

Autumn – Seasonal Stockings (Textiles)

Learning Outcomes –

- To explore and analyse existing products
- To explore different ways to join fabric using sewing skills
- To explore different ways to decorate fabrics using sewing skills
- To design a Christmas stocking
- To use sewing skills to make a Christmas stocking
- To evaluate a finished product

Throughout the year

- Describe the purpose of their products
- Generate innovative ideas, drawing on research
- Produce appropriate lists of tools, equipment and materials and/or ingredients that they need
- Select tools and equipment suitable for the task
- Accurately apply a range of finishing techniques, including those from art and design
- Evaluate their ideas and products against their original design specification
- Identify the strengths and areas for development in their ideas and products

Skills:	Design	Make	Evaluate	Technical Knowledge – Textiles	<u>Vocabulary</u>
	• Begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose • Create own design criteria	• Use selected tools/equipment with good level of precision • Produce suitable lists of tools, equipment/materials needed • Select appropriate materials, fit for purpose; explain choices, considering functionality	• Evaluate quality of design while designing and making • Evaluate ideas and finished product against specification, considering purpose and appearance.	• Think about user and aesthetics when choosing textiles • Use own template • Think about how to make product strong and look better	➤ Christmas ➤ Decorate ➤ Research ➤ Quality ➤ Prototype ➤ Thread ➤ Fabric

Year 5 Design Technology Scheme of Work

	• Have a range of ideas - Produce a logical, realistic plan and explain it to others. • Use cross-sectional planning and annotated sketches • Model and refine design ideas by making prototypes and using pattern pieces. • Use computer-aided designs	• Create and follow detailed step-by-step plan • Explain how product will appeal to an audience • Mainly accurately measure, mark out, cut and shape materials/components • Mainly accurately assemble, join and combine materials/components • Use techniques that involve a small number of steps • Begin to be resourceful with practical problems	• Test and evaluate final product • Evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose • Begin to evaluate how much products cost to make and how innovative they are	• Think of a range of ways to join things • Begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.	➤ Fastenings ➤ Strong ➤ Seam ➤ Design ➤ Evaluate ➤ Research
Spring – Long Boats (Structures)					
Learning Outcomes – • To research the features and properties of Long-ships • To explore materials and features of Long-ships: Floating and sinking • To design a functioning Long-ship. • To make a functioning Long-ship using my design. • To evaluate my version of a Long-ship. • To adapt and re-evaluate my version of a Long-ship.					

Year 5 Design Technology Scheme of Work

Throughout the year

- Describe the purpose of their products
- Generate innovative ideas, drawing on research
- Produce appropriate lists of tools, equipment and materials and/or ingredients that they need
- Select tools and equipment suitable for the task
- Accurately apply a range of finishing techniques, including those from art and design
- Evaluate their ideas and products against their original design specification
- Identify the strengths and areas for development in their ideas and products

Skills:	Design	Make	Evaluate	Technical Knowledge – Structures	<u>Vocabulary</u>
	• Use internet and questionnaires for research and design ideas • Create own design criteria • Have a range of ideas - Produce a logical, realistic plan and explain it to others. • Use cross-sectional planning and annotated sketches • Make design decisions considering time and resources	• Select appropriate materials, fit for purpose; explain choices, considering functionality • Mainly accurately measure, mark out, cut and shape materials/components • Mainly accurately assemble, join and combine materials/components • Begin to be resourceful with practical problems	• Evaluate quality of design while designing and making • Evaluate ideas and finished product against specification, considering purpose and appearance. • Test and evaluate final product • Research how sustainable materials are • Talk about some key inventors/designers/engineers/chefs/manufacturers	• Select materials carefully, considering intended use of product and appearance • Explain how product meets design criteria • Measure accurately enough to ensure precision • Ensure product is strong and fit for purpose • Begin to reinforce and strengthen a 3D frame	➤ Sleek ➤ Design ➤ Speed ➤ Protection ➤ Sails ➤ Steering ➤ Structure ➤ Research ➤ Evaluate

Year 5 Design Technology Scheme of Work

	Clearly explain how parts of product will work.		of ground-breaking products		
Summer – Global Food: Mexican Food (Food and Nutrition)					
Learning Outcomes – - To look at key vocabulary for the unit and discuss health and hygiene. - To research healthy food – origin of food to prepare salsa - To make and prepare Salsa - To research the for the ingredients for guacamole - To make and prepare guacamole					
Throughout the year - Describe the purpose of their products - Generate innovative ideas, drawing on research - Produce appropriate lists of tools, equipment and materials and/or ingredients that they need - Select tools and equipment suitable for the task - Accurately apply a range of finishing techniques, including those from art and design - Evaluate their ideas and products against their original design specification - Identify the strengths and areas for development in their ideas and products					

Year 5 Design Technology Scheme of Work

Skills:	Design	Make	Evaluate	Technical Knowledge – Food & Nutrition	Vocabulary
	- Take a user's view into account when designing - Consider needs/wants of individuals/groups when designing and ensure product is fit for purpose - Create own design criteria - Have a range of ideas - Produce a logical, realistic plan and explain it to others.	- Use selected tools/equipment with good level of precision - Produce suitable lists of tools, equipment/materials needed - Create and follow detailed step-by-step plan - Mainly accurately apply a range of finishing techniques - Use techniques that involve a small number of steps	- Evaluate ideas and finished product against specification, considering purpose and appearance. - Test and evaluate final product - Begin to evaluate how much products cost to make - Talk about some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products	- Explain how to be safe / hygienic and follow own guidelines - Present product well - interesting, attractive, fit for purpose - Begin to understand seasonality of foods - Understand food can be grown, reared or caught in the UK and the wider world - Describe how recipes can be adapted to change appearance, taste, texture, aroma - Explain how there are different substances in food / drink needed for health	- Mexican - Guacamole - Health & Safety - Healthy Eating - Salsa - Preparation - Food Design - Design - Evaluate - Research

Year 5 Design Technology Scheme of Work

				• Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source • Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	
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