



Food Technology

Mechanisms

Structures

Textiles

Year	Autumn	Spring	Summer
R	Throughout the year the children explore Design and Tech through making models using a range of recyclable materials, card and fabrics as part of their make and do curriculum. They will plan before making and cut, stick and join. Children have an introduction to woodwork including using hammers, saws and screwdrivers. Children begin to learn about food technology and hygiene, identifying, choosing and using simple tools safely. Children will make simple plans with adults verbally.		
1	<p>Chop, Slice and Mash!</p> <p>Children will learn about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. Children will use knowledge and techniques to design and make a tortilla wrap pizza according to specific design criteria.</p> <p>Skills: carry out a practical task safely, select tools, create a simple design, evaluate their own and other's work, measure and weigh food items, select ingredients, describe importance of materials/items, sort foods into groups based on their origins, know if foods are plant or animal based describe importance of products.</p>	<p>Taxi!</p> <p>Children about wheels, axles and chassis and how they work together to make a vehicle move.</p> <p>Skills: Create a design to meet simple design criteria, describe the similarities and differences between two products, name and explore a range of everyday products and describe how they are used, talk about their own and each other's work, identifying strengths or weaknesses and offering support, use wheels and axles to make a simple moving model.</p>	<p>Shade and Shelter</p> <p>Children will learn about the purpose of shelters and their materials, name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.</p> <p>Skills: Construct simple structures, models or other products using a range of materials, design to a simple design criteria, describe the similarities and differences between two products, follow the rules to keep safe during a practical task. Name and explore a range of everyday products and describe how they are used, select, use and begin to explain choices of materials, talk about their own and each other's work, identifying strengths or weaknesses and offering support.</p>
2	<p>Remarkable Recipes</p> <p>Children will learn about sources of food and tools used for food preparation. Children will discover why some foods are cooked and learn to read a simple recipe.</p> <p>Children choose and make a new school pudding that fulfils specific design criteria.</p> <p>Skills: Work safely and hygienically, generate and communicate ideas using a range of methods, Identify the origin of some common foods, prepare ingredients using different methods, apply knowledge of healthy varied</p>	<p>Beach Huts and Bathing</p> <p>Children will learn about making and strengthening structures, including different ways of joining materials to make a bathing hut.</p> <p>Skills: Generate and communicate their ideas through a range of different methods; explore how to improve structure stability, select and explain tool choice, evaluate and suggest improvements, chose components and materials and manipulate them,</p>	<p>Cut, stitch and join</p> <p>Children will learn about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.</p> <p>Skills: Add decorative embellishments, Choose components and materials and say how to manipulate them, Compare products and brands. Explain how products could be improved, explain improvements to their designs, explain why a designer or inventor is important, generate and communicate their ideas, Select</p>



	diets to create a simple healthy meal, explain importance of designer/inventor		tools and explain choices, use different methods of joining fabrics.
3	<p>Cook well, eat well.</p> <p>Children learn about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a wrap filling according to specific design criteria.</p> <p>Skills: prepare and cook a simple dish, identify main food groups, identify and name food from different places, use appliances with supervision, develop design criteria to inform a design, suggest improvements and know how to implement, acknowledge suggestions for improvement, describe key design events that have shaped the world</p>	<p>Making it Move!</p> <p>Children learn about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.</p> <p>Skills: explain how products benefit users, explore and use mechanisms in models, develop a design criteria to inform a design, use tools to cut and join, suggest improvements and know how to implement, acknowledge suggestions for improvement, plan and explain material choice.</p>	<p>Greenhouse</p> <p>Children learn about the purpose, structure and design features of greenhouses, and compare the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.</p> <p>Skills: explain how products benefit users, use appliances with supervision, develop design criteria to inform a design, create frames with diagonal struts later for support, use tools to cut and join, suggest improvements and know how to implement, acknowledge suggestions for improvement, plan and explain material choice, explain similarities and differences between designers.</p>
4	<p>Fresh Food, Good Food.</p> <p>Children learn about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.</p> <p>Skills: Explain how and why a significant designer or inventor shaped the world, use chemical products under supervision, annotate sketches to communicate ideas, create shells/frames and be able to strengthen, identify what has worked well and improve designs, choose materials by understanding characteristics, identify and use cooking techniques, design and explain a healthy snack, identify and name foods produced in different places.</p>	<p>Functional and fancy fabrics.</p> <p>Children learn about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.</p> <p>Skills: investigate/identify design features of familiar products, annotate sketches to communicate ideas, select, name and use tools when supervised, identify what has worked well and improve designs, hand sew using running stitch, choose materials by understanding characteristics, print decorative patterns on fabric, compare two products in a table, explain how and why a significant designer or inventor shaped the world.</p>	<p>Tomb Builders</p> <p>Children learn about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.</p> <p>Skills: investigate/identify design features of familiar products, use and explore mechanisms, annotate sketches to communicate ideas, select, name and use tools when supervised, identify what has worked well and improve designs,</p>



<p>5</p>	<p>Moving Mechanisms</p> <p>Children learn about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.</p> <p>Skills: Explain how product designs are influenced by culture or society, explain functionality and purpose of safety features of products, use mechanical systems in their products, such as pneumatics, build a framework using a range of materials to support mechanisms, name/select increasingly appropriate tools for a task and use safely, test and evaluate products against design specification, make adaptations as they develop the product, select and combine materials with precision, survey users in a range of focus groups and compare results.</p>	<p>Eat the seasons</p> <p>Children learn about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.</p> <p>Skills: Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish, evaluate meals and consider their contribution in a healthy diet, describe what seasonality means and explain some of the reasons why it is beneficial.</p>	<p>Architecture</p> <p>Children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.</p> <p>Skills: Build a framework using materials to support mechanisms, describe the influence of a designer or inventor, explain how the design of a product has been influenced by the culture or society, select and combine materials with precision, test and evaluate products against a detailed design specification and adapt, use pattern pieces and computer-aided design packages to design a product.</p>
<p>6</p>	<p>Food for life</p> <p>Children learn about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.</p> <p>Skills: Analyse how an invention or product has significantly changed or improved people's lives, select appropriate tools and use safely and precisely, demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others, Follow a recipe that requires a variety of techniques and source the necessary ingredients independently, plan a healthy daily diet, justifying why each meal contributes towards a balanced diet, explain how organic produce is grown, Create a detailed comparative report about two or more products or inventions.</p>	<p>Engineer</p> <p>Children learn about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.</p> <p>Skills:</p> <p>Analyse how an invention or product has significantly changed or improved people's lives, choose the best materials for a task, showing an understanding of their working characteristics, create a detailed comparative report about two or more products or inventions, modify a product as a result of ongoing evaluation by themselves and to others, develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways, present a detailed account of the significance of a favourite designer or inventor, select the most appropriate materials and frameworks for different structures, explaining what makes them strong.</p>	<p>Make, Do and Mend</p> <p>Children learn a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.</p> <p>Skills: Analyse how an invention or product has significantly changed or improved people's lives. Choose the best materials for a task, saying why, compare and report about two or more products or inventions. Pin and tack fabrics in preparation for sewing, select appropriate tools for a task and use safely and precisely. Use different methods of fastening for function and decoration.</p>



SKILL AREAS:

<p>Explore and compare: Products</p> <p>Explore and compare: Designers/Inventors</p>	<p>Name and explore products Compare same product Compare brands Consider improvements to products Know benefits of products Identify design features of familiar products Compare two products in a table Explain impact of culture and society on products Complete surveys Evaluate products and consider impact Analyse product impact Create a comparative report</p> <p>Explain designer/inventor significance Describe how design events shaped the world Explain similarities and differences between designers Explain how designers shaped/influences the world Describe designer influences Present detailed accounts about designers</p>
<p>Design</p>	<p>Simple Designing Generate ideas Communicate ideas Use a range of design methods Develop design criteria Annotate design sketches Use CAD to design products Communicate ideas in a range of ways</p>



North Mundham Primary School

Curriculum Map

<p>Tools</p>	<p>Select simple tools Measure and weigh Explain tool choice Use tools to cut and join Select, name and accurately use tools with supervision Select increasingly appropriate tools Select tools, use precisely and safely</p>	<p>Tools: Year 2: paper and pva, scissors Year 3: Glue guns, lolly sticks,</p>
<p>Materials</p>	<p>Explore materials Select materials/ingredients Describe materials Prepare materials/ingredients Manipulate materials Use different methods to join materials/fabrics Plan and explain own material choice Choose materials based on characteristics Combine with precision</p>	
<p>Build</p>	<p>Construct simply Improve stability Build frames with supports Create shells/frames and strengthen Build frameworks to support mechanisms Select, make, explain most appropriate framework for product</p> <p>Add embellishments Print patterns and use stitches Pin and tack in prep Use fastening methods</p> <p>Prepare and cook using ingredients Develop prep and cooking techniques Identify and use cooking techniques Plan a diet/meal Follow a recipe</p>	



	<ul style="list-style-type: none">Use simple wheels/axlesUse and explore mechanismsAdapt as developingUse mechanical systems
Safety	<ul style="list-style-type: none">Follow rules givenConsider hygieneUse appliances with supervisionUse chemical products with supervisionFunctionality and purpose of safety features
Evaluate	<ul style="list-style-type: none">Evaluate own workSuggest improvementsExplain improvementsMake improvementsReflect and improve designsTest and evaluate against specShow modifications and explain