



Topic	Key knowledge / skills	DESIGN Developing, planning and communicating ideas	MAKE Working with tools, materials and components to make quality products.	EVALUATE Evaluating processes and products
<p>Food Technology</p> <p>Fruit salad</p>	<p>To be able to cut food safely.</p> <p>To wash their hands and make sure that surfaces are clean.</p> <p>To explain where some food comes from.</p> <p>To be able to describe the texture of food.</p> <p>To think of interesting ways of decorating or presenting the food they have made.</p>	<p>Research similar existing products.</p> <p>Think of some of their own ideas to create a healthy and nutritious fruit salad.</p> <p>Describe differences between some food groups e.g. vegetables, fruit, meat etc.</p> <p>Discuss how fruit and vegetables are healthy.</p> <p>Design and plan a product for themselves.</p> <p>Use pictures and words to plan their ideas.</p> <p>Make sensible choices about which materials and tools would be needed to create their product.</p>	<p>Explain what they are making.</p> <p>Explain which tools they are using.</p> <p>Cut food safely.</p> <p>Wash their hands and make sure that surfaces are clean.</p> <p>Think of interesting ways of decorating or presenting the food they have made.</p>	<p>Discuss existing products considering: use, ingredient, how they have been made.</p> <p>Discuss existing products and say what is and isn't good about them.</p> <p>Discuss and investigate other products and well-known chefs.</p> <p>Evaluate their own work and think about what could make their product better.</p>

Vocabulary

fruit salad, sweet, savoury, flavour, hygienic, safety, ingredients, healthy, nutritious, tools, design, evaluate

Resources

fruits, fruit juice, knives, bowls, fruit peelers, chopping boards



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<p>Structures</p> <p>Photo frame</p>	<p>To be able to select appropriate resources and tools for building their projects.</p> <p>To make a simple plan before making their product e.g. drawing, arranging pieces of construction before building.</p> <p>To begin to measure and join materials with some support.</p> <p>To cut materials using scissors.</p> <p>To be able to suggest ways to make materials/product stronger.</p>	<p>Research similar existing products.</p> <p>Think of their own ideas to create a photo frame that is structurally stable and aesthetically pleasing.</p> <p>Explain what they want to create, including the materials that they will require.</p> <p>Discuss ways of improving the stability of their product.</p> <p>Design and plan a product for themselves.</p> <p>Use pictures and words to plan their ideas.</p> <p>Make sensible choices about which materials and tools would be needed to create their product.</p>	<p>Talk, with others, about how they want to construct their product.</p> <p>Select appropriate resources and tools for building their product.</p> <p>Begin to measure and join materials with some support.</p> <p>Cut materials using scissors</p> <p>Create a structure using different materials.</p> <p>Create a product that is neat and tidy.</p> <p>Make their product stronger if it needs to be.</p>	<p>Discuss existing products considering: use, materials, how they work, audience.</p> <p>Discuss existing products, and discuss what went well and what could be improved.</p> <p>*Discuss and investigate other designers and well-known products.</p> <p>Evaluate their own work and think about what could make their product better.</p>
<p><u>Vocabulary</u> stable, structure, support, strength, measure, frame, stand, materials, tools, design, evaluate</p> <p><u>Resources</u> card, scissors, glue, rulers, pencils, sequins/buttons, paint, paper</p>				



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<p>Mechanisms</p> <p>Card (with lever/slider)</p>	<p>To be able to make a product which moves.</p> <p>To cut materials using scissors.</p> <p>To be able to, with support, join materials in a way that allows for movement e.g. slider/lever</p>	<p>Research similar existing products.</p> <p>Think of their own ideas to create a card that incorporates a lever or slider.</p> <p>Explain what they want to create, including the materials that they will require.</p> <p>Design and plan a product for themselves.</p> <p>Use pictures and words to plan their ideas.</p> <p>Make sensible choices about which materials and tools would be needed to create their product.</p>	<p>Make a product which moves.</p> <p>Cut materials using scissors.</p> <p>Describe the materials using different words.</p> <p>Cut materials using scissors.</p> <p>With support, join materials in a way that allows for movement e.g. slider/lever</p> <p>Explain why they have chosen moving parts.</p>	<p>Discuss existing products considering: use, materials, how they work, audience.</p> <p>Discuss existing products, and discuss what went well and what could be improved.</p> <p>*Discuss and investigate other designers and well-known products.</p> <p>Evaluate their own work and think about what could make their product better.</p>

Vocabulary
join, lever, slider, movement, materials, tools, audience, purpose, design, evaluate

Resources
card, scissors, glue, rulers, pencils, sequins/buttons, paper, felt tips, colouring pencils