



Meadowhead Junior Primary School
End of unit points
Design Technology

Year 3		
Unit of Work	NC Expectation	Unit End Points
<p>Main Focus: Food</p> <p>Food from another European country</p> <p>Enquiry Question: How can we make a traditional dish from Greece?</p> <p>Project Outcome: A Greek salad with pitta and tzatziki</p>	<p>♣ 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</p> <p>♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><u>Vocabulary</u> Appearance Balanced Carbohydrates Combination Dairy Design Design brief Diet Feel Grate Grater Menu Oils Prepare Proteins Review Scissors Smell Snip Spread Spreads</p> <p><u>End of unit expectations</u></p> <ul style="list-style-type: none"> - To know about the different food groups and name food from each group - protein, carbohydrate, fats, sugars - To know that different countries have their own traditional dishes - To know - To understand that food must be grown, farmed, or caught in Europe and the wider world - To know about a wider variety of ingredients and techniques to prepare and combine ingredients safely - To know what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active - To understand seasonality and the advantages of eating seasonal and locally produced food - To read and follow recipes which involve several processes, skills and techniques
<p>Main Focus: Textiles</p> <p>Seasonal Sewing (running & back stitch)</p> <p>Enquiry Question: What stitching techniques are used to create a hanging decorations?</p>	<p>Design</p> <p>♣ 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</p> <p>♣ generate, develop, model and communicate their ideas through</p>	<p><u>Vocabulary</u> Fabric, patch, thread, embellish, template, wrinkle, tear, water-resistant, breathable, matt, shiny, pinking, biodegrade, polyester, cotton, silk, running stitch, cross-stitch, appliqué</p> <p><u>End of unit expectations</u></p>



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<p>Project Outcome: Hanging decoration (exploded diagram)</p>	<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none">♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately♣ 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 <p>Evaluate</p> <ul style="list-style-type: none">♣ investigate and analyse a range of existing products♣ 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 shape the world <p>Technical knowledge</p> <ul style="list-style-type: none">♣ 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]	<p>To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces</p> <p>To know that when two edges of fabric have been joined together it is called a seam</p> <p>To know that it is important to leave space on the fabric for the seam</p> <p>To understand that some products are turned inside out after sewing so the stitching is hidden</p> <p>To know that creating a prototype of their design is useful for checking ideas and proportions</p>
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	<ul style="list-style-type: none"> ♣ apply their understanding of computing to program, monitor and control their products 	
<p>Main Focus: Mechanisms and Structures</p> <p>Pop-up Books</p> <p>Enquiry Question: How can you use levers and linkages to make a pop-up book?</p> <p>Project Outcome: Pop-up book (levers and linkages)</p>	<p>Design</p> <ul style="list-style-type: none"> ♣ 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 ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ♣ investigate and analyse a range of existing products ♣ 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 shape the world <p>Technical knowledge</p>	<p><u>Vocabulary</u></p> <p>Aesthetic Computer-aided design (CAD) Caption Design Design brief Design criteria Exploded-diagram Function Input Linkage Mechanism Motion Output Pivot Prototype Slider Structure Template</p> <p><u>End of unit expectations</u></p> <ul style="list-style-type: none"> -To know that mechanisms control movement. -To understand that mechanisms can be used to change one kind of motion into another. -To understand how to use sliders, pivots and folds to create paper-based mechanisms. -To know that a design brief is a description of what I am going to design and make. -To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. - To Design a pop-up book which uses a mixture of structures and mechanisms. - To Name each mechanism, input and output accurately. - To Storyboarding ideas for a book. - To Follow a design brief to make a pop up book, neatly and with focus on accuracy. -To Make mechanisms and/or structures using sliders, pivots and folds to produce movement. -To Use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.



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	<ul style="list-style-type: none"> ♣ 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 	
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Year 4		
Unit of Work	NC Expectation	Unit End Points
<p>Focus: Mechanisms and Structures</p> <p>Enquiry Question: How can you create a sustainable structure?</p> <p>Project Outcome: Chocolate container box</p>	<p>Design</p> <ul style="list-style-type: none"> ♣ 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 ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<p>Vocabulary</p> <p>Design, key features, net, scoring, shape, stable, stiff, strong, structure, tab, 2D, 3D, container, strengthen, laminated, joining</p> <p>End of unit expectations</p> <ul style="list-style-type: none"> - Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. - Building frame structures designed to support weight. - Creating a range of different shaped frame structures. - Making a variety of free-standing frame structures of different shapes and sizes. - Selecting appropriate materials to build a strong



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	<ul style="list-style-type: none"> ♣ 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 ♣ investigate and analyse a range of existing products ♣ 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 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 	<p>structure and for the cladding.</p> <ul style="list-style-type: none"> - Reinforcing corners to strengthen a structure. - Creating a design in accordance with a plan. - Learning to create different textural effects with materials. - To understand what a frame structure is. - To know that a 'free-standing' structure is one that can stand on its own. - To know that a pavilion is a decorative building or structure for leisure activities. - To know that cladding can be applied to structures for different effects. - To know that aesthetics are how a product looks.
<p>Main Focus: Electrical systems</p> <p>Personalised light up box</p> <p>Enquiry Question: What goes in to making a light up sign?</p>	<p>Design</p> <ul style="list-style-type: none"> ♣ 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 	<p>Vocabulary</p> <p>Circuit, circuit diagram, electricity, series circuit, switch, component, design, design criteria, diagram, evaluation, model, shape, input, recyclable, theme, assemble, equipment, packaging, properties, target audience, insulator, LED,</p>



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<p>Project Outcome: A light up box with a motion sensor. (monitoring control and programming)</p>	<ul style="list-style-type: none"> ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ 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 ♣ investigate and analyse a range of existing products ♣ 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 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, 	<p>aesthetics, bulb, buzzer, conductor, battery</p> <p><u>End of unit expectations</u></p> <ul style="list-style-type: none"> - To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit. - To understand common features of an electric product (switch, battery or plug, dials, buttons etc.) - To list examples of common electric products (kettle, remote control etc.) - To understand that an electric product uses an electrical system to work (function). - To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits. - Carrying out research based on a given topic to develop a range of initial ideas. - and the work of others. - Testing the success of initial ideas against the design criteria and justifying opinions. - Revisiting the requirements of the client to review developing design ideas and check that they fulfil their needs.
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	<p>bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products</p>	
<p>Focus: Food</p> <p>Eating Seasonality</p> <p>Enquiry Question: What food dishes can you make in winter using the vegetables from that season?</p> <p>Project Outcome: Vegetable soup and bread</p>	<p>♣ 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.</p>	<p><u>Vocabulary</u></p> <p>Adapt Addition Budget Buttery Combine Comment Construct Cream Crunchy Cuboid Fold Hygiene Layout Market research Modify Multiplication Opinion Pounds Sieve Sift Target audience Texture Unique Wooden spoon</p> <p><u>End of unit expectations</u></p> <ul style="list-style-type: none"> - To know that not all fruits and vegetables can be grown in the UK. - To know climate can affect foods growth. - To know that vegetables and fruit grown in certain seasons. - To know that cooking instructions are known as a recipe. - To know that imported and exported food can come and go from our country. - To understand the importance of how food travels and the negative impact it has on our environment. - To know that each fruit and vegetable gives us nutritional benefits because they contain minerals, vitamins, and fibre. - To understand that vitamins, minerals, and fibre are important to energy, growth and maintaining health. - To know the safety rules using, storing, cleaning and a knife safety



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		To know that similar coloured fruits and vegetables often have similar nutritional benefits
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Year 5		
Unit of Work	NC Expectation	Unit End Points
<p>Main Focus: Food</p> <p>Healthy stir fry</p> <p>Enquiry Question: How can we make a healthy stir fry while comparing it process foods?</p> <p>Project Outcome: To create a vegetable stir fry with noodles - food and nutrition based</p>	<p>♣ 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</p> <p>♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><u>Vocabulary</u></p> <p>Abattoir Adaptation Balanced Beef Brand Cook Cross-contamination Develop Enhance Equipment Farm Label Measure Nutrient Nutrition Nutritional value Preference Press Process Safety Theme</p> <p><u>End of unit expectations</u></p> <ul style="list-style-type: none"> - To know the main food groups and the different nutrients that are important for health. - protein, fats, carbohydrates, sugars, unsaturated fats, fibre, vitamins, minerals. - To know how a variety of ingredients are reared, caught, and processed to make them safe and palatable/tasty to eat. - To select appropriate ingredients and use a wide range of techniques to combine them. - To research into existing products, and market research to inform the design of an innovative product. - To produce a step-by-step plan to guide making, demonstrating the application of knowledge of different foods, tools, and techniques - To produce detailed evaluations about existing products and their



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		own considering the views of others to improve their product
<p>Main Focus: Textiles (variety of stiches)</p> <p>Bag design – Yinka Iiori and Anya Hindmarch</p> <p>Enquiry Question: How can we make a reusable bag from recycled materials?</p> <p>Project Outcome: To create a sustainable reusable bag</p>	<p>Design</p> <ul style="list-style-type: none"> ♣ 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 ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ♣ investigate and analyse a range of existing products ♣ 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 shape the world ♣ apply their understanding of how to 	<p>Vocabulary</p> <p>Accurate, annotate, design criteria, detail, evaluation, shape, template, fabric, sew, sustainability, re-useable, appendage, blanket-stitch</p> <p>End of unit expectations</p> <ul style="list-style-type: none"> - To know that it is important to design a bag for the client or targeted customer in mind - To know that this bag is sustainable to the planet that we live in - To know which stitch technique is important to use - To know the small, neat stiches which are pulled taut are important to ensure that the bag is strong and sustainable - To know that a bag should be finished to a high standard <p>To understand the world wide issues of recycling and how we can continue to protect our planet.</p>



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	<p>strengthen, stiffen and reinforce more complex structures</p> <ul style="list-style-type: none"> ♣ 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 	
<p>Main Focus: Mechanisms and Structures</p> <p>Tower Bridge</p> <p>Enquiry Question: Why does a bridge not collapse?</p> <p>Project Outcome: To build my own moving bridge using pulleys.</p>	<p>Design</p> <ul style="list-style-type: none"> ♣ 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 ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ 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 	<p>Vocabulary</p> <p>Abutment Accurate Arched bridge Beam bridge Coping saw Evaluation File Mark out Material properties Measure Predict Reinforce Research Sandpaper Set square Suspension bridge Tenon saw Test Truss bridge Wood</p> <p>End of unit expectations</p> <ul style="list-style-type: none"> - To understand some different ways to reinforce structures. - To understand how triangles can be used to reinforce bridges. - -To know that properties are words that describe the form and function of materials. - To understand why material selection is important based on their properties. - To understand the material (functional and aesthetic) properties of wood. - Designing a stable structure that is able to support weight.



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	<ul style="list-style-type: none"> ♣ investigate and analyse a range of existing products ♣ 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 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 	<ul style="list-style-type: none"> - Creating a frame structure with focus on triangulation. - Making a range of different shaped beam bridges. - Using triangles to create truss bridges that span a given distance and support a load. - Building a wooden bridge structure. - Independently measuring and marking wood accurately. - Selecting appropriate tools and equipment for particular tasks. - Using the correct techniques to saw safely. - Identifying where a structure needs reinforcement and using card corners for support. - Explaining why selecting appropriate materials is an important part of the design process. - Understanding basic wood functional properties. - Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary. - Suggesting points for improvements for own bridges and those designed by others.
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Year 6		
Unit of Work	NC Expectation	Unit End Points
<p>Focus: Electrical systems / monitoring control & programming</p>	<p>Design</p> <ul style="list-style-type: none"> ♣ use research and develop design criteria to inform the design of innovative, functional, 	<p><u>Vocabulary</u></p> <p>Adapt Apparatus Bench hook Cladding Coping saw Design Dowel Evaluation Feedback Idea</p>



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<p>Fairground ride – Playmobil character</p> <p>Enquiry Question: How can we create our own moving fairground ride?</p> <p>Project Outcome: To create a moving fairground ride using an electrical system.</p>	<p>appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ♣ investigate and analyse a range of existing products ♣ 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 shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ♣ 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] 	<p>Jelutong Landscape Mark out Measure Modify Natural materials Plan view Playground Prototype Reinforce Sketch Strong Structure Tenon saw Texture User Vice Weak</p> <p>End of unit expectations</p> <ul style="list-style-type: none"> - Designing a playground featuring a variety of different structures, considering how the structures will be used. - Considering effective and ineffective designs. - Building a range of play apparatus structures drawing upon new and prior knowledge of structures. - Measuring, marking to create a range of structures. - Using a range of materials to reinforce and add decoration to structures. - Improving a design plan based on peer evaluation. - Testing and adapting a design to improve it as it is developed. - Identifying what makes a successful structure. - To know that structures can be strengthened by manipulating materials and shapes. - To understand what a 'footprint plan' is. - To understand that in the real world, design can impact users in positive and negative ways. - To know that a prototype is a cheap model to test a design idea
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	<ul style="list-style-type: none"> ♣ 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 	
<p>Main Focus: Mechanisms and Structures</p> <p>Bird Boxes</p> <p>Enquiry Question: How can I make a bird box using wood?</p> <p>Project Outcome: To create a birdbox.</p>	<p>Design</p> <ul style="list-style-type: none"> ♣ 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 ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of 	<p><u>Vocabulary</u></p> <p>Accurate, assembly-diagram, component, cutting list, diagram, exploded-diagram, finish, follower, frame, function, measure, mechanism model, research, right-angle, axle, bench hook, cam, clamp, dowel, drill bits, set square, tenon saw, hand drill mark out. Jelutong, automata, linkage</p> <p><u>End of unit expectations</u></p> <ul style="list-style-type: none"> - can investigate the appearance and function of a variety of different bird houses. - identify what materials have been used to construct a variety of bird houses and - suggest how the parts have been joined together - what a flat pack diagram is and can use it to identify each part of a structure. - create a flat pack diagram of a constructed bird house. - draw an exploded diagram. - identify the tools associated with basic woodworking. - measure, clamp, saw, sand and join wood. - use a hand drill to drill a hole in a piece of wood. - the safety rules I need to follow when doing woodwork.



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	<p>others to improve their work</p> <ul style="list-style-type: none"> ♣ 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 ♣ 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 	<ul style="list-style-type: none"> - design a bird house for a particular bird, taking into account the bird's needs. - select appropriate tools and materials to use when making a bird house. - create a sturdy bird house frame using wood. - evaluate my finished bird house, taking into account the views of others to improve my work. <p>use observation to evaluate the effectiveness of my bird house.</p>
<p>Main Focus: Food</p> <p>Multi-cultural food/audience/dietary need menu</p> <p>Enquiry Question: What ingredients go into a traditional curry?</p> <p>Project Outcome: To make a traditional curry.</p> <p>Linking schools project to local high school.</p>	<ul style="list-style-type: none"> ♣ 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. 	<p><u>Vocabulary</u></p> <p>Balance Bitter Bridge method Complement Cookbook Farm to fork Method Nationality Reared Research Pairing Preparation Salty Sour Storyboard Sweet Umami</p> <p><u>End of unit expectations</u></p> <ul style="list-style-type: none"> -To know how to flavour food and know that's how it tastes. -To know that countries have national dishes which are recipes associated to that country -To understand that it is important to wash fruit and vegetables before eating to remove dirt and insecticides -To understand what happens to a certain good before it appears on the supermarket shelf.



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		<ul style="list-style-type: none">- To be able to understand the audience that you're cooking for-To know the different dietary requirements - diabetes, celiac, lactose intolerance, vegan, halal
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