

Design and Technology

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum	<p>Understanding the world: technology</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Expressive art and design: exploring and using media and materials</p> <p>Children ... safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> 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 <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> 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. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. 		<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 				
Key Learning at All Saints'	<ul style="list-style-type: none"> Make a simple plan before making. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Selects tools and techniques needed to shape, assemble and join materials they are using: brush, glue, paint, pins, Sellotape, scissors. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Recognise that we all need to eat to grow and be healthy Be aware that we need to eat more of some foods and less of others With support, are able to eat sociably with others Recognise the importance of drinking water Know the importance of brushing teeth twice a day Understand that food that has been dropped on the floor, touched with dirty hand or has turned mouldy should not be eaten and can make people ill Understand that some foods need to be washed before they are safe to eat (e.g. fruits and vegetables) 	<ul style="list-style-type: none"> Plan before making. Use self-generated ideas to design something. Explain to someone else how I want to make my product. Choose appropriate resources and tools. Make a product which moves. Make a model stronger. Describe how something works. Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods Are beginning to use the eat well plate Can eat sociably with others Understand the importance of water and drinking water regularly Understand the importance of healthy snacks Understand the types of food that can affect the health of teeth With supervision get ready to cook: <ul style="list-style-type: none"> Tie back long hair Put on a clean apron Wash and dry hands Understand how everyday foods are stored differently to ensure they are safe to eat, (e.g. fridge or freezer) Cut food safely: bridge cut Know that all food comes from plants or animals and can identify some foods from each group 	<ul style="list-style-type: none"> Think of an idea and plan what to do next. Choose tools and materials and explain why they have been chosen Join materials and components in different ways. Measure materials to use in a model or structure, using rulers and scales (see maths curriculum). Make a product which uses mechanical components. Explain what went well with my work. Explain why I have chosen specific textiles. Sort ingredients into key food groups. Sort foods into five groups on The Eatwell plate. Explain whether foods are healthy and explain reasoning. Understand the importance of regular meals and healthy snacks Independently get ready to cook: <ul style="list-style-type: none"> Tie back long hair Put on a clean apron Wash and dry hands Know that all food comes from plants or animals and can identify foods from each group Aware that some food packaging has labels giving information 	<ul style="list-style-type: none"> Prove that my design meets set design criteria. Devise a self created step-by-step plan, with annotated design. Design a product and explain how it looks attractive. Choose a material for both its suitability and its appearance. Select the most appropriate tools and techniques for a given task. Work accurately to measure, make cuts and make holes. Evaluate product against original design criteria and identify next steps Make a product which uses mechanical components. Describe how food ingredients come together. Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active (link with Y3 science curriculum) Understand the importance of keeping hydrated Understand that food is caught or farmed Begin to understand appropriate portion sizes for regular meals and healthy snacks Understand how to keep teeth healthy Begin to be able to read and understand food labels 	<ul style="list-style-type: none"> Use ideas from other people when I am designing. Produce a plan and explain it. Evaluate and suggest improvements for my initial designs. Present a product in an interesting way. Measure accurately. Persevere and adapt my work when my original ideas do not work. Evaluate products for both their purpose and appearance. Explain how I have improved my original design. Make a product which uses both electrical and mechanical components (link with Y4 science curriculum). Know the importance of a healthy breakfast Know how to be both hygienic and safe when using food. Remember how to keep teeth healthy (remember from Year 3 and link with Year 4 science curriculum) Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat Understand that people have different views on how food is produced and that this influences the food they buy Read and understand food labels 	<ul style="list-style-type: none"> Come up with a range of ideas after collecting information from different sources. Produce a detailed, step-by-step plan. Suggest alternative plans; outlining the positive features and draw backs. Explain how a product will appeal to a specific audience. Make a prototype before make a final version. Use a range of tools and equipment competently. Evaluate appearance and function against original criteria. Apply their understanding of computing to program, monitor and control their products (link with Y5 computing curriculum). Show that I can be both hygienic and safe in the kitchen. Are able to make food choices taking in to consideration the Eatwell plate Understand the main food groups and the different nutrients that are important for health Know appropriate portion sizes Understand some of the basic processes to get food from farm to plate Understand some of the ethical dilemmas associated with the food people choose to buy Able to use information on food labels to inform choice Understand social influences on the food we choose to eat (e.g. media, peer pressure, ethics) 	<ul style="list-style-type: none"> Use market research to inform my plans and ideas. Follow and refine my plans. Justify my plans in a convincing way. Show that I consider culture and society in my plans and designs. Show that I can test and evaluate my products. Explain how products should be stored and give reasons. Work within a budget. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Evaluate my product against clear criteria. Embed the knowledge of appropriate portion sizes Know the importance of not skipping meals, including breakfast 	



All Saints CE Federation 2019-20 Design Technology Progression of skills					
	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
Early Years	<p>1) Work within different contexts such as story-based, home, school, playground.</p> <p>2) Generate ideas from existing examples.</p> <p>3) Begin to talk about their designs.</p>	<p>1)Shows some planning skills by suggesting what to do next.</p> <p>2)Selects from a range of materials and components.</p> <p>3)Begins to follow safety procedures.</p>	<p>1)Begin to talk about their design ideas and what they are making.</p> <p>2)Think about how to make their products better.</p> <p>3)Begin to explore what products are, who they are for, how they are used, where they are from</p>	<p>1)Pupils recognise that a range of technology is used in places such as homes and schools.</p> <p>2)They select and use technology for particular purposes.</p> <p>3)They show an interest in toys with buttons and mechanisms.</p> <p>4)Begin to know about the simple working characteristics of materials and components.</p> <p>5)Begin to understand the movement of simple mechanisms such as levers, sliders and wheels.</p> <p>6)Know that food ingredients should be combined according to their sensory characteristics</p>	<p>See separate cooking and nutrition progression</p>

Design and Technology

	Design	Make	<u>Evaluate</u>	Technical knowledge	Cooking and nutrition
<u>Year 1</u>	<p>1)State what products they are designing and making.</p> <p>2)Say whether their products are for themselves or other users.</p> <p>3) Describe what their products are for.</p> <p>4)Use existing knowledge to generate their own original designs.</p> <p>5) Begin to develop and communicate ideas by talking and drawing.</p>	<p>1)Selects from a range of tools, materials and components.</p> <p>2)Follows procedures for safety and hygiene.</p> <p>3)Uses a range of materials, components, construction kits, textiles, food ingredients and mechanical products.</p> <p>4)Measures, marks out, shapes and cuts most materials</p>	<p>1)Talk about their design ideas, what they are making and how to improve it.</p> <p>2)Explore what products are, what they are made from, who they are for, how they are used, where they are from.</p> <p>3)Talk about likes and dislikes of existing products.</p>	<p>1)They know how to operate simple equipment and show an interest in toys with buttons, flaps and simple mechanisms and operate them successfully.</p> <p>2)Know about the movement of simple mechanisms such as levers, sliders, wheels and axles.</p> <p>3)Begin to use the correct technical vocabulary for projects.</p>	<p><u>See separate cooking and nutrition progression</u></p>

Design and Technology

	Design	Make	Evaluate	Technical knowledge	<u>Cooking and nutrition</u>
Year 2	<p>1) Work confidently in the wider environment.</p> <p>2) Say what making, who for, how they'll work, design and develop ideas in drawings.</p> <p>3) Model ideas by exploring materials, components, constructions kits and by making templates and mock-ups.</p> <p>4) Use information and communication technology, where appropriate, to develop and communicate their ideas</p>	<p>1) Plans, selects tools and materials. Explains their choices.</p> <p>2) Follows procedures for safety and hygiene.</p> <p>3) Measures, marks out, cuts, shapes, assembles, joins and combines materials and components.</p> <p>4) Begins to use finishing techniques, including those from art and design sessions</p>	<p>1) Talk about their design ideas and what they are making, adjust and improve.</p> <p>2) Make simple judgements about their products and ideas against design criteria.</p> <p>3) Explore what products are, what they are made from, who they are for, how they are used and where they might be used.</p> <p>4) Write about likes and dislikes of existing products with reasons.</p>	<p>1) Pupils understand the working characteristics of materials and components.</p> <p>2) They know about the movement of simple mechanisms such as levers, sliders, wheels and axles.</p> <p>3) Understand how freestanding structures can be made stronger, stiffer and more stable.</p> <p>4) Recognise that 3D textiles products can be assembled from two identical fabric shapes.</p> <p>5) Use the correct technical vocabulary for projects</p>	<p><u>See separate cooking and nutrition progression</u></p>

Design and Technology

	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
Year 3	<p>1) Work confidently within a range of contexts, such as the home, school, leisure and industry.</p> <p>2) Describe the purpose of their products and indicate design features.</p> <p>3) Gather information about the needs and wants of individuals or groups.</p> <p>4) Develop their own design criteria thinking about the user.</p> <p>5) Model ideas using prototypes.</p> <p>6) Use annotated diagrams and some computer-aided design packages, to develop and communicate ideas.</p> <p>7) Begin to take account of the availability of resources.</p>	<p>1) Select suitable tools, materials and components. Explain their choices.</p> <p>2) Order the main stages of making.</p> <p>3) Follow procedures for safety and hygiene.</p> <p>4) Use a wide range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients.</p> <p>5) Measures, marks out, cuts and shapes materials and components with some accuracy.</p> <p>6) Assembles, joins and combines many materials with some accuracy.</p> <p>7) Applies finishing techniques.</p>	<p>1) Identify the strengths and areas for development in their ideas and products.</p> <p>2) Consider the views of others.</p> <p>3) Refer to their design criteria as they design and make.</p> <p>4) Use their design criteria to evaluate their completed products.</p> <p>5) Analyse how well products have been designed and made; which materials and methods were used and which were successful; how well the products worked; whether they achieved their purpose and the needs/wants of the users.</p> <p>6) Recognise successful inventors, designers, chefs and engineers, who have been influential in the design and technology industries.</p>	<p>1) Pupils know how to use learning from science and mathematics to help design and make products that work.</p> <p>2) They understand that materials have functional and aesthetic qualities.</p> <p>3) Recognise that materials can be combined and mixed to create more useful characteristics.</p> <p>4) Know how mechanical systems such as levers and linkages create movement.</p> <p>5) Know that simple electrical circuits and components can be used to create functional products.</p> <p>6) Program a computer to control their products.</p>	<p>See separate cooking and nutrition progression</p>

Design and Technology

	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
Year 4	<p>1)Work confidently in a range of contexts, e.g. leisure, culture, industry and wider environment.</p> <p>2)Describe the purpose of their products. Indicate design features of their products that will appeal to intended users.</p> <p>3)Gather information about the needs and wants of individuals or groups.</p> <p>4)Develop their own design criteria and use this to inform their ideas.</p> <p>5)Share and clarify ideas confidently, through discussion.</p> <p>6)Model ideas using prototypes and pattern pieces.</p> <p>7)Use, some cross-sectional drawings and computer-aided design packages, to develop and communicate ideas.</p> <p>8)Make design decisions that take account of the availability of resources and needs of user.</p>	<p>1)Confidently select suitable tools ; materials and components and explain their choices.</p> <p>2)Order the main stages of making in logical steps.</p> <p>3)Follow procedures for safety and hygiene.</p> <p>4)Use an extensive range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients.</p> <p>5)Measures, marks out, cuts and shapes materials and components with accuracy.</p> <p>6)Accurately assemble, join and combine most materials.</p> <p>7)Accurately apply several finishing techniques.</p>	<p>1)Identify the strengths/ development in products.</p> <p>2)Consider user and others views to improve work.</p> <p>3)Refer to their design criteria as they design and make, evaluate improve.</p> <p>4)Investigate and analyse: how well products have been designed and made; why materials have been chosen; what methods of construction were used; how well the products worked; whether they achieved their purpose and the needs/wants of the users.</p> <p>5)Investigate and analyse: who designed the products; where and when products were designed and made;</p> <p>6) Whether products can be recycled or re-used.</p> <p>7)Recognise several inventors, designers, chefs, manufacturers and engineers, who have been influential in the design and technology industries.</p>	<p>1)Use maths and science to help design and make products that work.</p> <p>2) Apply knowledge of functional and aesthetic to their own products.</p> <p>3)Know that mechanical and electrical systems have an input, process and output.</p> <p>4)Make strong, stiff shell structures for a purpose.</p> <p>5)Know that a single fabric shape can be used to make a 3D textile product.</p> <p>6)Recognise a range of fresh, pre-cooked and processed foods</p>	<p><u>See separate cooking and nutrition progression</u></p>

Design and Technology

	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
Year 5	<p>1) Work confidently in a wide range of contexts, e.g. Culture, industry, enterprise and wider environment.</p> <p>2) Describe in detail, the purpose of their products.</p> <p>3) Find out what the user wants (surveys) and incorporate that into the design.</p> <p>4) Develop their own design criteria and use this to inform their ideas.</p> <p>5) Develop a simple design specification to guide their thinking.</p> <p>6) Model ideas using prototypes and pattern pieces.</p> <p>7) Draw cross-sectional drawings, diagrams and computer-aided design packages, to develop and communicate ideas.</p> <p>8) Research ideas make them realistic and environmentally friendly.</p>	<p>1) Selects materials and components suitable to the task.</p> <p>2) Produce appropriate lists of tools, equipment and materials that they will need.</p> <p>3) Order stages and formulate step-by-step plans as guide to making. Follow procedures for safety and hygiene.</p> <p>4) Use an extensive range of materials resourcefully and components e.g. textiles, mechanical, construction kits and electrical.</p> <p>5) Measures, marks out, cuts and shapes materials and components with 100% accuracy.</p> <p>6) Accurately assemble, joins and combines most materials.</p> <p>7) Accurately apply a range of finishing techniques, including those from art and design sessions.</p> <p>8) Use techniques that involve several steps.</p>	<p>1) Identify strengths/weaknesses in their products.</p> <p>2) Refer to their design criteria as they design and make to evaluate and improve.</p> <p>3) Critically evaluate the design, impact and quality against their original specification.</p> <p>4) Investigate and analyse: how well products have been designed and made; why materials have been chosen; what methods of construction were used; how well the products worked; whether they achieved their purpose and the needs/wants of the users.</p> <p>5) Investigate and analyse: who designed the products; where and when products were designed and made; consider cost and sustainability.</p> <p>6) Recognise several inventors, designers, chefs, manufacturers and engineers, who have been influential in the design and technology industries.</p>	<p>1) Know how mechanical systems such as levers and linkages create movement.</p> <p>2) Program a computer to control their products.</p> <p>3) Know that mechanical systems e.g. cams, pulleys or gears create movement.</p> <p>4) Explore more complex electrical circuits and components.</p> <p>5) Program a computer to monitor changes in the environment and control their products.</p> <p>6) Reinforce and strengthen a 3D framework.</p> <p>7) Know that 3D textile products can be made from a combination of fabric shapes.</p> <p style="color: red;">Adapt recipes by adding or substituting one or more ingredients.</p>	<p><u>See separate cooking and nutrition progression</u></p>

Design and Technology

	Design	Make	Evaluate	Technical Knowledge	Cooking and nutrition
Year 6	<p>1) Work confidently in a wide range of contexts, e.g. culture, industry, enterprise and wider environment.</p> <p>2) Carry out research to find out what user wants, design (with detailed specifications) an appropriate (realistic and sustainable) product to meet their needs.</p> <p>3) Model ideas using prototypes and pattern pieces.</p> <p>4) Use, cross-sectional drawings, diagrams and computer-aided design packages, to develop and communicate ideas.</p> <p>5) Make design decisions that take account of the availability of resources.</p>	<p>1) Confidently selects materials, tools and components suitable to the task.</p> <p>2) Produce appropriate lists of tools, equipment and materials that they will need.</p> <p>3) Formulate step-by-step plans as guide to making.</p> <p>4) Follow procedures for safety and hygiene.</p> <p>5) Use an extensive range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients.</p> <p>6) Accurately assemble, joins, cuts, measures and combines materials using several steps.</p> <p>7) Accurately apply a range of finishing techniques, including those from art and design.</p> <p>8) Use resourcefulness, resilience and innovation, when tackling practical problems.</p> <p>9) Explains next steps in learning, drawing from prior experience.</p>	<p>1) Consider their design against original plan, intended user, quality and fitness for purpose</p> <p>2) Evaluate their ideas and products against their original design specification.</p> <p>3) Investigate and analyse: how well products have been designed and made; why materials have been chosen; what methods of construction were used; how well the products worked; whether they achieved their purpose and the needs/wants of the users.</p> <p>4) Investigate and analyse: whether products can be recycled or re-used.</p> <p>5) Investigate and analyse: how much products cost to make; how innovative and sustainable the materials in products are; what impact products have.</p> <p>6) Recognise several inventors, designers, chefs, manufacturers and engineers, who have been influential in the design and technology industries.</p>	<p>1) Know that mechanical and electrical systems have an input, process and output. Know how mechanical systems such as levers and linkages create movement.</p> <p>2) Program computer systems and devices to control their products.</p> <p>3) Make strong structures for a purpose. Reinforce and strengthen a 3D framework.</p> <p>4) Know that mechanical systems e.g. cams, pulleys or gears create movement.</p> <p>5) Make a 3D textile fabric shape.</p> <p>Recreate and adapt existing and new recipes by adding or substituting a range of ingredients.</p>	<p>See separate cooking and nutrition progression</p>

Cooking and Nutrition

Early Years and Key Stage 1

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.

	Early Years	Year 1	Year 2
Healthy eating	<ul style="list-style-type: none"> Recognise that we all need to eat to grow and be healthy Be aware that we need to eat more of some foods and less of others With support, are able to eat sociably with others Recognise the importance of drinking water Know the importance of brushing teeth twice a day Understand that food that has been dropped on the floor, touched with dirty hand or has turned mouldy should not be eaten and can make people ill Understand that some foods need to be washed before they are safe to eat (e.g. fruits and vegetables) 	<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 Are beginning to use the eat well plate Are able to eat sociably with others Understand the importance of water and drinking water regularly Understand the importance of healthy snacks Understand the types of food that can affect the health of teeth With supervision get ready to cook: Tie back long hair Put on a clean apron Wash and dry hands <p>Understand how everyday foods are stored differently to ensure they are safe to eat, (e.g. fridge or freezer)</p> <ul style="list-style-type: none"> Cut food safely: bridge cut Know that all food comes from plants or animals and can identify some foods from each group 	<ul style="list-style-type: none"> Sort ingredients into key food groups. Sort foods on the eat well plate. Explain whether foods are healthy and explain reasoning. Understand the importance of regular meals and healthy snacks Independently get ready to cook: Tie back long hair Put on a clean apron Wash and dry hands Know that all food comes from plants or animals and can identify foods from each group Aware that some food packaging has labels giving information
Knife and equipment skills	<p>With close supervision children undertake the following fine motor skills:</p> <ul style="list-style-type: none"> Use scissors to as an alternative to knives – snip soft food. Grate soft food, using a grater (e.g. cheese) Mash cooked food (e.g. potatoes with a masher) Peel soft vegetables using a peeler (e.g. cucumber) <p>Teach and closely supervise the following fine motor skills:</p> <ul style="list-style-type: none"> Use the claw grip to cut soft fruit using a serrated vegetable knife (e.g. fruit) Using physical guidance if necessary, peel harder food (e.g. apple, potato) Use a melon baller to core an apple <p>Independently:</p> <ul style="list-style-type: none"> Use a lemon squeezer 	<p>Teach and closely supervise:</p> <ul style="list-style-type: none"> Use the claw grip to cut soft and firmer foods using a serrated vegetable knife (e.g. cucumber, celery, peppers) Model how to use the bridge hold to cut firmer foods using a serrated vegetable knife (e.g. apple) Cut softer food into evenly sized largish pieces (e.g. tomatoes) <p>Independently (see Early Years expectations):</p> <ul style="list-style-type: none"> Drain away liquids from packaged food using a sieve or colander (e.g. tuna or sweetcorn) Peel soft vegetables using a peeler (e.g. cucumber) Use a melon baller to core an apple Use a lemon squeezer 	<p>Independently (see Early Years and Year 1 expectations):</p> <ul style="list-style-type: none"> Use the claw grip to cut soft foods using a serrated vegetable knife (e.g. tomato) Use the bridge hold to cut harder foods using a serrated vegetable knife (e.g. apple) Cut food (including harder food) into evenly sized largish pieces (e.g. potatoes)
Mixing and mounding	<p>With close supervision:</p> <ul style="list-style-type: none"> Sift flour into bowl Mix, stir and combine liquid and dry ingredients (e.g. muffins) With help, use hands to rub fat into flour (e.g. rock buns) With help crack an egg and beat together using a fork With physical guidance, use a small table knife for spreading soft spreads on to bread Use hands to shape dough into small balls or shapes With help assemble and arrange cold ingredients (e.g. fruit kebabs) 	<p>With moderate supervision:</p> <ul style="list-style-type: none"> Weigh and measure dry ingredients and liquids Use cups or electronic scales to measure and weigh. Mix, stir and combine liquid and dry ingredients (e.g. flapjacks) Use hands to rub fat into flour Model and teach how to crack an egg and beat together using a fork <p>Independently:</p> <ul style="list-style-type: none"> Use a small table knife for spreading soft spreads on to bread Use hands to shape dough into small balls or shapes Assemble and arrange cold ingredients (e.g. sandwiches, fruit salad). 	<p>Independently:</p> <ul style="list-style-type: none"> Weigh and measure dry ingredients and liquids Use cups or electronic scales to measure and weigh Sift flour into bowl Crack an egg and beat together using a fork Use hands to rub fat into flour

Design and Technology

Cooking	<p>Note: Although children will not be cooking hot food, children should understand how hot food is cooked safely by:</p> <ul style="list-style-type: none"> observing adults using the hob, oven, toaster and/or microwave <p>With close supervision:</p> <ul style="list-style-type: none"> Be able to prepare food for baking and frying such as greasing baking tins and adding oil to frying pans/saucepans 	<p>Teach how to ensure surfaces and equipment are clean</p> <p>Teach to ensure hands are clean/hair tied back/appropriate clothing</p> <p>Prepare simple dishes - safely and hygienically - without using a heat source.</p>	<p>Independently:</p> <p>Prepare for cooking/show understanding of hygiene</p> <p>Prepare simple dishes - safely and hygienically - without using a heat source.</p> <p>Group foods into the five groups in The Eatwell Plate.</p>
Recipes	<ul style="list-style-type: none"> Smoothies Fruit kebabs Soup Crushed biscuit bases: Fridge cake Fresh fruit Flapjacks with mashed fruit centre Jelly boats taken from CBBC 'I Can Cook!' 	<ul style="list-style-type: none"> Fruit salad Sandwiches Kids' customised couscous Flapjack Fruit flapjacks (squeezed fruit juice and apple with core removed) Weetabix cakes 	<ul style="list-style-type: none"> Salads, coleslaw, crudité and dips Fajitas NB: Vegetarian and practise knife/mashing skills Pitta bread pockets with a range of fillings Cheesy garlic bread

Design and Technology

Key Stage 2

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	Year 2	Year 3	Year 4
Healthy eating	<ul style="list-style-type: none"> Sort ingredients into key food groups. Sort foods on the eat well plate. Explain whether foods are healthy and explain reasoning. Understand the importance of regular meals and healthy snacks Independently get ready to cook: <ul style="list-style-type: none"> Tie back long hair Put on a clean apron Wash and dry hands Know that all food comes from plants or animals and can identify foods from each group Aware that some food packaging has labels giving information 	<ul style="list-style-type: none"> Describe how food ingredients come together. Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active Understand the importance of keeping hydrated Understand that food is caught or farmed Begin to understand appropriate portion sizes for regular meals and healthy snacks Understand how to keep teeth healthy Begin to be able to read and understand food labels 	<ul style="list-style-type: none"> Know the importance of a healthy breakfast Know how to be both hygienic and safe when using food. Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat Understand that people have different views on how food is produced and that this influences the food they buy Read and understand food labels
Knife and equipment skills	<p>Independently (see Early Years and Year 1 expectations):</p> <ul style="list-style-type: none"> Use the claw grip to cut soft foods using a serrated vegetable knife (e.g. tomato) Use the bridge hold to cut harder foods using a serrated vegetable knife (e.g. apple) Cut food (including harder food) into evenly sized largish pieces (e.g. potatoes) 	<p>With moderate supervision:</p> <ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. begin to use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot) begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion) Use a masher to mash hot food to a fairly smooth texture Cut foods into evenly sized strips or cubes (e.g. peppers, cheese) Crush garlic using a garlic press Grate harder food using a grater (e.g. apples, carrots) <p>Independently:</p> <ul style="list-style-type: none"> Begin to peel harder food (e.g. apple, potato) 	<p>With moderate supervision:</p> <ul style="list-style-type: none"> Use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot) Use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion) Use a masher to mash hot food to a fairly smooth texture Cut foods into evenly sized strips or cubes (eg peppers, cheese) <p>Independently:</p> <ul style="list-style-type: none"> Peel harder food (eg apple, potato) Crush garlic using a garlic press Grate harder food using a grater (e.g. apples, carrots)

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Mixing and mounding	<p>Independently:</p> <ul style="list-style-type: none"> • Weigh and measure dry ingredients and liquids • Use cups or electronic scales to measure and weigh • Sift flour into bowl • Crack an egg and beat together using a fork • Use hands to rub fat into flour • 	<p>Teach:</p> <ul style="list-style-type: none"> • Basic mixtures for sponge mixtures: 4-4-4-2 <p>With moderate supervision:</p> <ul style="list-style-type: none"> • Mix, stir and combine wet and dry ingredients uniformly (e.g. to form a dough) • Crack an egg and beat with balloon whisk • Cream fat and sugar together using a mixing spoon • Use a rolling pin to flatten and roll out dough (e.g. scones) • Use and select biscuit cutters • Coat food with egg and breadcrumbs (e.g. fish cakes) <p>Independently:</p> <ul style="list-style-type: none"> • Prepare for cooking/show understanding of hygiene • Measure and weigh ingredients appropriately • Follow a recipe • Sieve flour, raising agents and spices together in to a bowl • Use hands to rub fat into flour (e.g. scones, apple crumble) • Knead and shape dough in to evenly sized shapes • Assemble and arrange ingredients for simple dishes (e.g. apple crumble,) 	<p>With moderate supervision:</p> <ul style="list-style-type: none"> • Mix, stir and combine wet and dry ingredients uniformly (e.g. to form a dough) • Cream fat and sugar together using a mixing spoon <p>Independently:</p> <ul style="list-style-type: none"> • Sieve flour, raising agents and spices together into a bowl • Use hands to rub fat into flour (e.g. scones, apple crumble) • Crack an egg and beat with balloon whisk • Use a rolling pin to flatten and roll out dough (e.g. scones) • use biscuit cutters • Coat food with egg and breadcrumbs (e.g. fish cakes) • Knead and shape dough into evenly sized shapes • Assemble and arrange ingredients for simple dishes (e.g. scrambled egg on toast)
Cooking	<p>Independently:</p> <p>Prepare for cooking/show understanding of hygiene</p> <p>Prepare simple dishes - safely and hygienically - without using a heat source.</p> <ul style="list-style-type: none"> • Group foods into the five groups in The Eatwell Plate. 	<p>With close supervision:</p> <ul style="list-style-type: none"> • begin to use a toaster or microwave (e.g. beans on toast) • Using physical guidance when necessary, handle hot food safely once adults have removed food from the hob or oven (e.g. use oven gloves and a fish slice to remove scones from the baking tray) 	<p>With close supervision:</p> <ul style="list-style-type: none"> • Confidently use a toaster or microwave (e.g. beans on toast) • Handle hot food safely once adults have removed food from the hob or oven (e.g. use oven gloves and a fish slice to remove scones from the baking tray)
	<ul style="list-style-type: none"> • Salads, coleslaw, crudité and dips • Fajitas NB: Vegetarian and practise knife/mashing skills • Pitta bread pockets with a range of fillings • Cheesy garlic bread 	<ul style="list-style-type: none"> • Mini sausage rolls • Jam tarts • Fairy cakes: teach 4-4-4-2 • Fish fingers • Apple crumble • Mini pizzas • Scones or basic bread 	<ul style="list-style-type: none"> • Stew / Casserole • Fruit pies • Cottage pie – Vegetarian option also • Savoury / sweet filo pastry parcels • Cheese on toast • Making a toastie? • Cheese scones

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Key Stage 2

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	Year 4	Year 5	Year 6
Healthy eating	<ul style="list-style-type: none"> Know the importance of a healthy breakfast Know how to be both hygienic and safe when using food. Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat Understand that people have different views on how food is produced and that this influences the food they buy Read and understand food labels 	<ul style="list-style-type: none"> Show that I can be both hygienic and safe in the kitchen. Are able to make food choices taking in to consideration the eatwell plate Understand the main food groups and the different nutrients that are important for health Know appropriate portion sizes Understand some of the basic processes to get food from farm to plate Understand some of the ethical dilemmas associated with the food people choose to buy Able to use information on food labels to inform choice Understand social influences on the food we choose to eat (e.g. media, peer pressure, ethics) 	<ul style="list-style-type: none"> Embed the knowledge of appropriate portion sizes Know the importance of not skipping meals, including breakfast
Knife and equipment skills	<p>Know the importance of a healthy breakfast</p> <ul style="list-style-type: none"> Know how to be both hygienic and safe when using food. Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat Understand that people have different views on how food is produced and that this influences the food they buy Read and understand food labels 	<p>With moderate supervision:</p> <ul style="list-style-type: none"> Finely grate hard foods (e.g. zesting, parmesan cheese); With support, use a can opener and open ring-pull tins Dice foods and cut them into evenly sized, fine pieces (e.g. garlic, vegetable batons, herbs) <p>Independently:</p> <ul style="list-style-type: none"> Confidently use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot); Confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion) Confidently peel harder food using a peeler (e.g. apple, potato) 	<p>With moderate supervision:</p> <ul style="list-style-type: none"> Begin to use a can opener and open ring-pull tin Dice foods and cut them into evenly sized, fine pieces (e.g. garlic, vegetable batons, herbs) <p>Independently:</p> <ul style="list-style-type: none"> Finely grate hard foods (e.g. zesting, parmesan cheese) Confidently use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot) Confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion) Confidently peel

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Mixing and mounding	<p>With moderate supervision:</p> <ul style="list-style-type: none"> Mix, stir and combine wet and dry ingredients uniformly (e.g. to form a dough) Cream fat and sugar together using a mixing spoon <p>Independently:</p> <ul style="list-style-type: none"> Sieve flour, raising agents and spices together into a bowl Use hands to rub fat into flour (e.g. scones, apple crumble) Crack an egg and beat with balloon whisk Use a rolling pin to flatten and roll out dough (e.g. scones) use biscuit cutters Coat food with egg and breadcrumbs (e.g. fish cakes) Knead and shape dough into evenly sized shapes <p>Assemble and arrange ingredients for simple dishes (e.g. scrambled egg on toast)</p>	<p>With close supervision:</p> <ul style="list-style-type: none"> use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food (e.g. chickpeas for hummus or vegetables for soup) <p>With moderate supervision:</p> <ul style="list-style-type: none"> With help begin to separate eggs Whisk using an electric hand mixer (e.g. eggs) cream fat and sugar together using an electric hand mixer Use a rolling pin to roll out dough to a specific thickness (e.g. pizza) Use biscuit cutters accurately to assemble, arrange and layer more advanced dishes (e.g. apple sponge pudding, shepherd's pie) <p>Independently:</p> <ul style="list-style-type: none"> Use fingertips to rub fat into flour to make fine 'bread crumbs' (e.g. apple crumble) Sieve wet and dry ingredients with precision Confidently crack an egg Spread food evenly with a coating, paste or glaze Knead and shape dough into a variety of shapes 	<p>With close supervision:</p> <ul style="list-style-type: none"> use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food (e.g. chickpeas for hummus or vegetables for soup) <p>With moderate supervision:</p> <ul style="list-style-type: none"> With help begin to separate eggs Whisk using an electric hand mixer (e.g. eggs) cream fat and sugar together using an electric hand mixer Use a rolling pin to roll out dough to a specific thickness (e.g. pizza) Assemble, arrange and layer more advanced dishes (e.g. spaghetti bolognese, fish pie) <p>Independently:</p> <ul style="list-style-type: none"> Use fingertips to rub fat into flour to make fine 'bread crumbs' (e.g. apple crumble) Sieve wet and dry ingredients with precision Confidently crack an egg Spread food evenly with a coating, paste or glaze Knead and shape dough into a variety of shapes Use hands to shape mixtures into evenly sized pieces (e.g. burgers)
Cooking	<p>With close supervision:</p> <ul style="list-style-type: none"> Confidently use a toaster or microwave (e.g. beans on toast) Handle hot food safely once adults have removed food from the hob or oven (e.g. use oven gloves and a fish slice to remove scones from the baking tray) 		

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Progression in equipment and tools

To be read in conjunction with the following health and safety risk assessments:

- General Academy Hazards Risk Assessment ([AS Staff/Health and Safety/Risk Assessments](#))
- Early Years Risk Assessment ([AS Staff/Health and Safety/Risk Assessments](#))
- Forest Schools Handbook which contains guidance on the safe handling of tools ([AS Curriculum/Forest Schools](#))

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Kitchen scissors • Mixing bowls • Graters • Mashers • Peelers • Melon ballers • Lemon squeezer • Table knives • Forks 	<ul style="list-style-type: none"> • Kitchen scissors • Mixing bowls • Graters • Mashers • Peelers • Melon ballers • Lemon squeezer • Table knives • Sieve • Serrated vegetable knife • Electronic weighing scales • Weighing scales 	<ul style="list-style-type: none"> • Kitchen scissors • Mixing bowls • Graters • Mashers • Peelers • Melon ballers • Lemon squeezer • Table knives • Serrated vegetable knife • Electronic weighing scales • Weighing scales 	<ul style="list-style-type: none"> • Kitchen scissors • Mixing bowls • Graters • Mashers • Peelers • Melon ballers • Lemon squeezer • Table knives • Serrated vegetable knife • Electronic weighing scales • Weighing scales • Garlic press • Balloon whisk • Mixing spoon • Rolling pin • Toaster • Microwave • Cooker 	<ul style="list-style-type: none"> • Kitchen scissors • Mixing bowls • Graters • Mashers • Peelers • Melon ballers • Lemon squeezer • Table knives • Serrated vegetable knife • Electronic weighing scales • Weighing scales • Garlic press • Balloon whisk • Mixing spoon • Rolling pin • Toaster • Microwave • Cooker • Zester • Electric hand mixers • Food processors • Electric hand blenders • Can opener • Ring pull tins 	<ul style="list-style-type: none"> • Kitchen scissors • Mixing bowls • Graters • Mashers • Peelers • Melon ballers • Lemon squeezer • Table knives • Serrated vegetable knife • Electronic weighing scales • Weighing scales • Garlic press • Balloon whisk • Mixing spoon • Rolling pin • Toaster • Microwave • Cooker • Zester • Electric hand mixers • Food processors • Electric hand blenders • Can opener • Ring pull tins 	