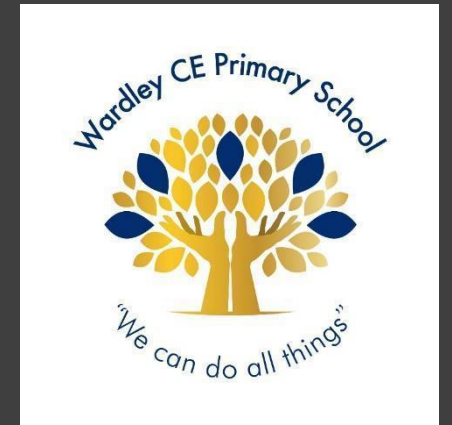


Design & Technology Curriculum



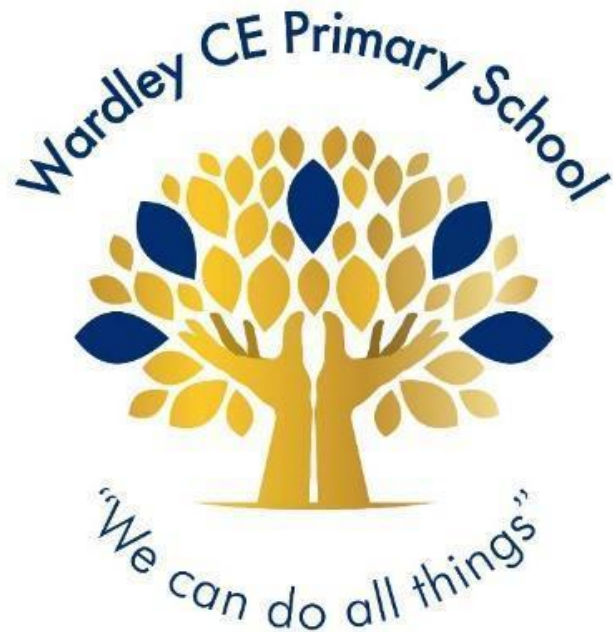
Curriculum Intent



The curriculum intent for Wardley CE Primary school aims to:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

Design & Technology Intent



The school believes that Design and Technology is a vital part of children's education and has a significant and valuable role in the taught curriculum, as well as the enrichment opportunities we offer our pupils.

At Wardley CE Primary School we are all designers and technologists.

We want our pupils to appreciate Design and Technology and have no limits to what their ambitions are and grow up wanting to be architects, graphic designers, chefs, engineers or carpenters.

Design and Technology embraces the spiritual, moral, social and cultural ethos we share in our school and encourages our children to show perseverance and courage and realise that they can do all things. Design and Technology is an inspiring, rigorous and practical subject. It encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team.

We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are also given opportunities to reflect upon and evaluate their work and its effectiveness and are encouraged to become innovators and risk-takers.

"Design creates culture. Culture shapes values. Values determine the future."

Robert L. Peters (Designer and Author)

Design and Technology Week Topic Overview

	Autumn	Spring	Summer	Links for Supported Home Learning
Year 1	<p>Mechanisms Slides & Levers <i>'Humpty Dumpty Story Book'</i></p>	<p>Structures Freestanding structures <i>'A Windmill with Mice in'</i></p>	<p>Food Technology <i>Fruit Smoothies</i></p>	<p>Paul Klee- Artwork about Shapes https://www.youtube.com/watch?v=bXxTIUSjHDA 8 Smoothie Recipes for Kids https://www.youtube.com/watch?v=QVaWM9fsLlk I want to be a Fashion Designer! https://www.youtube.com/watch?v=MLmPsvlw4no</p>
Year 2	<p>Textiles Templates & Joining techniques <i>'Hand Puppets'</i></p>	<p>Mechanisms Wheels & Axles <i>'Big Buses'</i></p>	<p>Food Technology <i>Pizza</i></p>	<p>Claude Monet inspired Water Lilies https://www.youtube.com/watch?v=jaPQrwBEEqA How are pizzas made? https://www.youtube.com/watch?v=NN_xjwniMLM I want to be an Architect! https://www.youtube.com/watch?v=zvewCudtFZs</p>
Year 3	<p>Structures Shell structures <i>'Gift Boxes'</i></p>	<p>Textiles 2D shape to 3D product <i>'Brilliant Bags'</i></p>	<p>Food Technology <i>Rocky Roads</i></p>	<p>How to Demonstrate Engineering with marshmallows https://www.youtube.com/watch?v=v6FmrOS72EA Rocky Road Recipe https://www.youtube.com/watch?v=ImiQ2z-sZpg I want to be a Baker! https://www.youtube.com/watch?v= j_sBq_GaVE</p>
Year 4	<p>Mechanical Systems Levers & linkages <i>'Christmas Cards'</i></p>	<p>Electrical Systems Simple circuits & switches <i>'Radical Robots'</i></p>	<p>Food Technology <i>Flapjacks</i></p>	<p>How to make a Christmas Card https://www.youtube.com/watch?v=QZMI-PXqykA Jamie Oliver's East Flapjack Recipe https://www.youtube.com/watch?v=nfl_tYKqS3lY What is an Engineer? https://www.youtube.com/watch?v=D9l35Rqo04E</p>
Year 5	<p>Mechanical Systems Pulleys or Gears <i>'Supercars'</i></p>	<p>Structures Frame structures <i>'Mayan Temples'</i></p>	<p>Food Technology <i>Mayan Spiced Cookies</i></p>	<p>What Makes Bridges so Strong? https://www.youtube.com/watch?v=oVOnRPeFcno Making Chocolate Chip Cookies https://www.youtube.com/watch?v=vU2uuVDADNE What is an Aircraft Mechanic? https://www.youtube.com/watch?v=ELUC5C74Mpc</p>
Year 6	<p>Textiles Combining different fabric shapes <i>'Christmas Stockings'</i></p>	<p>Electrical Systems More complex switches & circuits <i>'Great Games'</i></p>	<p>Food Technology <i>Fantastic Focaccia</i></p>	<p>Embroidery stitches for beginners https://www.youtube.com/watch?v=EU5GR4EE4XY World's Easiest Homemade Bread https://www.youtube.com/watch?v=fhM0cGiH8R4 What is a chef? https://www.youtube.com/watch?v=ZNW1uV76m3U</p>

Design & Technology Curriculum



Progression of Knowledge

Design & Technology: Progression of Knowledge

		Designing	Making	Evaluating	Technical Knowledge	Food Technology
		<p>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>
By the end of EYFS	<p>Begin to use the language of designing and making, e.g. join, build and shape.</p>	<p>To learn to construct with a purpose in mind.</p>	<p>Begin to talk about their work.</p>	<p>Learn how everyday objects work</p>	<p>Children to know basic hygiene awareness.</p> <p>To know some healthy foods</p>	
	<p>Learning about planning and adapting initial ideas to make them better</p>	<p>Selects tools and techniques needed to shape, assemble and join materials.</p>	<p>Return to and build on their previous learning of refining ideas and developing their ability to represent them.</p> <p>Can talk about existing products and why they have certain features.</p>	<p>To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters.</p>	<p>To know some of the tools, techniques and processes involved in food preparation.</p> <p>To know about a healthy balanced diet.</p>	

Design & Technology: Progression of Knowledge

		Designing	Making	Evaluating	Technical Knowledge	Food Technology
		<p>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>
End of Key Stage 1	<ul style="list-style-type: none"> • use own ideas to design something and describe how their own idea works • design a product which moves • explain to someone else how they want to make their product and make a simple plan before making 	<ul style="list-style-type: none"> • use own ideas to make something • make a product which moves • choose appropriate resources and tools 	<ul style="list-style-type: none"> • describe how something works • explain what works well and not so well in the model they have made 	<ul style="list-style-type: none"> • make their own model stronger 	<ul style="list-style-type: none"> • cut food safely 	
	<ul style="list-style-type: none"> • think of an idea and plan what to do next • explain why they have chosen specific textiles 	<ul style="list-style-type: none"> • choose tools and materials and explain why they have chosen them • join materials and components in different ways • measure materials to use in a model or structure 	<ul style="list-style-type: none"> • explain what went well with their work 	<ul style="list-style-type: none"> • make a model stronger and more stable • use wheels and axles, when appropriate to do so 	<ul style="list-style-type: none"> • weigh ingredients to use in a recipe • describe the ingredients used when making a dish or cake 	

Design & Technology: Progression of Knowledge

Designing		Making	Evaluating	Technical Knowledge	Food Technology
<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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p>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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>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>	<p>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>	<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>By the end of LKS 2</p>	<ul style="list-style-type: none"> • prove that a design meets a set criteria. • design a product and make sure that it looks attractive • choose a material for both its suitability and its appearance 	<ul style="list-style-type: none"> • follow a step-by-step plan, choosing the right equipment and materials • select the most appropriate tools and techniques for a given task • make a product which uses both electrical and mechanical components • work accurately to measure, make cuts and make holes 	<ul style="list-style-type: none"> • explain how to improve a finished model • know why a model has, or has not, been successful 	<ul style="list-style-type: none"> • know how to strengthen a product by stiffening a given part or reinforce a part of the structure • use a simple IT program within the design 	<ul style="list-style-type: none"> • describe how food ingredients come together • weigh out ingredients and follow a given recipe to create a dish • talk about which food is healthy and which food is not • know when food is ready for harvesting
	<ul style="list-style-type: none"> • use ideas from other people when designing • produce a plan and explain it • persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated 	<ul style="list-style-type: none"> • know which tools to use for a particular task and show knowledge of handling the tool • know which material is likely to give the best outcome • measure accurately 	<ul style="list-style-type: none"> • evaluate and suggest improvements for design • evaluate products for both their purpose and appearance • explain how the original design has been improved • present a product in an interesting way 	<ul style="list-style-type: none"> • links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product 	<ul style="list-style-type: none"> • know how to be both hygienic and safe when using food • bring a creative element to the food product being designed

Design & Technology: Progression of Knowledge

		Designing	Making	Evaluating	Technical Knowledge	Food Technology
		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	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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	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 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.	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
By the end of UKS 2	<ul style="list-style-type: none"> • come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan • explain how a product will appeal to a specific audience • design a product that requires pulleys or gears 	<ul style="list-style-type: none"> • use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears 	<ul style="list-style-type: none"> • suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria 	<ul style="list-style-type: none"> • links scientific knowledge to design by using pulleys or gears • uses more complex IT program to help enhance the quality of the product produced 	<ul style="list-style-type: none"> • be both hygienic and safe in the kitchen • know how to prepare a meal by collecting the ingredients in the first place • know which season various foods are available for harvesting 	
	<ul style="list-style-type: none"> • use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way • show that culture and society is considered in plans and designs 	<ul style="list-style-type: none"> • know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action 	<ul style="list-style-type: none"> • know how to test and evaluate designed products • explain how products should be stored and give reasons • evaluate product against clear criteria 	<ul style="list-style-type: none"> • use electrical systems correctly and accurately to enhance a given product • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing 	<ul style="list-style-type: none"> • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish 	

Design & Technology Curriculum



Progression of skills

Design & Technology: Progression of skills

Design Process	Master techniques	Take inspiration from throughout history
<p>This concept involves understanding how ideas are designed, made, evaluated and improved.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves appreciating the design process that has influenced the products we use in everyday life.</p>
<p>By the end of EYFS</p> <p>Use and explore various construction materials and other resources to construct with a purpose in mind.</p> <p>Use simple tools and techniques competently and appropriately, to shape, assemble and join materials.</p>	<p><u>Food</u></p> <ul style="list-style-type: none"> • Know how to wash their hands. • Know how to use a range of equipment safely, a knife, spoon, fork, whisk. • Make healthy choices about food. <p><u>Materials</u></p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • explore collections of materials with similar or different properties • talk about what they see, using a wide vocabulary • talk about the differences between materials and changes they notice <p><u>Construction</u></p> <ul style="list-style-type: none"> • Use materials to practise gluing materials to make and strengthen products. • combine objects like stacking blocks and cups - put objects inside others and take them out again • select shapes appropriately such as flat surfaces for building or a triangular prism for a roof • combine shapes to make new ones, for example, an arch or a bigger triangle 	<ul style="list-style-type: none"> • exploring how things work and are built.

Design & Technology: Progression of skills

Design Process	Master techniques	Take inspiration from throughout history
<p>This concept involves understanding how ideas are designed, made, evaluated and improved.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves appreciating the design process that has influenced the products we use in everyday life.</p>
<p>By the end of KS 1</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. 	<p><u>Food</u></p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. <p><u>Materials</u></p> <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p><u>Textiles</u></p> <ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). <p><u>Construction</u></p> <ul style="list-style-type: none"> • Use materials to practise gluing and nailing materials to make and strengthen products. <p><u>Mechanics</u></p> <ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms 	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.

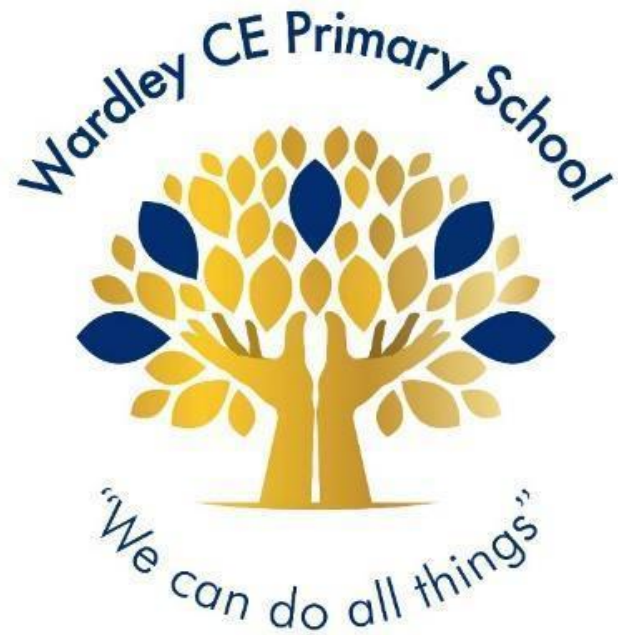
Design & Technology: Progression of skills

Design Process	Master techniques	Take inspiration from throughout history
<p>This concept involves developing the process of design thinking and seeing design as a process.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves appreciating the design process that has influenced the products we use in everyday life.</p>
<p>By the end of LK S2</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. 	<p>Food</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Materials</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. <p>Textiles</p> <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. <p>Construction</p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <p>Mechanics</p> <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). <p>Electrical</p> <ul style="list-style-type: none"> • Create series and parallel circuits 	<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.

Design & Technology: Progression of skills

Design Process	Master techniques	Take inspiration from throughout history
<p>This concept involves understanding how ideas are designed, made, evaluated and improved.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>This concept involves appreciating the design process that has influenced the products we use in everyday life.</p>
<p>By the end of UK S2</p> <ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. 	<p>Food</p> <ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>Materials</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <p>Textiles</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). <p>Construction</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). <p>Mechanics</p> <ul style="list-style-type: none"> • Convert rotary motion to linear using • Use innovative combinations of electronics (or computing) and mechanics in product designs. <p>Electrical</p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as buzzers, conductors, switches etc). 	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

Design & Technology Curriculum



Progression of Vocabulary

Design Technology

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structures	Build, stack, tall, long, strong, weak, brick, wooden block, top side, bottom	Structure 2-D 3-D Cut Fold Join Fix surface thinner, curved, metal, plastic, cuboid, cube, circular round, net	Strength, Cut ,join fix, sturdy, Framework, weak, strong, base, top, side, edge, corner, square, rounded,	Shell structure Scoring Tabs Adhesive Assemble Vice shape, net, joining assemble, accuracy, stiff, strong, ribbing, corrugating		Frame Stiffen Reinforce Triangulation Stability Temporary Permeant Specification	Frame Stiffen Reinforce Triangulation Stability prototype, Apparatus adapt
Mechanisms	Wheels, turn, vehicle, moving, fixed, spin,	Mechanical Vehicle Wheel Axle holder Chassis Body Cab Assemble Fixed Moving Mechanism Fixing Slider lever Pivot Slot dowl wood,		System Input Output Linear Rotary Attaching Syringe Plunger Pneumatic systems Compression Inflate Deflate	Linear Rotary force, net, scoring, axels, chassis, ribbing, air resistance, aesthetic kinetic energy aerodynamics	Linkage motion slider, pivot structure aesthetic linkage prototype structure	
Electrical					Series circuit Connection Switch Device Battery, Bulb, Bulb Holder, Buzzer component, wire, connectors	Series circuit Connection Switch Device Battery, Bulb, Bulb Holder, Buzzer component, wire, connectors	Buzzer, Light emitting diode (LED), Insulator, assemble, user component, function, copper, circuit symbol, conductor, insulator

Design Technology

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles	Fabric, felt, glue, pattern.		Fabric, Template, Pattern pieces, Centimetre/metre Needle, Pin, Ribbon, running Stitch, knot, measure, Thread, Velcro, Wool / silk / cotton / velvet / netting	Stiffening, Seam, allowance, Prototype, Running, stitch, Tacking, applique, Shears, stuffing, Centimetre/metre		Wadding Reinforce Pinking shears Mock-up Prototype blanket stitch accurate annotate	
Cookery	Tasting Ingredients Measuring jug Measuring spoons Fruit vegetable Hygiene Cooking Melting	Measure Amount Chopping Board Grater Peeler Recipe Scales Weigh Sensory Method Cutting Chopping Grating Squeezing	Balanced diet Fruit Vegetables chopping, healthy ingredients substitute knife, chopping,		Grams/Kilograms Millilitre/Litre unit of measurement temperature Hygiene Texture Appearance Preference Edible Processed Seasonal Varied diet Budget baking creaming flavour Prototype		Three course balanced diet, vitamins, mineral, nutrition, unit of measurements Seasonality Source Intolerance Allergy Varied Gluten Nutrition vegan budget
Design	Make create design	Planning researching design evaluate make user purpose ideas	Researching design make evaluate user purpose design criteria product	User purpose design criteria model evaluate annotated sketch functional	User purpose design criteria model evaluate annotated sketch functional target audience	User purpose design decisions, design brief, model evaluate annotated sketch functional prototype	User purpose model evaluate annotated sketch functional Prototype innovative function design specification