



## Remarkable Recipes

Autumn 2B

### Innovate Challenge

Making a new school meal

#### Skills:

- Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.
- Explain how closely their finished products meet their design criteria and say what they could do better in the future.
- Explain why a designer or inventor is important.
- Generate and communicate their ideas through a range of different methods.
- Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).
- Prepare ingredients by peeling, grating, chopping and slicing.
- Select the appropriate tool for a task and explain their choice.
- Work safely and hygienically in construction and cooking activities.
- Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.
- Work safely and hygienically in coNstruction and cooking activities.
- Observe what happens when a range of everyday materials, including foods, are heated and cooled, sorting and grouping them based on their observations.

#### Core Knowledge:

- A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.
- School kitchen staff are important people because they design and provide healthy meals.
- Food comes from two main sources: animals and plants.
- Milk comes mainly from cows but also from goats and sheep.
- Eggs belong to the animal product category.
- They are laid by female animals. The most common types eaten by humans include chicken and duck eggs.
- Honey is made by bees.
- Most edible oils are made from plant parts.
- Olive oil, vegetable oil and coconut oil are all made from plant sources.
- Sugar is made from plants called sugar cane and sugar beet.
- Plants also give us nuts, such as almonds, walnuts and hazelnuts.
- Tools have characteristics that make them suitable for specific purposes. For example, a knife is good for cutting food because it has a sharp metal edge.
- Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.
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#### Depth:

Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

## Knowledge and Skill Map

Year 2 DT



## Beach Hut

Spring 4B

### Innovate Challenge

Making a beach hut

#### Skills:

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.
- Compare different or the same products from the same or different brands.
- Explore how a structure can be made stronger, stiffer and more stable.
- Generate and communicate their ideas through a range of different methods.
- Select the appropriate tool for a task and explain their choice.
- Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.

#### Core Knowledge:

- Properties of components and materials determine how they can and cannot be used.
- Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares.

#### Depth:

Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

## Cut, stitch and join

Summer 6B

### Innovate Challenge

Designing and making a bag tag



### Skills:

- Add simple decorative embellishments, such as buttons, prints, sequins and appliqué.
- Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.
- Compare different or the same products from the same or different brands.
- Explain how an everyday product could be improved.
- Explain how closely their finished products meet their design criteria and say what they could do better in the future.
- Explain why a designer or inventor is important.
- Generate and communicate their ideas through a range of different methods.
- Select the appropriate tool for a task and explain their choice.
- Use different methods of joining fabrics, including glue and running stitch.

### Core Knowledge:

- Embellishment is a decorative detail or feature added to something to make it more attractive.
- Properties of components and materials determine how they can and cannot be used.
- A brand is a name, term, design, or symbol identifying a seller's products or services.
- There are many home products made from fabric.
- Examples of fabric-based products in the home include cushions, curtains, blinds and carpets.
- A finished product can be checked against design criteria to see how successfully it has been made or to evaluate how well it works.
- Improvements can then be planned.
- The Cath Kidston brand was an important British brand which began in the 1990s.
- It was easily recognisable for its floral-patterned fabric and use of classic British iconography including the Red London Bus and London black cab.
- A running stitch is a basic stitch used to join two pieces of fabric.

### Depth:

Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.