



## DESIGN TECHNOLOGY/COOKING & NUTRITION COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 1

Intent: Provide and develop a creative Cooking and Nutrition curriculum which encourages active engagement in learning, equipping pupils with skills to facilitate independence within the kitchen and an understanding of good nutrition and hygiene.

|        |   | CYCLE A - 2025-2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | CYCLE B - 2026-2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Running throughout each cycle each half term                                                                                                                                               |
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| Autumn | 1 | <p><b>Theme- My family and where I live</b></p> <p><b>Cooking &amp; Nutrition</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes that are favourable to me.</li> </ul>                                                                                                                                                                      | <p><b>Theme- Nursery Rhymes and Traditional Tales</b></p> <p><b>Design &amp; Technology</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li><b>DESIGN:</b> Generate, develop, model and communicate their ideas through talking, drawing templates, mock ups and, where appropriate, information and communication technology.</li> <li><b>MAKE:</b> Select from and use a wide range of materials and components, including construction materials, textiles, ingredients, according to their characteristics.</li> <li><b>EVALUATE:</b> Evaluate their designs and products against design criteria.</li> </ul> | <p><b>DESIGN &amp; TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>Design</li> <li>Plan</li> <li>Make</li> <li>Evaluate</li> <li>Improve</li> <li>Technical knowledge</li> </ul> |
|        | 2 | <p><b>Theme- Gifts and presents</b></p> <p><b>Design Technology</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li><b>DESIGN:</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li><b>MAKE:</b> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> </ul> | <p><b>Theme- Celebrations</b></p> <p><b>Cooking &amp; Nutrition</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes that are eaten for different celebrations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                            |

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|        |   | <ul style="list-style-type: none"> <li><b>EVALUATE:</b> Explore and evaluate a range of existing products.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Spring | 1 | <p><b>Theme- Weather</b></p> <p><b>Design Technology</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li><b>DESIGN:</b> Generate, develop, model and communicate their ideas through talking, drawing templates, mock ups and, where appropriate, information and communication technology.</li> <li><b>MAKE:</b> Select from and use a wide range of materials and components, including construction materials, textiles, ingredients, according to their characteristics.</li> <li><b>EVALUATE:</b> Evaluate their designs and products against design criteria.</li> </ul> | <p><b>Theme- Food</b></p> <p><b>Cooking &amp; Nutrition</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare a variety dishes.</li> </ul>                                                                                            |  |
|        | 2 | <p><b>Theme- Animals</b></p> <p><b>Cooking &amp; Nutrition</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Understand where food comes from – dishes with different meat.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Theme- Holidays</b></p> <p><b>Cooking &amp; Nutrition</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Understand where food comes from – food from different countries.</li> </ul>                                                                                                         |  |
| Summer | 1 | <p><b>Theme- Growing</b></p> <p><b>Cooking &amp; Nutrition</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li>Understand where food comes from – dishes with vegetables and grown produce.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Theme- People who help us</b></p> <p><b>Design Technology</b><br/> <i>National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> <ul style="list-style-type: none"> <li><b>TECHNICAL KNOWLEDGE:</b> Build structures, exploring how they can be made stronger, stiffer and more stable (for example a lollipop sticks for a lollipop person).</li> </ul> |  |

|  |   | Theme- Moving                                                                                                                                                                   | Theme- Sound all around us                                                                                                                                                                                                                                                                                                                                                                                                 |  |
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|  |   | <b>Design Technology</b><br><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i>                                                             | <b>Design Technology</b><br><i>National Curriculum coverage to be taught at differentiated Developmental steps.</i>                                                                                                                                                                                                                                                                                                        |  |
|  | 2 | <ul style="list-style-type: none"> <li>• <b>TECHNICAL KNOWLEDGE:</b> Explore and use mechanisms (for example, levers, sliders, wheels and axels), in their products.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>DESIGN:</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• <b>MAKE:</b> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> <li>• <b>EVALUATE:</b> Explore and evaluate a range of existing products.</li> </ul> |  |