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| Range of Tools  | Main Processes  | Food Technology Assessment of skills By the end of the year children will be able to:  |
| Grater  |  | 1.Investigate, observe and record Record how well existing products have been made. Explain why certain materials have been usedUnderstand what construction methods have been made and why. Explain how well product meets needs of userDiscuss if product can be recycled or recycled.  | 2. Generate IdeasShare and clarify ideas through clearer discussion Make independent changes to ideas based on availability of resources.Produce lists of equipment and resources needed.  | Understand the origins of certain foods and where different food types comes from. Understand the importance of a healthy diet for a healthy body. Prepare and cook a savoury dish.Peel with a peelerMix thoroughlyMeasure accurately using scales Grate firmer foods (carrots)Thread medium and then firmer foods onto skewers (mushrooms - onions) Cut firm ingredients using a range of grips for safetyRecognise and be aware of foods such as cous cous, some spices, taboulah  |
| Peeler |  |
| Press stud  |  | 3. DesignTry out ideas through making prototypesUse clearer anoottated sketches and cross sectional diagramsUse CAD if available Think of realistic ideas focussing on the needs of the user.  | 4. Make Follow all health and safety rules Understand and use a wider range of materials including electrical and mechanical resourcesSelect and explain choice of tools and materialsMeasure, mark out, cut and join materials accurately Use original design criteria to support the make and start to change if appropriate. Apply a range of finishing to make product appealing.Order the main stages of making.  |
| Cams and gears  |  | Technical Knowledge Assessment of Skills**By the end of the year children will be able to:** |
| Research inventors, designers and manufacturers who have developed ground breaking products such as hovercrafts, Levi Roots Sauces , Morse CodeUse learning from science and maths to help design products that work. (Measuring and forces) IInvestigate how a product looks can influence its use. and aesthetic qualities of products Investigate cams, pulleys and gears and how they can be used within a productRecap on the use of pneumatic sysyems and pulleys . Understand how the components in an electrical system work and how they can be used in productsUse precise technical vocabulary building on previous terms Temperature, slow cooker, broilBackstitch, press stud, seam allowanceWire strippers, screws, nails, screw driver, dowel Crocodile clip, file, pulley, bridge hold  |
| Claw grip |  | 5. Evaluate Identify strengths and areas for development for own product. Consider the views of others to improve work. Evaluate against original design plan.  |
| Bridge hold |  |

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| Design and Technology Knowledge Organiser | Year 5 |