 **Design & Technology**

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| **Lytchett Matravers Primary School’s D&T Curriculum Intent** |
| At LMPS we aim to inspire children in Design and Technology using creativity and imagination.  Pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values.  Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world, they explore this further through their mathematics, science, geography, history and art topics to develop a broad range of subject knowledge.  In KS1, our designers and technicians will…   * Design purposeful, functional, appealing products for themselves and other users based on design criteria. * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology * 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. * Explore and evaluate a range of existing products  evaluate their ideas and products against design criteria. * Build structures, exploring how they can be made stronger, stiffer and more stable. * Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.   In KS2, our designers and technicians will…   * 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 wider 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. |

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| Colour Logo **Lytchett Matravers Primary School** | **Progression Map 1: Cooking and nutrition** |

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| **Design and technology CURRICULUM –** | | |
| **EYFS** | **Year 1** | **Year 2** |
| **Intent** | | |
| Our chefs in the Early Years Foundation Stage are curious and can talk about where food comes from. | Our chefs in Year 1 are curious and excited to explore how food is made and where it comes from. | Our chefs in Year 2 are curious and excited to explore |
| **Planning Considerations** | | |
| * Are children curious about their environment and plants? * What experiences have our children had with plants already? What can they tell you? * Can children talk about similarities and differences? * Have the children explored plants using a variety of senses? | * Do children understand why they need food and which foods are best for them? * What experiences/opportunities have they been given to explore it? * Can children identify a variety of foods? * Can children identify the structures of a plant? * Have the children been given opportunities to see where food comes from. | * Do children know the difference between local, national and international? * Do children know the difference between sweet and savoury? * Can children identify hazards within a kitchen? * Do the children know how to prepare for cooking? * Do children know how to use equipment correctly and safely i.e. knives, graters etc. |
| **Skills** | | |
| Our chefs can … | Our chefs can …  Prepare some simple dishes using techniques such as; cutting, peeling, mixing and grating.  Prepare food following simple rules of hygiene and safety. | Our chefs can …   * Know how to cook and prepare both sweet and savoury dishes safely and hygienically * Prepare some simple dishes safely and hygienically without using a heat source using techniques such as; cutting, peeling and grating, kneading. |
| **Knowledge** | | |
| Our chefs can …  • can discuss where some food comes from.   * Can discuss what food they eat and how they think it is made. | Our chefs can …   * Recognise that food comes from plants or animals. Food is grown, farmed or caught elsewhere. * Begin to recognise that they should eat at least 5 portions of fruit and veg a day. | Our chefs can …   * • Recognise that food comes from plants or animals. Food is grown, farmed, imported or caught elsewhere, regionally and internationally. * Name and sort foods into 5 groups ‘eat well plate’ |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils | | |
| * To visit a farm to explore where food and animals come from. * To be given the opportunity to explore tools and materials. * To be given opportunities to invent and explore their own ideas. * Construction zone. | * To make fruit kebabs. * To explore what healthy food looks like. | * To make bread. * To make Christmas snowball treats. (nonbake) |

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| **Lytchett Matravers Primary School** | **Progression Map 1: Cooking and nutrition** |

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| **Design and technology CURRICULUM –** | | |
| **Year 3** | **Year 4** | **Year 5** |
| **Intent** | | |
| Our chefs in Year 3 curious and excited to explore where foods from around the world are produced and made and what nutrients they need in order to be healthy. | Our chefs in Year 4 are curious and excited to explore where foods from around the world are produced and made and what nutrients they need in order to be healthy. | Our chefs in Year 5 are curious and excited to explore where foods from around the world are produced and made and how this can be affected by the seasons. They are excited to explore what nutrients they need in order to be healthy and which foods provide these. |
| **Planning Considerations** | | |
| * Can they use equipment safely i.e. knives and graters? * Do they understand the difference between peeling and grating? * Do they understand why things need to kneaded? * Do they have an understanding of what a healthy diet is and why we need one? * Do they understand why and how food is imported? * Do they understand that food does not just come from animals? | * Do they understand where different foods come from? * Do they know when it is appropriate to use different cooking techniques? * Do they know what fair trade is and why it is important? * Can they identify fair trade products? * Are they beginning to use accurate vocabulary? | * Do they understand why food from different cultures and countries varies? * Do they understand why some foods are seasonal? * Do they understand why we need certain fruits and vegetables to be healthy i.e they provide us with iron and calcium? * Can they use accurate vocabulary to describe food for example taste, texture, consistency? |
| **Skills** | | |

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| Our chefs can …   * Prepare both sweet and savoury dishes safely and hygienically without using a heat source using techniques such as; cutting, peeling and grating, mixing, spreading, kneading and baking. | Our chefs can …   * prepare both sweet and savoury dishes safely and hygienically without using a heat source using techniques such as; cutting, peeling and grating, mixing, spreading, kneading and baking | * Know how to cook and prepare both sweet and savoury dishes safely and hygienically without using a heat source using techniques such as; cutting, peeling and grating, mixing, spreading, kneading and baking. * Begin to apply finishing techniques to present food with care. |
| **Knowledge** | | |
| Our chefs can …   * • Recognise that a healthy diet is made up of a variety of balanced foods and drinks. * Know that to be active and healthy food is needed for energy for the body. * Recognise that food comes from plants or animals. Food is grown, farmed, imported or caught elsewhere, regionally and internationally. | Our chefs can …   * Recognise that a healthy diet is made up of a variety of balanced foods and drinks. * Know that to be active and healthy food is needed for energy for the body. * Recognise that food comes from plants or animals. Food is grown, farmed, imported or caught elsewhere, regionally and internationally. | Our chefs can …   * Recognise that food comes from plants or animals. Food is grown, farmed, imported or caught elsewhere, regionally (and on a local scale) and internationally. * Begin to understand that seasons and weather effect food availability. * Recognise that a healthy diet is made up of a variety of balanced foods and drinks. Knows that to be active and healthy food is needed for energy for the body. * Know that different foods contain substances that are needed for health e.g. water, vitamins, fibre and nutrients. |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils | | |
| * Given the opportunity to explore where foods comes from. * Have the opportunity to make and try foods from across the world. | * To explore fair trade products and where they come from. * To have the opportunity to make Banana bread using fair trade products. | * To build on prior knowledge to explore different recipes from different cultures. * To have the opportunity to make Greek foods and compare them to our own. |



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| **Lytchett Matravers Primary School** | **Progression Map 1: Cooking and nutrition** |

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| **Design and technology CURRICULUM –** | | |
| **Year 6** |  |  |
| **Intent** | | |
| Our chefs can …  in Year 6 are curious and excited to explore where foods from around the world are produced and made and how this can be affected by the seasons. They are excited to explore what nutrients they need in order to be healthy and which foods provide these. |  |  |
| **Planning Considerations** | | |
| * Do they understand the cost of food and how foods are made on a larger scale? * Do they understand the purpose of advertising? * Do they understand how to create a budget and manage money? * Can they change elements of a recipe to improve the texture and taste? * Do they understand how and why food has changed over time? |  |  |
| **Skills** | | |
| Our chefs can …   * Prepare both sweet and savoury dishes safely and hygienically without using a heat source using techniques such as; cutting, peeling and grating, mixing, spreading, kneading and baking. * Adapt recipes to change the taste, texture, aroma and appearance. |  |  |
| **Knowledge** | | |
| Our chefs can …   * Recognise that a healthy diet is made up of a variety of balanced foods and drinks. * Know that to be active and healthy food is needed for energy for the body. Know that different foods contain substances that are needed for health e.g. water, vitamins, fibre and nutrients. * Understand that food is grown, farmed, imported or caught elsewhere, regionally (and on a local scale) and internationally and discuss this with links to the impact on fair trade. * Begin to understand that seasons and weather effect food availability. Begin to understand how food is processed into ingredients that can be used in cooking or eaten. |  |  |
| **Our Pupil Promise…** key opportunities and experiences for all of our pupils | | |
| * To explore foods, dietary needs and adapt recipes. |  |  |