



# Design and Technology Medium Term Planning

Year 6



## Key Concept Overview

Key Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Design</b> 	<p>-I am beginning to design products using pictures and words based on a design criteria.</p> <p>-I use pictures, words and models to convey what I want to design.</p>	<p>-I use simple drawings and labels to record my ideas.</p> <p>-I design products that have a clear purpose based on my own design criteria.</p>	<p>-I can research similar products to develop my own design ideas.</p> <p>-I am able to develop a design through discussion and annotated sketches to add detail to my design.</p>	<p>-I generate and develop ideas using exploding diagrams and prototypes.</p> <p>-I use different ways to creatively record and present my designs to show they are fit for purpose.</p>	<p>-I can generate and develop ideas using pattern pieces and computer aided design.</p>	<p>-I generate and develop ideas using a variety of design techniques.</p> <p>-I justify my plans in a convincing way.</p> <p>-I use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.</p>
<b>Make</b> 	<p>-I can choose appropriate resources and tools to make a product.</p> <p>-I can use a range of materials to make a product, including construction materials, textiles and ingredients.</p>	<p>-I can select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing.)</p> <p>-I use a range of materials to make a product, including construction materials, textiles and ingredients and explain why the</p>	<p>-I can choose a material for both its suitability and its appearance and explain why it has been selected.</p> <p>-I can think ahead about the order of my work, select tools needed for a given task and give reasons for my choices.</p>	<p>-I can choose and use appropriate tools from a wider range to perform practical tasks.</p> <p>-I can choose suitable materials from a wider range and explain its suitability.</p>	<p>-I use a range of appropriate tools competently.</p> <p>-I can join and combine a range of materials competently.</p>	<p>-I select and use specialist tools and equipment to perform practical tasks accurately.</p> <p>-I can select from and use a wider range of materials and components according to their functional qualities and aesthetic qualities.</p>
<b>Evaluate</b> 	<p>-I am beginning to explore and evaluate a range of existing products by evaluating the product against the purpose</p> <p>-I can evaluate my designs and products by saying how well they do the job they were designed for.</p>	<p>-I can explore and evaluate a range of existing products by looking at function and materials.</p> <p>-I can evaluate my ideas and products against set design criteria.</p>	<p>-I can investigate and analyse an existing product by identifying whether it is fit for purpose and how easy it is to use.</p> <p>-I can prove that my design meets some set criteria and evaluate how well it works.</p>	<p>-I can explain why certain materials were used to make existing products.</p> <p>-I can evaluate and suggest improvements for my design.</p>	<p>-I can evaluate appearance and function against original criteria.</p> <p>-I am able to justify decisions made during the design process.</p>	<p>-I can critically evaluate the quality of the design, manufacture and fitness for purpose by comparing existing products</p> <p>-I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p>
<b>Technical Knowledge</b> 	<p>-I can explore and use simple mechanisms in my products.</p>	<p>-I can build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>-I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>-I am able to understand and use mechanical systems in my products.</p>	<p>-I can understand and use electrical systems in my products.</p>	<p>-I am able to control and model using an ICT control programme.</p>
<b>Cooking and nutrition</b> 	<p>I can tell you where my food comes from.</p>	<p>I can use a range of ingredients to prepare a healthy dish.</p>	<p>-I can make healthy eating choices from an understanding of a balanced diet.</p> <p>-I can use a range of ingredients to prepare a healthy dish, explain why the ingredients were chosen and the effects on the body.</p> <p>-I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading or kneading.</p>	<p>-I can explore a range of cooking techniques to produce a healthy balanced dish.</p> <p>-I can measure out ingredients accurately and use ratios to scale up or down a recipe.</p> <p>-I understand seasonality and know when and how a variety of ingredients are grown, reared, caught and processed.</p>		

## DT Whole School Overview



	Autumn		Spring		Summer	
<b>Year 1</b>	Textiles puppets	Food & Nutrition Fruit and Vegetables.	Mechanisms Moving storybook		Structures windmills	Mechanisms Wheels and axels
<b>Year 2</b>	Mechanisms Fairground wheels	Structures Victorian houses	Textiles Easter pouches		Mechanisms Moving monster	Food and nutrition Healthy wraps
<b>Year 3</b>	Mechanical systems Pneumatic toys		Food and nutrition Eating seasonally– vegetable tart		Textiles Cushions	Structures Constructing a castle
<b>Year 4</b>	Electrical systems torches	Textiles Book sleeve	Structures pavilions	Mechanical systems Slingshot chariot	Food and nutrition Adapting a recipe– biscuits *enterprise opportunity	
<b>Year 5</b>	Food and nutrition What could be healthier?	Electrical systems Electronic Christmas cards	Digital world Monitoring device		Structures Bridges	Mechanical systems Making a pop-up book.
<b>Year 6</b>	Structures playground	Mechanical systems Automata toys	Digital world Navigating the world		Food Come dine with me	Electrical systems Steady hand game


Autumn

Year 6

Structures: playground

[Structure: Playgrounds - Kapow Primary](#)

<b>Prior Learning</b>					
Do I know how to strengthen structures? Do I know the shapes that make structures strong? Do I know how to use woodwork tools accurately and safely? Do I know how to measure accurately? Do I know how to use a template? Do I know what a prototype is?					
<b>Vocabulary</b>					
Adapt, apparatus, bench hook, cladding, coping saw, design, dowel, evaluation, feedback, idea, jelutong, landscape, mark out, measure, modify, natural materials, plan view, playground, prototype, reinforce, sketch, strong, structure, tenon saw, texture, user, vice, weak					
<b>End Point</b>					
Children will have researched playground and existing structures. They will have then designed, made and evaluated their own playground models.					
Key Concept	Second order concept	Lesson Sequence	Learning Objectives	Suggested teaching sequence	Resources
<b>Design</b> 	Significance Written and oral expression Similarities and difference	Lesson 1	OO: I generate and develop ideas using a variety of design techniques. I use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.  LO: I can design a playground with a variety of structures.	Lesson 1: <a href="#">KS2, Y6, DT, Lesson 1: Plan For a New PlaygroundKapow Primary</a>  Children to research and design a new playground.	<i>Presentation: Playground design</i> (see Attention grabber), Plain paper, Pencils, Rubbers, Sharpeners, A3 card Printed resources
	Responsibility Cause and consequence	Lesson 2	OO: To be able to I select and use specialist tools and equipment to perform practical tasks accurately.  LO: I can build a playground model.	Lesson 2: <a href="#">KS2, Y6, DT, Lesson 2: Building Playground StructuresKapow Primary</a>  Children to build the structures for their playground apparatus as designed in the previous lesson.	
<b>Make</b> 	Responsibility Cause and consequence	Lesson 3	OO: To be able to select and use specialist tools and equipment to perform practical tasks accurately.  LO: I can build a playground model.	Lesson 3: <a href="#">KS2, Y6, DT, Lesson 3: Cladding and Perfecting StructuresKapow Primary</a>  Children to complete the remaining structures for their playground apparatus, developing and testing them as they work and adding the cladding. Children should consider improving and reinforcing their structures if necessary.	Pencils, Rubbers, Rulers, 10 cm x10 cm or 5 cm x 5 cm softwood, dowel, lolly sticks or toothpicks, Tenon saws and bench hooks or coping saws and vices, card, scissors, glue guns, straws, pipe cleaners, foil, egg boxes, cardboard tubes and other modelling materials.
	Responsibility Cause and consequence				

Key Concept	Second order concept	Lesson sequence	Learning Objectives	Suggested teaching sequence	Resources
<p><b>Evaluate</b></p> 	<p>Written and oral expression.</p> <p>Cause and consequence</p> <p>Similarities and difference.</p>	<p>(Omit lesson 4)</p> <p>Lesson 5</p>	<p>OO -I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p> <p>LO: I can evaluate my playground model.</p>	<p>Children to evaluate their models against their design criteria.</p>	<p>Evaluation to go in DT books.</p>





**End of unit assessment quiz:** [Assessment Resources and Quiz D&T KS2: Structures: Playgrounds \(kapowprimary.com\)](https://www.kapowprimary.com/resources/assessment-resources/assessment-resources-and-quiz-dt-ks2-structures-playgrounds/)




Autumn

Year 6

**Mechanical systems: Automata toys**

[Mechanical systems: Automata toys - Kapow Primary](#)

<b>Prior Learning</b>					
Do I know how to use specialist tools accurately and safely? Do I know how wheel and axle mechanical systems work? Can I measure and cut wood accurately? Can I join wood? Can I design a product to fit the design brief?					
<b>Vocabulary</b>					
Accurate, assembly-diagram, automata, axle, bench hook, cam, clamp, component, cutting list, diagram, dowel, drill bits, exploded-diagram, finish, follower, frame, function, hand drill, jelutong, linkage, mark out, measure, mechanism, model, research, right-angle, set square, tenon saw					
<b>End Point</b>					
By the end of the unit, children will have designed, made and evaluated an automata toy using wooden components.					
Key Concept	Second order concept	Lesson Sequence	Learning Objectives	Suggested teaching sequence	Resources
<b>Evaluate</b>  <b>Make</b>    	Written and oral expression  Responsibility  Cause and consequence  Significance	Lesson 1	OO– To be able to critically evaluate the quality of the design, manufacture and fitness for purpose by comparing existing products.  LO: I can evaluate existing automata mechanical systems.  OO: I select and use specialist tools and equipment to perform practical tasks accurately.  LO: I can use prepare wood for assembly by measuring, marking and cutting each piece accurately.	Lesson 1: <a href="#">KS2, Y5, DT, Lesson 1: Making an automata frame - Kapow Primary</a>  The children will learn about automata mechanical systems. They are presented with a problem and a design brief to produce a mechanical shop display window. They should work together to prepare (mark, cut, saw) the materials required for a functional automata frame.  Children should also evaluate the effectiveness of existing products through discussion.	Hand drills and drill bits, the cutting tools which go into the drill to make different sized holes.... of 3mm and 4mm, Tenon saws and bench hooks, scissors, set or engineers squares, rulers, pencils, masking tape and plastic wallets, sandpaper.  Materials – required per pair of pupils: 1cm x 1cm jelutong(1.8m) 3cm dowel, wood in the shape of a cylinder. Dowel rod (54cm), 1x thin card (A4), 1x thick card (A4,) printed resources from Kapow.
<b>Design</b>  <b>Make</b>    	Responsibility  Written and oral expression	Lesson 2	OO: To use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.  LO: I can design an automata toy for a window display.  OO: I can select from and use a wider range of materials and components according to their functional qualities and aesthetic qualities.  Lo: I can make an automata frame.	Lesson 2: <a href="#">KS2, Y5, DT, Lesson 2: Assembling a Wood Frame - Kapow Primary</a>  Children will design their product.  They will learn about exploded-diagrams and apply this knowledge to help them assemble the automata frame components.	Presentation: Exploded-diagrams, example finished product (pre-made by teacher, each pair's: components, supports and worksheets from Lesson 1, glue gun and/or PVA glue, blue tack, printed resources.




Key Concept	Second order concept	Lesson sequence	Learning Objectives	Suggested teaching sequence	Resources
<b>Design</b> 	Significance Written and oral expression Cause and consequence similarities and difference.	Lesson 3	OO: I use research and develop design criteria to design innovative functional and appealing products aimed at a specific group. LO: I can research cam profiles and make prototypes.	Lesson 3: <a href="#">KS2, Y5, DT, Lesson 3: Experimenting With Cam Profiles - Kapow Primary</a> Children explore the relationship between cam profiles and follower movement, to inform a design decision. Take photographs for evidence.	Your finished teacher example automata, cam profiles in slides 4-6, each pair's: automata frames and worksheets from Lesson 2, corrugated card, thick and thin card, pencils and erasers, blue tack, PVA and/or glue gun, colouring and decorating resources. Printed resources.
<b>Make</b> <b>Evaluate</b>  	Written and oral expression	Lesson 4	OO: I can select from and use a wider range of materials and components according to their functional qualities and aesthetic qualities. Lo: I can make a functional automata toy. OO-I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work. LO: I can evaluate my automata toy.	Lesson 4: <a href="#">KS2, Y6, DT, Lesson 4: Finishing Touches- Kapow Primary</a> Children apply the housing design to the automata frame and evaluate the final product, comparing it with the design brief and criteria.	As above. Printed resources.
<b>End of unit assessment quiz:</b> <a href="#">Assessment Resources and Quiz D&amp;T KS2: Mechanisms: Automata toys (kapowprimary.com)</a>					

Spring







Year 6

Digital world: navigating the world

KS2 Year 6: D&T: Digital World: Navigating the World - Kapow Primary

<i>Prior Learning</i>	Do I know how to use Computer Aided Design? Do I know how to code? Do I know compass directions? Do I know how to debug?				
<i>Vocabulary</i>	3D CAD, application (apps), biodegradable, Boolean, cardinal, compass, client, compass, concept, convince, corrod, duplicate, environmentally friendly, equipment, feature, finite, function, functional, GPS tracker, if statement, infinite, investment, lightweight, loop, manufacture, materials (wood, metal, plastic etc.), mouldable, navigation, non-recyclable, product lifecycle, product lifespan, program, recyclable, smart, sustainable, sustainable design, unsustainable design, variable, workplane				
<i>End point</i>	By the end of the unit, Children will be able to program a virtual (or physical) micro: bit. The will design, and create a navigation tool then evaluate their own and others'. Hildren will consider sustainable materials to design and make a housing unit for the device then pitch their ideas.				
Key Concept	Second order concept	Lesson Sequence	Learning Objectives	Suggested teaching sequence	Resources
<b>Design</b> 	Significance Written and oral expression	Lesson 1	OO: To be able to use research and develop design criteria to design innovative functional and appealing products aimed at a specific group and to justify my plans in a convincing way. LO: I can write a design brief and criteria based on a client request.	Lesson 1: <a href="#">D&amp;T Y6 Digital world: Navigating the World - Kapow Primary</a> Children receive a design brief from a client, across the globe, to develop a navigation tool for their customers. They develop an informed design brief and criteria based on information extracted and analysed from the client's letter. Pupils suggestions for key functions that the navigation tool will need based on customer habits.	Printed resources. Computer or laption to use programme: <a href="#">Microsoft MakeCode for micro:bit (microbit.org)</a>
<b>Make Technical knowledge</b>  	Responsibility Cause and consequence	Lesson 2	OO: To select and use specialist tools and equipment to perform practical tasks accurately. OO: To be able to control and model using an ICT control programme. LO: I can write a program to include multiple functions as part of a navigation device	Lesson 2: <a href="#">D&amp;T Y6 Digital world: Programming a Navigation Tool - Kapow Primary</a> <b>Cross-curricular link: Computing</b> <b>N.B. A physical Micro:bit is not needed, the online simulator can be used instead.</b> Children program a navigation tool, combining multiple functions learnt across the Digital world units and new functions such as a cardinal compass, to produce a multifunctional device for trekkers. Test, error check and debug the program using a simulator.	Computers. Micro:bit (if available) Printed resources





Key Concept	Second order concept	Lesson sequence	Learning Objectives	Suggested teaching sequence	Resources
<b>Design</b> 	Significance	Lesson 3 <b>(to be spread over 2- 3 lessons)</b>	OO:-I generate and develop ideas using a variety of design techniques. LO: I can design a micro:bit housing unit using sustainable materials.	Lesson 3- <a href="#">D&amp;T Y6 Digital world: Product concept - Kapow Primary</a> As part of this project, children will design a housing unit for the micro:bit using <b>sustainable</b> materials.	Presentation and printed resources.
<b>Make</b> 	Responsibility Cause and consequence		OO: I can select from and use a wider range of materials and components according to their functional qualities and aesthetic qualities. LO: I can make a micro:bit housing unit.	Lesson 3- <a href="#">D&amp;T Y6 Digital world: Product concept - Kapow Primary</a> As part of this project, children will make a housing unit for the micro:bit using <b>sustainable</b> materials.	
<b>Evaluate</b> 	Written and oral expression Similarity and difference		OO: I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work. LO: I can evaluate my product.	Lesson 3- <a href="#">D&amp;T Y6 Digital world: Product concept - Kapow Primary</a> As part of this project, children will evaluate a housing unit for the micro:bit using <b>sustainable</b> materials.	
<b>Design</b> <b>Evaluate</b> <b>Technical knowledge</b>   	Responsibility Written and oral expression Cause and consequence	Lesson 4	OO:-I generate and develop ideas using a variety of design techniques. OO: I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work. OO: I am able to control and model using an ICT control programme. LO: I can develop 3D CAD skills to produce a virtual model.	<a href="#">D&amp;T Year 6 Digital world: 3D CAD modelling - Kapow Primary</a> <b>Cross curricular: Computing</b> Learning about the applications of 3D modelling and printing in industry such as film and animation. Developing existing essential 3D CAD skills to combine 3D objects to form a complete product in CAD 3D modelling software.	Computers for CAD <a href="#">Tinkercad</a>   <a href="#">Create 3D digital designs with online CAD</a>   <a href="#">Tinkercad</a> Printed activities
<b>Enterprise / presentation opportunity:</b> Lesson 5 <a href="#">D&amp;T Y6 Digital world: Product Pitch! - Kapow Primary</a> To present and pitch their products to an audience. This may be carried out as a celebratory event or an assembly to give the children the opportunity to communicate their ideas and designs and use technical knowledge and presentation skills.					
<b>End of unit assessment quiz:</b> <a href="#">Assessment Resources and Quiz D&amp;T KS2: Navigating the world (kapowprimary.com)</a>					


Summer

Year 6

Electrical systems: steady hand game

[Electrical systems: Steady hand game - Kapow Primary](#)

<b>Prior Learning</b>					
Do I know how to make an electrical circuit including a buzzer and a switch? Do I know how to design and make a net for a 3D shape? Do I know how to use pliers and other specialist tools safely? Do I know how to measure accurately? Do I know how to draw electrical circuits in my designs?					
<b>Vocabulary</b>					
Assemble, battery, battery pack, benefit, bulb, bulb holder, buzzer, circuit, circuit symbol, component, conductor, copper, design, design criteria, evaluation, fine motor skills, fit for purpose, form, function, gross motor skills, Insulator, LED, user					
<b>End point</b>					
By the end of the unit, Children will have designed, made and evaluated their own 'steady hand' game using wire and an electrical system housed in a 3D Structure.					
Key Concept	Second order concept	Lesson Sequence	Learning Objectives	Suggested teaching sequence	Resources
<b>Design</b> 	Responsibility Significance	(Omit lesson 1.) Lesson 2	OO: To be able to use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.  LO: I can design a steady hand game with an electrical system.	Lesson 2: <a href="#">KS2, Y6, DT, Lesson 2: Design a Steady Hand Game- Kapow Primary</a>  Cross curricular link: Science  Children identify the components of a 'steady hand game', design their own game and create perspective drawings of their design.	Presentation  Printed resources
		<b>Make</b> 	Responsibility Cause and consequence	Lesson 3	OO: To be able to select from and use a wider range of materials and components according to their functional qualities and aesthetic qualities.  LO: I can construct a stable base.
Lesson 4	OO: -I select and use specialist tools and equipment to perform practical tasks accurately.  LO: I can assemble electronics and complete their electronic game.			Lesson 4: <a href="#">KS2, Y6, DT, Lesson 4: Electronics and Assembly - Kapow Primary</a>  Children to make and test their circuits and incorporate them into the bases of their games.  Take photographs for evidence.	Electrical circuit equipment, pliers, tinned copper wire (50cm per child), wire cutters.


Key Concept	Second order concept	Lesson sequence	Learning Objectives	Suggested teaching sequence	Resources
<p><b>Evaluate</b></p> 	<p>Written and oral expression</p> <p>Similarity and difference</p>	<p>Lesson 5</p>	<p>OO: To be able to evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.</p> <p>LO: I can evaluate my electrical game.</p>	<p>Children give feedback to their peers (two stars and a wish format.)</p> <p>Then to evaluate their 'steady hand' game, considering the views of their peers.</p>	<p>Evaluation in DT books.</p>
<p><b>End of unit assessment quiz:</b> <a href="https://www.kapowprimary.com/resources/assessment-resources/quiz-dt-ks2-electrical-steady-hand-game/">Assessment Resources and Quiz D&amp;T KS2: Electrical: Steady hand game (kapowprimary.com)</a></p>					


Summer


Year 6

Cooking and nutrition: Come dine with me.

[Food: Come dine with me - Kapow Primary](#)

<i>Prior Learning</i>	Do I know how to safely prepare food? Do I know how to store and handle food correctly? Do I know a variety of healthy ingredients?				
<i>Vocabulary</i>	Accompaniment • Collaboration • Cookbook • Cross-contamination • Equipment • Farm • Flavour • Illustration • Imperative-verb • Ingredients • Method • Nationality • Preparation • Processed • Reared • Recipe • Research • Storyboard • Target audience • Top tips , unit of measurement				
<i>End point</i>	By the end of the unit, the children will know how to safely prepare a healthy 3 course meal. They will understand how their food is grown, reared and caught and will have compiled a class cookbook.				
Key Concept	Second order concept	Lesson sequence	Learning Objectives	Suggested teaching sequence	Resources
<b>Cooking and Nutrition</b> 	Responsibility Significance Written and oral expression	Lesson 1	OO: To be able to use a range of cooking techniques to produce a healthy balanced dish. LO: I can research and design a three course meal.	Lesson 1: <a href="#">KS2, Y6, DT, Lesson: Designing Three Course Meal - Kapow Primary</a>  Cross curricular link: Science  In pairs, children research a recipe for the course they will make: a pepper starter or salmon main course or pineapple dessert.	Computers or iPads for research.
	The next three lessons will be carried out as a <b>rotation</b> , with children completing each of the following three activities for the remainder of the topic: Preparing one of the courses. Creating a storyboard that explains how the main ingredient in their course is grown/reared, farmed/caught and processed. Writing up a family or favourite recipe that will be added to a class cookbook.				

Key Concept	Second order concept	Lesson sequence	Learning Objectives	Suggested teaching sequence	Resources	
<b>Cooking and Nutrition</b> 	Responsibility Written and oral expression	Lesson 2	<b>Group 1</b> OO: To be able to use a range of cooking techniques to produce a healthy balanced dish. To be able to measure out ingredients accurately and use ratios to scale up or down a recipe. To understand the importance of correct storage and handling of ingredients. LO: I can prepare a healthy starter.	Lesson 2: <a href="#">KS2, Y6, DT, Lesson: Starters, Cookbooks, Farm to Fork - Kapow Primary</a> Those pairs of children making the pepper <b>starters</b> prepare and make the recipes they researched in Lesson 1.	Ingredients Food preparation tools and cooking equipment if necessary . Computers, devices or books for research.	
			<b>Group 2</b> OO: To understand seasonality and know when and how a variety of ingredients are grown, reared, caught and processed. LO: I know how food is reared, caught and processed.	Children to research how salmon are reared, caught and processed.		
			<b>Group 3</b> OO: To be able to use a range of cooking techniques to produce a healthy balanced dish. To be able to measure out ingredients accurately and use ratios to scale up or down a recipe. LO: I can make a recipe page for the class cookbook.	Children to make a recipe page for a class cookbook.		
		Lesson 3	<b>Group 2</b> OO: To be able to use a range of cooking techniques to produce a healthy balanced dish. To be able to measure out ingredients accurately and use ratios to scale up or down a recipe. To understand the importance of correct storage and handling of ingredients. LO: I can prepare a healthy main course.	Lesson 3: <a href="#">KS2, Y6, DT, Lesson: Salmon Main Meal, Farm Research - Kapow Primary</a> Those children making the salmon main course prepare and make the recipes they researched in Lesson 1.		Ingredients Food preparation tools and cooking equipment if necessary . Computers , devices or books for research.
			<b>Group 3</b> OO: To understand seasonality and know when and how a variety of ingredients are grown, reared, caught and processed. LO: I know how food is reared, caught and processed.	Children to trace the journey food makes across the world to reach our supermarkets.		
			<b>Group 1</b> OO: To be able to use a range of cooking techniques to produce a healthy balanced dish. To be able to measure out ingredients accurately and use ratios to scale up or down a recipe. LO: I can make a recipe page for the class cookbook.	Children to make a recipe page for a class cookbook.		

Key Concept	Second order	Lesson sequence	Learning Objectives	Suggested teaching sequence	Resources
<b>Cooking and Nutrition</b> 	Responsibility	Lesson 4	<b>Group 3</b> OO: To be able to use a range of cooking techniques to produce a healthy balanced dish. To be able to measure out ingredients accurately and use ratios to scale up or down a recipe. To understand the importance of correct storage and handling of ingredients. LO: I can prepare a healthy dessert.	Lesson 4: <a href="#">KS2, Y6, DT, Lesson: Pineapple Dessert, Farm Research - Kapow Primary</a> Those children making the pineapple desserts, prepare and make the recipes they researched in Lesson 1 .	Ingredients Food preparation tools and cooking equipment if necessary . Computers, devices or books for research.
			<b>Group 1</b> OO: To understand seasonality and know when and how a variety of ingredients are grown, reared, caught and processed. LO: I know how food is grown.	Children to research how peppers are grown.	
			<b>Group 2</b> OO: To be able to use a range of cooking techniques to produce a healthy balanced dish. To be able to measure out ingredients accurately and use ratios to scale up or down a recipe. LO: I can make a recipe page for the class cookbook.	Children to make a recipe page for a class cookbook.	
<b>End of unit assessment quiz:</b> <a href="#">Assessment Resources and Quiz D&amp;T KS2: Food: Come dine with me (kapowprimary.com)</a>					