas using written descriptions, annotated sketches and information and communication technology where appropriate.

Sensory evaluation

When carrying out sensory evaluations of products and/or separate ingredients, begin with a whole class activity then use group work to develop ideas.

Example of a recording table:

Type of cultural/seasonal food product	Appearance	Smell	Texture	Taste
Savoury scone	Golden/rough	Fresh/baked	Crumbly	Cheesy

Children can also use simple ranking and rating tables as well as star diagrams.

Use packaging and/or the internet to find out about the nutritional content of the food products and the ingredients. Link this to the principles of a healthy and varied diet.

Edible plants grown in the school grounds can also be evaluated and considered as potential ingredients for products the children will later design, make and evaluate. The benefits/difficulties of selecting seasonal, organic and/or locally sourced ingredients can be discussed here.

Making

Pupils will write a step-by-step recipe that includes a clear list of ingredients, equipment and utensils. They will select and use appropriate utensils and equipment accurately to measure, prepare and combine ingredients. Pupils will make, decorate and present their finished food product appropriately for its intended user and purpose.

Evaluating

Pupils will carry out sensory evaluations of a range of relevant food products and ingredients, recording their findings using appropriate methods such as tables, graphs, charts and star diagrams. They will evaluate their final product against the original design brief and specification, taking account of the views of others to identify possible improvements. Pupils will also develop an understanding of how key chefs have influenced eating habits and promoted varied and healthy diets.

Technical Knowledge and Understanding

Pupils will develop their knowledge of how to use utensils and equipment, including heat sources, to prepare and cook food appropriately. They will understand seasonality in relation to food and develop their knowledge of where different food products and ingredients come from. Throughout the project, pupils will learn and accurately use relevant technical and sensory vocabulary.


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