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| **Design & Technology**  **Year 6**  **2024 – 2025** | | |
| **Term 1**  Cooking and Nutrition: Come Dine with Me | | |
| Vocabulary | Knowledge | Objectives |
| 1. balance 2. complement 3. cross-contamination 4. enhance 5. farm to fork 6. ingredients | * Find a suitable recipe for their course. * Record the relevant ingredients and equipment needed. * Follow a recipe, including using the correct quantities of each ingredient. * Write a recipe, explaining the process taken. * Explain where certain key foods come from before they appear on the supermarket shelf. | 1. To explain the use of complementary flavours. 2. To research and design a threecourse meal. 3. To explain recipe choices. 4. To apply culinary skills and knowledge. |
| **Term 2**  Textiles: Waistcoats | | |
| Vocabulary | Knowledge | Objectives |
| 1. annotate 2. decorate 3. design criteria 4. fabric 5. target customer 6. waistcoat | * Consider a range of factors in their design criteria and use this to create a waistcoat design. * Use a template to mark and cut out a design. * Use a running stitch to join fabric to make a functional waistcoat. * Attach a secure fastening, as well as decorative objects. * Evaluate their final product. | 1. To design a waistcoat. 2. To mark and cut fabric according to a design. 3. To assemble a waistcoat. 4. To decorate your waistcoat. |
| **Term 3**  Electrical Systems: Doodlers (Year 5 Unit) | | |
| Vocabulary | Knowledge | Objectives |
| 1. component 2. configuration 3. analysis 4. series circuit 5. stable 6. target user | * Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function. * Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path. * Describe a motor as a circuit component that changes electrical energy into movement. Provide examples of motorised products that use movement to rotate or spin different parts. * Remove and replace different parts of a Doodler, as part of a team. * Suggest ways to switch the configuration to amend the form or function of the Doodler. * Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler’s ability to draw scribbles (function) and appearance (form). * Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler’s form and final appearance (e.g. fun, bright, soft). * Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two). * Create a functional Doodler that creates scribbles on paper with or without a switch. * Identify and list each of the required materials, tools and circuit components required to build a Doodler. * Explain simply the steps to assemble a Doodler as part of a set of instructions (or storyboard). * Write instructions to build a functional circuit, explaining how to identify if it is functional or not. Provide suggestions to improve a peer’s set of instructions after testing how effective they are at guiding someone. | 1. To understand how motors are used in electrical products. 2. To investigate an existing product to determine the factors that affect the product’s form and function. 3. To apply the findings from research to develop a unique product. 4. To develop a DIY kit for another individual to assemble their product. |