Design Technology Curriculum Overview Year 5

Term	Theme	Knowledge and understanding	Skills	What I will know and remember	Vocabulary
1	Super Seasonal Cooking	**Cooking and Nutrition** Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly 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. **Make** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped to shape the world.	Know when different fruits and vegetables are in season in the United Kingdom. Explain where and how a variety of ingredients are grown, reared, caught and processed. Generate a range of ideas for balanced seasonal recipes. Prepare ingredients hygienically and understand how to store and handle meat and fish correctly. Use a wide range of preparation and cooking techniques.	I can explain what seasonality means and know when different fruits and vegetables are in season in the United Kingdom. I can explain where, when and how a variety of ingredients are reared, caught and processed. I can taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it. I can explain the importance of protein as a proportion of a healthy varied diet. I can work as a group to generate, evaluate and refine recipe ideas. I can take feedback and improve my designs I can explain how to correctly store and handle meat and fish. I can prepare, cook and evaluate a healthy seasonal meal.	protein processed griddling reared feedback store handle

		End of unit assessment			
	Working towards		**Working at**		**Working above**
2	Marbulous Structures	**Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. **Make** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped to shape the world. **Technical Knowledge**	Apply their understanding of free standing structures to help build them. Use a wider range of tools and equipment to perform practical tasks accurately. Use appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots. Select appropriate joining techniques. Design and build a marble run which incorporates some varied bends. Consider the aesthetics when building a marble run. Consider the views of others to improve their work.	I can investigate free standing structures. I can apply my understanding of structures. I can use a wider range of tools and equipment to perform practical tasks accurately. I can develop a range of practical skills to create bends. I can investigate free standing structures I can select from and use materials and components to make a marble run. I can evaluate and improve my design and technology work.	practical tasks accurately components free standing structures

		Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].			
Working towards			**End of unit assessment** **Working at**		**Working above**
3	Automata Animals	**Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. **Make** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Use research to develop design criteria. Use their knowledge of the animal and movement made by the cam in the design of their automaton. Measure, mark out and cut materials accurately and safely to the nearest cm using a wider range of tools and equipment. Work mainly independently to make a mechanical device, selecting materials to make a framework, handle, cam mechanism and finishing the device.	I can research ideas about different animals to inform my design. I can explain how simple cam mechanisms work. I can research ideas about different animals to inform my design. I can select materials according to their functional properties. I can use research and develop design criteria to inform my design. I can build a framework, accurately using a wider range of tools and equipment. I can evaluate my product	mechanisms research framework functional-properties develop inform

		Understand how key events and individuals in design and technology have helped to shape the world. **Technical knowledge** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products.	Use peer feedback and design criteria to help guide the evaluation process.	I can understand and use a mechanical system.	
End of unit assessment **Working towards** **Working at** **Working above**					