

Y5	Term 1 and 2	Term 3 and 4	Term 5 and 6
Enquiry question	Were the Dark Ages really that dark?	Just how mighty were the Maya?	Rivers- Friend or Foe?
<b>Design and Technology</b>			
	<b>Main Focus:</b> Electrical Systems <b>Outcome:</b> Alarm for a valuable Anglo-Saxon/Viking museum artefact	<b>Main Focus:</b> Food <b>Outcome:</b> Gluten free corn pancakes	<b>Main Focus:</b> Structures <b>Outcome:</b> Waterproof frame structure for fieldwork
	<b>Pupils should be taught:</b>		
	Design	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectionals and exploded diagrams, prototypes, pattern pieces and computer aided design (CAD)	
	Make	select from and use a range of tools and equipment to perform practical tasks accurately [for example, cutting, shaping, joining and finishing]	
		select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	
	Evaluate	explore and evaluate a range of existing products	
		evaluate their ideas and products against design criteria and consider the views of others to improve their work	
		understand how key events and individuals in design and technology have helped shape the world	
	Technical Knowledge	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
	Food and Nutrition	understand and apply the principles of a healthy and varied diet	
		prepare and cook a variety of predominately savoury dishes using a range of cooking techniques	
		understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	
<b>Skills</b>	D1 - Use various sources of information, clarifying/sharing ideas through discussion,	D1 - Use various sources of information, clarifying/sharing ideas through discussion,	D1 - Use various sources of information, clarifying/sharing ideas through discussion,

<p>labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs and criteria</p> <p>D2 - Work from own detailed plans, modifying where appropriate</p> <p>E1 - Investigate the design features (including identifying components and ingredients) of a familiar existing product, understanding the targeted audience</p> <p>E2 - Make and test a prototype, evaluating its effectiveness and relating it to the target audience Test and evaluate products against a detailed design specification and make adaptations as they develop their product</p> <p>E3 - Create a timeline to sequence the development of a design over time and describe how technology has influenced it.</p> <p>M1 - Use appropriate tools safely and accurately, explaining why they have chosen a particular tool for the task</p> <p>M2 - Select and combine materials with precision</p> <p>M3 - Identify potential risks and co-create the health and safety rules to follow when working with materials and tools to reduce the risks</p> <p>T4 - Design and create working circuits to a light bulb or buzzer</p>	<p>labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs and criteria</p> <p>D2 - Work from own detailed plans, modifying where appropriate</p> <p>E1 - Investigate the design features (including identifying components and ingredients) of a familiar existing product, understanding the targeted audience</p> <p>E2 - Make and test a prototype, evaluating its effectiveness and relating it to the target audience Test and evaluate products against a detailed design specification and make adaptations as they develop their product</p> <p>E3 - Create a timeline to sequence the development of a design over time and describe how technology has influenced it.</p> <p>M1 - Use appropriate tools safely and accurately, explaining why they have chosen a particular tool for the task</p> <p>M2 - Select and combine materials with precision</p> <p>M3 - Identify potential risks and co-create the health and safety rules to follow when working with materials and tools to reduce the risks</p> <p>F1a - Use appropriate tools and equipment, weighing and measuring with scales</p> <p>F1b - Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing)</p>	<p>labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs and criteria</p> <p>D2 - Work from own detailed plans, modifying where appropriate</p> <p>E1 - Investigate the design features (including identifying components and ingredients) of a familiar existing product, understanding the targeted audience</p> <p>E2 - Make and test a prototype, evaluating its effectiveness and relating it to the target audience Test and evaluate products against a detailed design specification and make adaptations as they develop their product</p> <p>E3 - Create a timeline to sequence the development of a design over time and describe how technology has influenced it.</p> <p>M1 - Use appropriate tools safely and accurately, explaining why they have chosen a particular tool for the task</p> <p>M2 - Select and combine materials with precision</p> <p>M3 - Identify potential risks and co-create the health and safety rules to follow when working with materials and tools to reduce the risks</p> <p>T2 - Apply their understanding of how to strengthen, stiffen and reinforce structures</p>
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<b>Vocab</b>	<p>electricity, circuit, bulb, bulb holder, buzzer, simple circuit, complete, broken, current, pressure pad, crocodile clip</p>	<p>ingredients, grown, cultural, traditional, affordable, social influences, vegetarianism, veganism, gluten-free, intolerance, nutrition, calories, fibre, fairtrade, ethically sourced</p>	<p>cross-bracing, shock resistant, framework, modifying, reinforce, adaptations, triangulation, foundations, top-heavy, weight distribution</p>