

# Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : DT

YEAR : B

TERM : Autumn 2

YEAR GROUPS : 5/6

**Key Question: Can I make a house out of edible materials?**

Previous Knowledge – We would expect children to already be able to:  
 Children have developed their skills in food technology in previous units: seasonal dishes and making a perfect pizza.  
 Children have developed their skills in design, execution and evaluation in DT throughout their school career.

## END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

Most children will show that they have reached the **expected** level because they can:

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

...design a product that meets a simple design criteria.  
 ...plan a simple method of construction for my product, with some support.  
 ...with support, use computers to create a design.  
 ...come up with a basic success criteria based on existing ideas.  
 ...with some guidance, amend designs based on testing.  
 ...follow a simple method or recipe, with some support.  
 ...with support, measure ingredients or dimensions accurately.  
 ...use tools for a specific purpose, with support in choosing between different tools depending on their suitability for the task.  
 ...evaluate their work against the original criteria.  
 ...suggest simple ways to improve the finished product.

...design a product that meets a design criteria.  
 ...plan a simple method of construction for my product.  
 ...use computers to create a design.  
 ...come up with a success criteria based on existing ideas.  
 ...amend designs based on testing.  
 ...follow a simple method or recipe.  
 ...measure ingredients or dimensions accurately.  
 ...use tools for a specific purpose, choosing between different tools depending on their suitability for the task.  
 ...evaluate their work against the original criteria.  
 ...suggest ways to improve the finished product.

...design a product that meets a detailed design criteria.  
 ...plan a successful method of construction for my product.  
 ...use computers to create a detailed design.  
 ...come up with a success criteria based on existing ideas, identifying common factors that were successful in existing products.  
 ...amend designs based on testing, solving problems that were faced.  
 ...follow a simple method or recipe, making their own suggestions on variations.  
 ...measure ingredients or dimensions accurately.  
 ...use tools for a specific purpose, choosing between different tools depending on their suitability for the task.  
 ...evaluate their work against the original criteria, suggesting ways to improve the finished product.

### ASSESSMENT OPPORTUNITIES

Children’s work will be monitored throughout the unit to check for understanding. Children will be encouraged to ask questions at all times to clarify their understanding and avoid misconceptions.

### ENRICHMENT OPPORTUNITIES Helping children to remember more

Children will make their own houses and follow their own designs.

### SUBJECT SPECIFIC VOCABULARY

Construct, edible, criteria, design, design criteria, decorated, 3D, features, template, measurements, prototype, functional model, perpendicular, recipe, instructions, hygienically, piping, evaluate, produce.

### CROSS-CURRICULAR LINKS

**Links that we can make to help children make sense of what we want them to know and be able to do.**

Computing – creating the design