








Design & Technology Subject Overview & Progression

	Cooking & nutrition	Mechanical systems	Structures	Textiles	Electrical systems
KS1 Cycle A	Food: A balanced diet Kapow - Year 2	Wheels & Axels Kapow – Year 1	Structures: Baby Bear’s Chair Kapow - Year 2		
KS1 Cycle B	Food: Fruit and vegetables Kapow - Year 1	Mechanisms: Making a moving monster Kapow - Year 2		Textiles: Puppets Kapow - Year 1	
Year 3		Mechanical systems: Pneumatic toys Kapow – Year 4	Structures: Constructing a castle Kapow – Year 3		
Year 4	Food: Eating seasonally Kapow - Year 3			Textiles: Cushions Kapow – Year 3 Textiles: Fastenings Kapow – Year 4	Electrical systems: Torches Kapow – Year 4
Year 5	Food: Adapting a recipe Kapow – Year 4 Food: What could be healthier? Kapow – Year 5	Mechanical systems: Pop-up book Kapow - Year 5	Structure: Bridges Kapow – Year 5		
Year 6					Electrical systems: Steady hand game Kapow – Year 6

Design & Technology - Progression in knowledge:

	EYFS	KS1	LKS2	UKS2
Design - General	<p>Children can:</p> <ul style="list-style-type: none"> • Select appropriate resources • Use gestures, talking and arrangements of materials and components to show design • Use contexts set by the teacher and themselves • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use their knowledge of existing products and their own experience to help generate their ideas; • design products that have a purpose and are aimed at an intended user; • explain how their products will look and work through talking and simple annotated drawings; • design models using simple computing software; • plan and test ideas using templates and mock-ups; • understand and follow simple design criteria; • work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children 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.</p> <p>They 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>Children can:</p> <ul style="list-style-type: none"> • identify the design features of their products that will appeal to intended customers; • use their knowledge of a broad range of existing products to help generate their ideas; • design innovative and appealing products that have a clear purpose and are aimed at a specific user; • explain how particular parts of their products work; • use annotated sketches and cross-sectional drawings to develop and communicate their ideas; • when designing, explore different initial ideas before coming up with a final design; • when planning, start to explain their choice of materials and components including function and aesthetics; • test ideas out through using prototypes; • use computer-aided design to develop and communicate their ideas (see note on p. 1); • develop and follow simple design criteria; • work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children 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.</p> <p>They 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>Children can:</p> <ul style="list-style-type: none"> • use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; • use their knowledge of a broad range of existing products to help generate their ideas; • design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; • explain how particular parts of their products work; • use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; • generate a range of design ideas and clearly communicate final designs; • consider the availability and costings of resources when planning out designs; • work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

	EYFS	KS1	LKS2	UKS2
Make - General	<p>Children can:</p> <ul style="list-style-type: none"> Construct with a purpose, using a variety of resources Use simple tools and techniques Build / construct with a wide range of objects Select tools & techniques to shape, assemble and join Replicate structures with materials / components Discuss how to make an activity safe and hygienic Record experiences by drawing, writing, voice recording Understand different media can be combined for a purpose 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children can:</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> with support, follow a simple plan or recipe; begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; select from a range of materials, textiles and components according to their characteristics; <p><u>Practical skills and techniques</u></p> <ul style="list-style-type: none"> learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; use a range of materials and components, including textiles and food ingredients; with help, measure and mark out; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; demonstrate how to cut, shape and join fabric to make a simple product; manipulate fabrics in simple ways to create the desired effect; use a basic running stitch; 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can:</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> with growing confidence, carefully select from a range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; place the main stages of making in a systematic order; <p><u>Practical skills and techniques</u></p> <ul style="list-style-type: none"> learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence, measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can:</p> <p><u>Planning</u></p> <ul style="list-style-type: none"> independently plan by suggesting what to do next; with growing confidence, select from a wide range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; create step-by-step plans as a guide to making; <p><u>Practical skills and techniques</u></p> <ul style="list-style-type: none"> learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; independently take exact measurements and mark out, to within 1 millimetre; use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy;

		<ul style="list-style-type: none">• cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;• begin to use simple finishing techniques to improve the appearance of their product, such as adding• simple decorations.	<ul style="list-style-type: none">• demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product;• join textiles with an appropriate sewing technique; <p>begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</p>	<ul style="list-style-type: none">• assemble, join and combine materials and components with accuracy;• demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;• join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;• refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.
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	EYFS	KS1	LKS2	UKS2
Evaluate - General	<p>Children can:</p> <ul style="list-style-type: none"> Adapt work if necessary Dismantle, examine, talk about existing objects/structures Consider and manage some risks Practise some appropriate safety measures independently Talk about how things work Look at similarities and differences between existing objects / materials / tools Show an interest in technological toys Describe textures 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.</p> <p>Children can:</p> <ul style="list-style-type: none"> explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain positives and things to improve for existing products; explore what materials products are made from; talk about their design ideas and what they are making; as they work, start to identify strengths and possible changes they might make to refine their existing design; evaluate their products and ideas against their simple design criteria; start to understand that the iterative process sometimes involves repeating different stages of the process. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; explore what materials/ingredients products are made from and suggest reasons for this; consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; evaluate their product against their original design criteria; evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>They understand how key events and individuals in design and technology have helped shape the world.</p> <p>Children can:</p> <ul style="list-style-type: none"> complete detailed competitor analysis of other products on the market; critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; evaluate their ideas and products against the original design criteria, making changes as needed.

		EYFS	KS1	Year 3 / Year 4	Year 5 / Year 6
Structures	Design	<ul style="list-style-type: none"> Making verbal plans and material choices. Developing a junk model. 	<ul style="list-style-type: none"> Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects. 	<ul style="list-style-type: none"> Designing a castle with key features to appeal to a specific person/purpose. Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. Designing and/or decorating a castle tower on CAD software. 	<ul style="list-style-type: none"> Designing a stable structure that is able to support weight. Creating a frame structure with a focus on triangulation.
	Make	<ul style="list-style-type: none"> Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Describing their junk model, and how they intend to put it together 	<ul style="list-style-type: none"> Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. 	<ul style="list-style-type: none"> Constructing a range of 3D geometric shapes using nets. Creating special features for individual designs. Making facades from a range of recycled materials. 	<ul style="list-style-type: none"> Making a range of different shaped beam bridges. Using triangles to create truss bridges that span a given distance and support a load. Building a wooden bridge structure. Independently measuring and marking wood accurately. Selecting appropriate tools and equipment for particular tasks. Using the correct techniques to saws safely. Identifying where a structure needs reinforcement and using card corners for support. Explaining why selecting appropriating materials is an important part of the design process. Understanding basic wood functional properties.
	Evaluate	<ul style="list-style-type: none"> Giving a verbal evaluation of their own and others' junk models with adult support. Considering what they would do differently if they were to do it again. Describing their favourite and least favourite part of their model. 	<ul style="list-style-type: none"> Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of own structures. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of own structure. 	<ul style="list-style-type: none"> Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. Suggesting points for modification of the individual designs 	<ul style="list-style-type: none"> Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary. Suggesting points for improvements for own bridges and those designed by others.
	Technical Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. Discover how everyday objects work by dismantling things. 	<p>Baby Bear's Chair – Cycle A (Egg Box Dragon):</p> <ul style="list-style-type: none"> To know that shapes and structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. To know that a 'strong' structure is one which does not break easily. To know that a 'stiff' structure or material is one which does not bend easily. 	<p>Castles:</p> <ul style="list-style-type: none"> To understand that wide and flat based objects are more stable. To understand the importance of strength and stiffness in structures. 	<p>Bridges:</p> <ul style="list-style-type: none"> To understand some different ways to reinforce structures. To understand how triangles can be used to reinforce bridges. To know that properties are words that describe the form and function of materials. To understand why material selection is important based on properties. To understand the material (functional and aesthetic) properties of wood.

		EYFS	KS1	Year 3 / Year 4	Year 5 / Year 6
Mechanisms	Design		<ul style="list-style-type: none"> Explaining how to adapt mechanisms, using bridges or guides to control the movement. Designing a moving story book for a given audience. Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement. 	<ul style="list-style-type: none"> Designing a toy which uses a pneumatic system. Developing design criteria from a design brief. Generating ideas using thumbnail sketches and exploded diagrams. Learning that different types of drawings are used in design to explain ideas clearly. 	<ul style="list-style-type: none"> Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book.
	Make		<ul style="list-style-type: none"> Following a design to create moving models that use levers and sliders. Adapting mechanisms, when: <ul style="list-style-type: none"> they do not work as they should. to fit their vehicle design. to improve how they work after testing their vehicle. 	<ul style="list-style-type: none"> Creating a pneumatic system to create a desired motion. Building secure housing for a pneumatic system. Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. Selecting materials due to their functional and aesthetic characteristics. Manipulating materials to create different effects by cutting, creasing, folding and weaving. 	<ul style="list-style-type: none"> Following a design brief to make a pop up book, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce movement. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.
	Evaluate		<ul style="list-style-type: none"> Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. Reviewing the success of a product by testing it with its intended audience. Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move. 	<ul style="list-style-type: none"> Using the views of others to improve designs. Testing and modifying the outcome, suggesting improvements. Understanding the purpose of exploded-diagrams through the eyes of a designer and their client. 	<ul style="list-style-type: none"> Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement.
	Technical knowledge	<p>Children can:</p> <ul style="list-style-type: none"> use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. Discover how everyday objects work by dismantling things. 	<p>Wheels & Axels – Cycle A (Amelia Earhart):</p> <ul style="list-style-type: none"> To know that wheels need to be round to rotate and move. To understand that for a wheel to move it must be attached to a rotating axle. To know that an axle moves within an axle holder which is fixed to the vehicle or toy. To know that the frame of a vehicle (chassis) needs to be balanced. <p>Making a moving story book – Cycle B (Lonely Beast):</p> <ul style="list-style-type: none"> To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. 	<p>Pneumatic toys:</p> <ul style="list-style-type: none"> To understand how pneumatic systems work. To understand that pneumatic systems can be used as part of a mechanism. To know that pneumatic systems operate by drawing in, releasing and compressing air. 	<p>Pop-up book:</p> <ul style="list-style-type: none"> To know that mechanisms control movement. To understand that mechanisms can be used to change one kind of motion into another. To understand how to use sliders, pivots and folds to create paper-based mechanisms. To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.

		EYFS	KS1	Year 3 / Year 4	Year 5 / Year 6
Textiles	Design		<ul style="list-style-type: none"> Using a template to create a design for a puppet. 	<ul style="list-style-type: none"> Designing and making a template from an existing cushion and applying individual design criteria. Writing design criteria for a product, articulating decisions made. Designing a personalised book sleeve. 	
	Make	<ul style="list-style-type: none"> Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. Using a prepared needle and wool to practise threading. 	<ul style="list-style-type: none"> Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. 	<ul style="list-style-type: none"> Following design criteria to create a cushion or Egyptian collar. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to join fabric. Decorating fabric using appliqué. Completing design ideas with stuffing and sewing the edges (Cushions). Making and testing a paper template with accuracy and in keeping with the design criteria. Measuring, marking and cutting fabric using a paper template. Selecting a stitch style to join fabric. Working neatly by sewing small, straight stitches. Incorporating a fastening to a design. 	
	Evaluate		<ul style="list-style-type: none"> Reflecting on a finished product, explaining likes and dislikes. 	<ul style="list-style-type: none"> Evaluating an end product and thinking of other ways in which to create similar items. Testing and evaluating an end product against the original design criteria. Deciding how many of the criteria should be met for the product to be considered successful. Suggesting modifications for improvement. Articulating the advantages and disadvantages of different fastening types. 	
	Technical Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. Discover how everyday objects work by dismantling things. 	<p>Puppets – Cycle B (Traction Man)</p> <ul style="list-style-type: none"> To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look. 	<p>Cushions</p> <ul style="list-style-type: none"> To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. To know that when two edges of fabric have been joined together it is called a seam. To know that it is important to leave space on the fabric for the seam. To understand that some products are turned inside out after sewing so the stitching is hidden. <p>Fastenings</p> <ul style="list-style-type: none"> To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. To know that different fastening types are useful for different purposes. To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions. 	

		EYFS	KS1	LKS2	UKS2
Electrical Systems	Design	KS2 only	KS2 only	<ul style="list-style-type: none"> Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. 	<ul style="list-style-type: none"> Designing a steady hand game - identifying and naming the components required. Drawing a design from three different perspectives. Generating ideas through sketching and discussion. Modelling ideas through prototypes. Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'.
	Make	KS2 only	KS2 only	<ul style="list-style-type: none"> Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut and attach materials. Assembling a torch according to the design and success criteria. 	<ul style="list-style-type: none"> Constructing a stable base for a game. Accurately cutting, folding and assembling a net. Decorating the base of the game to a high-quality finish. Making and testing a circuit. Incorporating a circuit into a base.
	Evaluate	KS2 only	KS2 only	<ul style="list-style-type: none"> Evaluating electrical products. Testing and evaluating the success of a final product 	<ul style="list-style-type: none"> Testing own and others finished games, identifying what went well and making suggestions for improvement. Gathering images and information about existing children's toys. Analysing a selection of existing children's toys.
	Technical Knowledge	KS2 only	KS2 only	<p>Torches</p> <ul style="list-style-type: none"> To understand that electrical conductors are materials which electricity can pass through To understand that electrical insulators are materials which electricity cannot pass through To know that a battery contains stored electricity that can be used to power products To know that an electrical circuit must be complete for electricity to flow To know that a switch can be used to complete and break an electrical circuit To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison 	<p>Steady-hand game</p> <ul style="list-style-type: none"> To know that batteries contain acid, which can be dangerous if they leak To know the names of the components in a basic series circuit including a buzzer To know that 'form' means the shape and appearance of an object To know the difference between 'form' and 'function' To understand that 'fit for purpose' means that a product works how it should and is easy to use To know that form over purpose means that a product looks good but does not work very well To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind To understand the diagram perspectives 'top view', 'side view' and 'back'

		EYFS	KS1	LKS2	UKS2
Cooking & Nutrition	Design		<ul style="list-style-type: none"> Designing smoothie carton packaging by-hand or on ICT software Designing a healthy wrap based on a food combination which work well together. 	<ul style="list-style-type: none"> Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. 	<ul style="list-style-type: none"> Designing a biscuit within a given budget, drawing upon previous taste testing judgements. Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe.
	Make	<ul style="list-style-type: none"> Chopping plasticine safely. Chopping vegetables with support. 	<ul style="list-style-type: none"> Chopping fruit and vegetables safely to make a smoothie. Slicing food safely using the bridge or claw grip. Constructing a wrap that meets a design brief. 	<ul style="list-style-type: none"> Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. Following the instructions within a recipe. 	<ul style="list-style-type: none"> Following a baking recipe, from start to finish, including the preparation of ingredients. Cooking safely, following basic hygiene rules. Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet). Cutting and preparing vegetables safely. Using equipment safely, including knives, hot pans and hobs. Knowing how to avoid cross-contamination. Following a step by step method carefully to make a recipe.
	Evaluate	<ul style="list-style-type: none"> Tasting food and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste. Choosing their favourite packaging design and explaining why. 	<ul style="list-style-type: none"> Tasting and evaluating different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging Describing the taste, texture and smell of fruit and vegetables. Taste testing food combinations and final products. Describing the information that should be included on a label. Evaluating which grip was most effective. 	<ul style="list-style-type: none"> Establishing and using design criteria to help test and review dishes. Describing the benefits of seasonal fruits and vegetables and the impact on the environment. Suggesting points for improvement when making a seasonal tart. 	<ul style="list-style-type: none"> Evaluating a recipe, considering: taste, smell, texture and appearance. Describing the impact of the budget on the selection of ingredients. Evaluating and comparing a range of food products. Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). Identifying the nutritional differences between different products and recipes. Identifying and describing healthy benefits of food groups

Technical Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> ● Begin to understand some food preparation tools, techniques and processes ● Practise stirring, mixing, pouring, blending ● Discuss how to make an activity safe and hygienic ● Discuss use of senses ● Understand need for variety in food ● Begin to understand that eating well contributes to good health 	<p>Fruit and vegetables:</p> <ul style="list-style-type: none"> ● Understanding the difference between fruits and vegetables. ● To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). ● To know that a blender is a machine which mixes ingredients together into a smooth liquid. ● To know that a fruit has seeds and a vegetable does not. ● To know that fruits grow on trees or vines. ● To know that vegetables can grow either above or below ground. ● To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber) <p>A balanced diet</p> <ul style="list-style-type: none"> ● To know that 'diet' means the food and drink that a person or animal usually eats. ● To understand what makes a balanced diet. ● To know where to find the nutritional information on packaging. ● To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. ● To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. ● To know that nutrients are substances in food that all living things need to make energy, grow and develop. ● To know that 'ingredients' means the items in a mixture or recipe. ● To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. ● To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'. 	<p>Eating seasonally</p> <ul style="list-style-type: none"> ● To know that not all fruits and vegetables can be grown in the UK. ● To know that climate affects food growth. ● To know that vegetables and fruit grow in certain seasons. ● To know that cooking instructions are known as a 'recipe'. ● To know that imported food is food which has been brought into the country. ● To know that exported food is food which has been sent to another country. ● To understand that imported foods travel from far away and this can negatively impact the environment. ● To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. ● To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. ● To know safety rules for using, storing and cleaning a knife safely. ● To know that similar coloured fruits and vegetables often have similar nutritional benefits. 	<p>Adapting a recipe</p> <ul style="list-style-type: none"> ● To know that the amount of an ingredient in a recipe is known as the 'quantity.' ● To know that it is important to use oven gloves when removing hot food from an oven. ● To know the following cooking techniques: sieving, creaming, rubbing method, cooling. ● To understand the importance of budgeting while planning ingredients for biscuits. <p>What could be healthier?</p> <ul style="list-style-type: none"> ● To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. ● To know that I can adapt a recipe to make it healthier by substituting ingredients. ● To know that I can use a nutritional calculator to see how healthy a food option is. ● To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.
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