



Progression of Skills and Understanding

Vocabulary						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	apron, construction, decoration, design, evaluate, fold, ingredient, materials, mechanism, nutrition, pattern, plan, recipe, textiles, texture	annotated diagram, appearance, dismantle, final design, net, dowel, dye, pulley system, pivot, wheel	artefact, axle, battery, brittle, bulb, bulb holder, buzzer, cam, chassis, circuit, conductor, current, design brief, electricity, energy, engineering, flexible, function, malleable, nail, nut, oscillate, performance, screw, shaft, slide switch, spring, washer, working drawing.	artefact, axle, battery, brittle, bulb, bulb holder, buzzer, cam, chassis, circuit, conductor, current, design brief, electricity, energy, engineering, flexible, function, malleable, nail, nut, oscillate, performance, screw, shaft, slide switch, spring, washer, working drawing.	aesthetics, applique, drill, fibre, friction, market research, mock-up, model, modify, parallel circuit, product analysis, prototype, ratchet, resistance, short circuit	aesthetics, applique, drill, fibre, friction, market research, mock-up, model, modify, parallel circuit, product analysis, prototype, ratchet, resistance, short circuit

Year R Overview

Design and Technology in the EYFS Framework falls across a number of areas of learning including Physical Development and Expressive Arts and Design. In addition, aspects within Communication and Language and Personal, Social and Emotional Development are linked as part of children being able to evaluate and improve their work. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.



Design and Technology

	EYFS Expressive Arts and Design	Suggested EYFS Key Skills, Knowledge and Understanding (Curriculum)
	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Explain what they are making and which materials they are using and why. Select materials from a range that will meet a simple design criteria Select and name the tools needed to work the materials e.g. scissors for paper. Explore ideas by rearranging materials. Describe simple models or drawings of ideas and intentions and discuss their work as it progresses, saying what they like and do not like about items they have made and attempt to say why. Create designs using basic techniques. Build structures, joining components together. Explore simple hinges, wheels and axles. Use technical vocabulary when appropriate. Use scissors to cut straight and curved edges and hole punches to punch holes and use other basic tools such as a saw or hammer. Use a range of adhesives to join material. Discuss how closely their finished products meet their design criteria. Develop food vocabulary using taste, smell, texture and feel. Explore familiar food products e.g. fruit and vegetables and discuss the need for a variety of foods in a healthy diet. Stir, spread, knead and shape a range of food and ingredients. Work safely and hygienically. Measure and weigh food items using non statutory measures e.g. spoons, cups</p>
	<p>Linked Early Learning Goals</p> <p><i>The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.</i></p>	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Make use of props and materials when role playing characters in narratives and stories. • Share their creations, explaining the process they have used <p>Speaking</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding <p>Managing Self</p> <ul style="list-style-type: none"> • Understand the importance of healthy food choices



KEY STAGE ONE					
National Curriculum Statements:					
	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	FOOD AND NUTRITION
End of Key Stage One National Curriculum Expectations	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.	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
YEAR 1 & 2 : CYCLE A					
	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	FOOD AND NUTRITION
Mechanisms Sliders and Levers	<ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. 	<ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. 	<ul style="list-style-type: none"> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. 	
Food Preparing fruit and Vegetables	<ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. 	<ul style="list-style-type: none"> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Work in a safe and hygienic manner 	<ul style="list-style-type: none"> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria 	<ul style="list-style-type: none"> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary 	



				relevant to the project.	
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<p>Textiles Templates and Joining Techniques</p>	<ul style="list-style-type: none"> Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. 	<ul style="list-style-type: none"> Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria. 	<ul style="list-style-type: none"> Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project. 	
<p>YEAR 1 & 2 : CYCLE B</p>					
	<p>DESIGN</p>	<p>MAKE</p>	<p>EVALUATE</p>	<p>TECHNICAL KNOWLEDGE</p>	<p>FOOD AND NUTRITION</p>
<p>Mechanisms Wheels a Axels</p>	<ul style="list-style-type: none"> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups. 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. 	<ul style="list-style-type: none"> Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria. 	<ul style="list-style-type: none"> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project. 	
<p>Food Preparing Fruit and Vegetables</p>	<ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. 	<ul style="list-style-type: none"> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. 	<ul style="list-style-type: none"> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. 	<ul style="list-style-type: none"> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods. Use the 'eatwell' plate Follow basic food safety rules when preparing and cooking food. Understand the importance of water and drinking water regularly. Understand the importance of regular meals and healthy snacks.



Design and Technology

Structures Freestanding Structures

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through talking, mock-ups and drawings.

- Plan by suggesting what to do next.
- Select and use tools, skills and techniques, explaining their choices.
- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria

- Know how to make freestanding structures stronger, stiffer and more stable.
- Know and use technical vocabulary relevant to the project.



KEY STAGE TWO: National Curriculum Statements					
	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	FOOD AND NUTRITION
End of Key Stage Two National Curriculum Statements	<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</p> <p>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</p> <p>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>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>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</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Understand and use electrical systems in their products [for example, series circuits]</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
YEAR 3 &4: CYCLE A					
	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	FOOD AND NUTRITION
Structures Shell Structures	<ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. 	<ul style="list-style-type: none"> Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. 	<ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. 	
Food Healthy and varied diet including cooking and nutrition requirements of the national curriculum	<ul style="list-style-type: none"> Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. 	<ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 	<ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 	<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately. 	



<p>Textile 2D shapes to 3D Product</p>	<ul style="list-style-type: none"> Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces. 	<ul style="list-style-type: none"> Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. 	<ul style="list-style-type: none"> Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. 	<ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. 	
<p>YEARS 3 & 4 : CYCLE B</p>					
	<p>DESIGN</p>	<p>MAKE</p>	<p>EVALUATE</p>	<p>TECHNICAL KNOWLEDGE</p>	<p>FOOD AND NUTRITION</p>
<p>Electrical Systems Simple circuits and switches including programming and control</p>	<ul style="list-style-type: none"> Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. 	<ul style="list-style-type: none"> Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. 	<ul style="list-style-type: none"> Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. 	<ul style="list-style-type: none"> Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project. 	
<p>Mechanisms Levers and Linkages</p>	<ul style="list-style-type: none"> Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. 	<ul style="list-style-type: none"> Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. 	<ul style="list-style-type: none"> Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project. 	
<p>Food Healthy and varied diet including cooking and nutrition requirements of the national curriculum</p>	<ul style="list-style-type: none"> Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. 	<ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 	<ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 	<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately. 	



YEARS 5 & 6 : CYCLE A

	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	FOOD AND NUTRITION
Structures Frame Structures	<ul style="list-style-type: none"> Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. 	<ul style="list-style-type: none"> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making 	<ul style="list-style-type: none"> Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures. 	<ul style="list-style-type: none"> Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project. 	
Textiles Combining Different Fabric Shapes including computer aided design	<ul style="list-style-type: none"> Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. 	<ul style="list-style-type: none"> Produce detailed lists of equipment and fabric relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. 	<ul style="list-style-type: none"> Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. 	<ul style="list-style-type: none"> A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate. 	
Food Celebrating culture and seasonality including cooking and nutrition requirements of the national curriculum	<ul style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. 	<ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. 	<ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. 	<ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary. 	<ul style="list-style-type: none"> Carefully select ingredients Think about how to grow plants to use in cooking Explain how food and drink are needed for active/healthy bodies. Think about presenting product in interesting/ attractive ways Understand ingredients can be fresh, pre-cooked or processed. Begin to understand about food being grown, reared or caught in the UK or wider world. Describe eat well plate and how a healthy diet=variety / balance of food and drinks



YEARS 5 & 6 : CYCLE B

	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	FOOD AND NUTRITION
Mechanisms Cams	<ul style="list-style-type: none"> Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. 	<ul style="list-style-type: none"> Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. 	<ul style="list-style-type: none"> Compare the final product to the original design specification. Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project 	<ul style="list-style-type: none"> Understand that mechanical systems have an input, process and an output. Understand how cams can be used to produce different types of movement and change the direction of movement. Know and use technical vocabulary relevant to the project. 	
Electrical Systems More complex switches and circuits including programming, monitoring and control	<p>Use research to develop a design specification for a functional product that responds automatically to changes in the environment.</p> <ul style="list-style-type: none"> Take account of constraints including time, resources and cost. Generate and develop innovative ideas and share and clarify these through discussion. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. 	<ul style="list-style-type: none"> Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. 	<ul style="list-style-type: none"> Continually evaluate and modify the working features of the product to match the initial design specification. Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground-breaking electrical systems and components. 	<ul style="list-style-type: none"> Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products. Know and use technical vocabulary relevant to the project. 	
Food Celebrating culture and seasonality including cooking and nutrition requirements of the national curriculum	<ul style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. 	<ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. 	<ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. 	<ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary. 	<ul style="list-style-type: none"> Carefully select ingredients Think about how to grow plants to use in cooking Explain how food and drink are needed for active/healthy bodies. Think about presenting product in interesting/attractive ways Understand ingredients can be fresh, pre-cooked or processed. Begin to understand about food being grown, reared or caught in the UK or wider world. Describe eat well plate and how a healthy diet=variety / balance of food and drinks



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