



## **Design & Technology: Progression Map by Strand**

### **Raising Aspirations**

As a church school we acknowledge that all of our pupils are significant to God. We therefore value each child's unique personality and aim to develop their character, talents and abilities to the fullest in His name. Our design & technology curriculum is an intrinsic part of this.

We want our pupils to be alive to the many possible futures they have ahead of them, including those in design & technology. Design & technology encompasses a broad range of activities including craft, engineering, computing, electrics and food & nutrition, so there are myriad employment opportunities in the sector. This sector is one of the fastest growing in the UK economy and we aim for our pupils to have the knowledge and skills to participate in that success story should they chose to do so.

### **Reaching our Potential**

Through design & technology pupils acquire a broad range of subject knowledge and skills. They design and make products within a variety of contexts and from a variety of media, so there are projects that all pupils can enjoy and succeed in. They are required to draw on learning from other curriculum areas and put it to practical use, thus consolidating their understanding more generally. Similarly, pupils who struggle with concepts in the abstract e.g. how electricity works, often find their understanding develops as they engage in practical projects.

Design is an iterative process that embraces failure. Pupils learn that failure provides a chance to reflect on what went wrong, explore solutions and find a better way. This process breeds resilience, which is essential if pupils are to reach their potential. Pupils appreciate their successes far more when they have been challenged along the way and experience real moments of wonder when they make successful products.

If pupils are to reach their potential they need to have the knowledge and skills to remain healthy. In view of this, we have recently introduced termly health & wellbeing days to complement our existing schemes of work around food & nutrition. These days provide planned opportunities for all children to learn where their food comes from, healthy options and how to prepare dishes.

### **Learning to Live Well Together**

Design & technology is essentially about solving a problem that will improve the lives of individuals, groups or society as a whole. As such, it supports pupils' understanding of what it means to work for the common good. Our pupils quickly move beyond designing and making products for themselves and begin to consider the needs of another user. They learn to accept that others may need or want different products to themselves and understand that a successful designer works hard to satisfy the user, rather than simply imposing their own ideas. This is a lesson that can easily be applied to other areas of life.

Pupils often work in groups and produce products that are not 'owned' by any one individual and remain on display at school. This is a deliberate decision and aims to teach pupils that the reward for their efforts is in the joy and wonder their work brings to other members of our school community.

Group work also enables pupils to develop the interpersonal skills that are valued by future employers, such as being able to communicate ideas and plans clearly, plus negotiating and delegating. They learn to take responsibility for completing their individual tasks, whilst supporting teammates, so the group as a whole can succeed.

## Progression by Strand

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating existing products	<p>Can I select appropriate words from a range to describe an existing product?</p> <p>Can I say who an existing product was made for and explain how I know in simple terms?</p> <p>Can I explain how an existing product works in simple terms?</p> <p>Can I say what I like and dislike about an existing product?</p> <p>Can I understand a simple given design criteria that is based on existing products?</p>	<p>Can I describe an existing product?</p> <p>Can I identify some of the materials used?</p> <p>Can I say who an existing product was made for and explain how I know?</p> <p>Can I say where the product might be used?</p> <p>Can I begin to link what I like and dislike about an existing product to its function as well as its appearance?</p> <p>Can I make some suggestions about what should be included in the design criteria for a product?</p>	<p>Can I say which existing product has been <b>designed</b> better and start to give some reasons why?</p> <p>Can I say which existing product has been <b>made</b> better and start to give some reasons why?</p> <p>Can I identify some of the materials used and say why they have been chosen?</p> <p>Can I identify some basic construction methods used in existing products?</p> <p>Can I say how the product would play a part in people's lives? E.g. remind them of their holiday in Egypt...help them learn about...</p> <p>Can I refer back to my design criteria and make changes when directed?</p>	<p>Can I say which existing product has been <b>designed</b> better and give some reasons why?</p> <p>Can I say which existing product has been <b>made</b> better and give some reasons why?</p> <p>Can I identify the materials used and say why some of them have been chosen?</p> <p>Can I identify some of the construction methods used in existing products?</p> <p>Can I say how the product/technology has impacted/impacts on daily life? <i>E.g. how would life be different if there was no electric lighting?</i></p> <p>Can I refer to my design criteria as I work?</p>	<p>Can I say which existing product has been <b>designed</b> better and give relevant reasons?</p> <p>Can I say which existing product has been <b>made</b> better and give relevant reasons?</p> <p>Can I identify the materials used and say why they have been chosen?</p> <p>Can I identify the construction methods used in existing products?</p> <p>Can I say how the product/technology has impacted/impacts on daily life and the environment?</p> <p>Can I say who designed some products and why?</p> <p>Can I say who they think made designer goods and where?</p> <p>Can I refer to my design criteria as I manufacture, making adjustments to my work where necessary?</p>	<p>Can I say which existing product has been <b>designed</b> better and give relevant reasons?</p> <p>Can I say which existing product has been <b>made</b> better and give relevant reasons?</p> <p>Can I identify the materials used and say why they have been chosen?</p> <p>Can I identify the construction methods used in existing products?</p> <p>Can I say how the product/technology has impacted/impacts on daily life and the environment?</p> <p>Can I say who designed some products and why?</p> <p>Can I say who they think made designer goods and where?</p> <p>Can I refer to my design criteria as I manufacture, making adjustments to my work where necessary?</p>

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Designing</b>	<p>Can I use existing products as a starting point for my own ideas?</p> <p>Can I design purposeful and functional product for me or my classmates?</p> <p>Can I begin to relate my ideas to the given design criteria?</p> <p>Can I draw simple pictures that show what I want my product to look like?</p> <p>Can I say how I will make my product after an adult has modelled the making process step-by-step?</p>	<p>Can I explore a range of existing products and select ideas to include in my own design?</p> <p>Can I design purposeful and functional products for familiar characters/ people?</p> <p>Can I relate my design to a design criteria I have helped to develop?</p> <p>Can I draw and label pictures that show what I want my product to look like?</p> <p>Can I write a simple plan after the adult has modelled the making process step-by-step?</p>	<p>Can I begin to gather information about the needs and wants of particular individual and groups?</p> <p>Can I begin to design realistic products focussed on the needs of the user?</p> <p>Can I begin design products that work in a wider range of less familiar contexts?</p> <p>Can I identify at least 2 aspects of the design criteria independently?</p> <p>Can I draw and label diagrams that show what my product looks like from the front and back?</p> <p>Can I annotate my diagrams to show which components I will use and how my product will work?</p> <p>Can I begin to select materials and components from a wider range and explain my choices?</p> <p>Can I begin to select appropriate tools from a wider range and use them safely with minimal supervision?</p> <p>Can I begin to make a list of materials and components that I will need?</p> <p>Can I begin to order the main stages of making in a plan?</p> <p><b>NB: In year 3 children will require more scaffolding and guidance than is anticipated in year 4.</b></p>	<p>Can I gather information about the needs and wants of particular individuals and groups?</p> <p>Can I design realistic products focussed on the needs of the user?</p> <p>Can I design products that work in a wider range of less familiar contexts?</p> <p>Can I identify some aspects of the design criteria independently?</p> <p>Can I draw and label diagrams that show what my product looks like from different angles?</p> <p>Can I annotate my diagrams to show which components I will use and how my product will work?</p> <p>Can I select materials and components from a wider range and explain my choices?</p> <p>Can I select appropriate tools from a wider range and use them safely with minimal supervision?</p> <p>Can I make a list of materials and components that I will need?</p> <p>Can I order the main stages of making in a plan?</p>	<p>Can I carry out research using simple surveys?</p> <p>Can I begin to use research data to identify the needs, wants, preferences and values of particular individuals and groups?</p> <p>Can I begin to design innovative products drawing on research?</p> <p>Can I begin to make design decisions taking time and resources into account?</p> <p>Can I begin identify a sensible design criteria independently?</p> <p>Can I clarify my ideas through discussion and different types of diagrams?</p> <p>Can I begin to produce an appropriate list of tools, equipment and materials?</p> <p>Can I begin formulate a step-by-step plan as a guide to making?</p> <p>Can I begin to model my ideas using prototypes and pattern pieces?</p> <p><b>NB: In year 5 children will require more scaffolding and guidance than is anticipated in year 6.</b></p>	<p>Can I carry out research using surveys, interviews, questionnaires and web-based resources?</p> <p>Can I use research data to identify the needs, wants, preferences and values of particular individuals and groups?</p> <p>Can I design innovative products drawing on research?</p> <p>Can I make design decisions taking time, resources and costs into account?</p> <p>Can I identify a sensible design criteria independently?</p> <p>Can I clarify my ideas through discussion, different types of diagrams and CAD? <i>Computing curriculum – Y6 Creating Media: 3d Modelling</i></p> <p>Can I produce an appropriate list of tools, equipment and materials?</p> <p>Can I formulate a step-by-step plan as a guide to making?</p> <p>Can I model my ideas using prototypes and pattern pieces?</p>

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<b>Making</b>	<p>Can I use given materials appropriately?</p> <p>Can I use given tools safely after adult modelling and sometimes with support?</p> <p>Can I use the cutting, measuring, constructing and finishing techniques modelled by an adult when making with support?</p> <p>Can I finish my products neatly?</p> <p>Can I begin to understand that designers often work as part of a team?</p>	<p>Can I choose appropriate materials for the task from a limited range?</p> <p>Can I use given tools safely (after an adult has modelled) with increasing independence?</p> <p>Can I use the cutting, measuring, constructing and finishing techniques modelled by an adult when making with increasing independence?</p> <p>Can I choose from a limited range of finishing touches e.g. paint finishes, diamantes, stickers?</p> <p>Can I begin to understand that different members of a design team may do different jobs?</p>	<p>Can I follow procedures of safety and hygiene when modelled?</p> <p>Can I begin to measure, mark out, cut and shape materials and components with some accuracy?</p> <p>Can I begin to assemble, join and combine materials and components with some accuracy?</p> <p>Can I begin to apply a range of finishing techniques, including those from art &amp; design, with some accuracy?</p> <p><b>NB: In year 3 children will require more scaffolding and modelling than is anticipated in year 4.</b></p>	<p>Can I follow procedures of safety and hygiene?</p> <p>Can I measure, mark out, cut and shape materials and components with some accuracy?</p> <p>Can I assemble, join and combine materials and components with some accuracy?</p> <p>Can I apply a range of finishing techniques, including those from art &amp; design, with some accuracy?</p>	<p>Can I begin to follow procedures of safety and hygiene independently making judgements as to when help is needed?</p> <p>Can I begin to accurately measure, mark out, cut and shape materials and components?</p> <p>Can I begin to accurately assemble, join and combine materials and components?</p> <p>Can I begin to finish products in a variety of ways to a high standard?</p> <p>Can I begin to demonstrate resourcefulness when tackling problems?</p> <p><b>NB: In year 5 children will require more scaffolding and guidance than is anticipated in year 6.</b></p>	<p>Can I follow procedures of safety and hygiene independently making judgements as to when help is needed?</p> <p>Can I accurately measure, mark out, cut and shape materials and components?</p> <p>Can I accurately assemble, join and combine materials and components?</p> <p>Can I finish products in a variety of ways to a high standard?</p> <p>Can I demonstrate resourcefulness when tackling problems?</p>

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<b>Evaluating their own products</b>	<p>Can I say what I like and dislike about my product?</p> <p>Can I show/say how my product works in simple terms? <i>e.g. "this bit turns and makes that bit go round"</i></p> <p>Can I relate at least 1 aspect of my design to the given design criteria?</p>	<p>Can I say how my own product is similar and different to existing products?</p> <p>Can I say how my product pleasing to me?</p> <p>Can I say how the product will work the product will work using some technical vocabulary? <i>e.g. "The wheels are joined by an axle."</i></p> <p>Can I relate some aspects of my design to the given design criteria?</p> <p>Can I identify simple improvements that could be made?</p>	<p>Can I begin to use my design criteria to evaluate my finished product?</p> <p>Can I begin to use the design criteria to identify strengths and weaknesses in my finished product?</p> <p>Can I begin to say how my product would please the intended user?</p> <p><b>NB: In year 3 children will require more scaffolding and guidance than is anticipated in year 4.</b></p>	<p>Can I use my design criteria to evaluate my finished product?</p> <p>Can I use the design criteria to identify strengths and weaknesses in my finished product?</p> <p>Can I say how my product would please the intended user?</p>	<p>Can I begin to use the design criteria to identify strengths and weaknesses in my finished product?</p> <p>Can I begin to say how my product would please the intended user?</p> <p>Can I begin to critically evaluate the quality of the design, manufacture and fitness of purpose of my product, as I design and make it?</p> <p>Can I begin to say how close my final product is to my original design and why it might be different?</p> <p><b>NB: In year 5 children will require more scaffolding and guidance than is anticipated in year 6.</b></p>	<p>Can I use the design criteria to identify strengths and weaknesses in my finished product?</p> <p>Can I say how my product would please the intended user?</p> <p>Can I critically evaluate the quality of the design, manufacture and fitness of purpose of my product, as I design and make it?</p> <p>Can I say how close my final product is to my original design and why it might be different?</p>

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Technical Knowledge</b>	<p>Explore and use mechanisms - sliders, levers and gears - <i>Moving Pictures &amp; Introduction to Gears</i></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable – See Y1 Art &amp; Design Unit <i>'Inspired by Miro</i></p> <p>Know that food ingredients should be combined according to their sensory characteristics (<i>We are drinks designers</i>)</p>	<p>Explore and use mechanisms - wheels &amp; axles, simple pulleys (<i>Winding up &amp; Vehicles</i>)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable (<i>Winding Up</i>)</p> <p>Know that a 3d textiles product can be assembled from two identical fabric shapes (<i>We are bag designers</i>)</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Photograph frames &amp; We are exhibition designers)</p> <p>Understand and use mechanical systems in their products</p> <ul style="list-style-type: none"> <li>Know how pneumatic systems create movement (<i>Moving monsters</i>)</li> </ul>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Moving toys, We are lighting designers &amp; Applique Cushions)</p> <p>Understand and use mechanical systems in their products</p> <ul style="list-style-type: none"> <li>Know how mechanical systems including cams create movement</li> <li>Know how simple electrical circuits and components can be used to create functional products (<i>Moving toys &amp; We are lighting designers</i>)</li> </ul>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Thrones for the Gods, Racing cars &amp; Fairground gears)</p> <p>Understand and use mechanical systems in their products</p> <ul style="list-style-type: none"> <li>Know how mechanical systems including pulleys or gears create movement (<i>Racing cars &amp; Fairground gears</i>)</li> <li>Know how more complex electrical circuits and components can be used to create functional products (<i>Racing cars &amp; Fairground gears</i>)</li> </ul> <p>Apply their understanding of computing to program, monitor and control their products</p> <p><i>Computing curriculum – Y5 programming A: Selection in Physical Computing (CLC)</i></p> <p>Know how to create strong, stiff, shell structures (<i>Racing cars</i>)</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures (We are plant protection designers)</p> <p>Understand and use mechanical systems in their products</p> <ul style="list-style-type: none"> <li>Know how mechanical systems including pulleys or gears create movement</li> <li>Know how more complex electrical circuits and components can be used to create functional products (<i>We are plant protection designers</i>)</li> </ul> <p>Apply their understanding of computing to program, monitor and control their products <b>(CLC)</b></p> <p><i>Computing curriculum – Y6 programming B: Sensing (CLC)</i></p>

## Progression by Strand: Cooking & Nutrition

### Where food comes from & Food preparation, cooking & nutrition

Year	Attainment targets	Outcomes
1	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Know the names of a variety of fruit and vegetables</li> <li>Be able to sort fruit from vegetables</li> <li>Know that fruit and vegetables have to be farmed or can be grown in allotments, gardens and even pots</li> <li>Know that fruit and vegetables make up the largest section on The Eatwell Plate</li> <li>That everyone should eat at least 5 portions of fruit and vegetables per day</li> </ul> <p><a href="https://www.nhs.uk/change4life/food-facts/five-a-day">https://www.nhs.uk/change4life/food-facts/five-a-day</a></p> <ul style="list-style-type: none"> <li>Know how to prepare simple dishes safely and hygienically, without using a heat source. <b><u>Year 1 make fruit/veg smoothie drinks. See 'We are drinks designers' DT unit.</u></b></li> </ul> <p><a href="https://www.bbcgoodfood.com/recipes/fruit-salad">https://www.bbcgoodfood.com/recipes/fruit-salad</a>  <a href="https://www.bbcgoodfood.com/howto/guide/top-5-mocktail-recipes-kids">https://www.bbcgoodfood.com/howto/guide/top-5-mocktail-recipes-kids</a>  <a href="https://www.nhs.uk/change4life/recipes/blueberry-and-banana-smoothie">https://www.nhs.uk/change4life/recipes/blueberry-and-banana-smoothie</a>  <a href="https://www.nhs.uk/change4life/recipes/raspberry-orange-and-apple-refresher">https://www.nhs.uk/change4life/recipes/raspberry-orange-and-apple-refresher</a></p> <ul style="list-style-type: none"> <li>Know how to peel and cut and grate a variety of fruit and vegetables for class snacks and fruit/veg smoothies</li> </ul>	<p>Children can name a variety of fruit &amp; veg. Can they name a fruit or vegetable for each letter of the alphabet?</p> <p>Children can physically sort fruit and vegetable – understand what the difference is.</p> <p>Children understand that fruit and vegetables come from plants and grow either above or below ground, usually on farms.</p> <p>Children understand that '5 a day' refers to fruit and vegetable portions.</p> <p>Children make fruit smoothies for Sports Day or HUFF Day Celebration – DT unit</p> <p>Children experience of peeling, cutting and possibly grating real fruit &amp; vegetables. They also use blenders.</p>
2	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Know that all food comes from plants or animals</li> <li>Be able to name common foods that come from animals e.g. milk, cheese, burgers, fish fingers</li> <li>Be able to sort foods that have come from plants from those that have come from animals</li> <li>Know that food from animals have to be farmed or caught</li> <li>How to name and sort foods into the five 5 groups in The Eatwell Plate</li> </ul> <p><a href="https://www.nhs.uk/change4life/food-facts/five-a-day">https://www.nhs.uk/change4life/food-facts/five-a-day</a>  <a href="https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/?tabname=recipes-and-tips">https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/?tabname=recipes-and-tips</a></p> <ul style="list-style-type: none"> <li>Know that everyone should eat at least 5 portions of fruit and vegetables per day</li> </ul>	<p>Children can identify common food products from animals.</p> <p>Children can physically sort common food items that come from plants and from animals into two groups.</p> <p>Name some animals that are commonly reared on farms in the UK.</p>



	<ul style="list-style-type: none"> <li>Know how to prepare simple dishes safely and hygienically, without using a heat source e.g. <b>hummus with grated lemon zest, chopped garlic &amp; herbs accompanied by grated carrot and pitta</b></li> </ul> <p><a href="https://www.bbcgoodfood.com/recipes/lemon-coriander-hummus">https://www.bbcgoodfood.com/recipes/lemon-coriander-hummus</a>  <a href="https://www.bbcgoodfood.com/howto/guide/best-healthy-hummus-recipes">https://www.bbcgoodfood.com/howto/guide/best-healthy-hummus-recipes</a></p> <ul style="list-style-type: none"> <li>Know how to use techniques such as cutting, peeling and <b>grating</b> to create simple class snacks e.g. hummus (above) with pitta bread, vegetable sticks and grated carrot.</li> </ul>	<p>Identify how they might meet their 5 a day – link back to Year 1.</p> <p>Children make hummus recipes and sides.</p> <p>Children experience of peeling, cutting and grating. They also use blenders.</p>
3	<p>Pupils should:</p> <p>Be able to name some fruit &amp; vegetables that are commonly grown in the UK and some that are more commonly grown abroad.</p> <p>Know the journey made by fruit and vegetables from field to fork – case study strawberries.</p> <p>Understand how to cook a variety of predominantly savoury dishes safely &amp; hygienically including, where appropriate using a heat source</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, <b>folding pastry</b> and baking – <b>samosas/bourek</b></p> <p><a href="https://www.bbcgoodfood.com/recipes/spinach-samosas-indian-salad">https://www.bbcgoodfood.com/recipes/spinach-samosas-indian-salad</a>  <a href="https://www.bbcgoodfood.com/recipes/filo-triangles-artichoke-feta-and-mint">https://www.bbcgoodfood.com/recipes/filo-triangles-artichoke-feta-and-mint</a>  <a href="https://www.bbcgoodfood.com/recipe/vegetable-samosas">https://www.bbcgoodfood.com/recipe/vegetable-samosas</a>  <a href="https://www.bbcgoodfood.com/recipes/spinach-sweet-potato-samosas">https://www.bbcgoodfood.com/recipes/spinach-sweet-potato-samosas</a>  <a href="https://www.bbcgoodfood.com/recipes/potato-and-pea-samosas">https://www.bbcgoodfood.com/recipes/potato-and-pea-samosas</a>  <a href="https://www.bbcgoodfood.com/recipes/feta-sweetcorn-samosas">https://www.bbcgoodfood.com/recipes/feta-sweetcorn-samosas</a></p> <p>Understand the relative proportions of foods from each group required in a healthy &amp; balanced diet, according to The Eatwell Plate.</p> <p><a href="https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/?tabname=recipes-and-tips">https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/?tabname=recipes-and-tips</a>  <a href="https://www.bbc.co.uk/bitesize/clips/zdbpyrd">https://www.bbc.co.uk/bitesize/clips/zdbpyrd</a></p> <p>Know that food and drink provide energy for the body</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zvp76sg">https://www.bbc.co.uk/bitesize/clips/zvp76sg</a></p>	<p>Name fruit &amp; vegetables are commonly grown in UK and some that are grown abroad</p> <p>Describe the journey made by fruit and vegetables from field to fork – case study strawberries.</p> <p>Label the different sections of a blank The Eatwell Plate based on the size of each section.</p> <p>Make a variety of samosa/bourek style snacks.</p> <p>Children are proficient at peeling, cutting and grating.</p> <p>Children learn how to cut, fold and seal filo pastry.</p> <p>Describe in basic terms why humans need to eat food.</p>

4	<p>Pupils should:</p> <p>Understand that diets differ around the world</p> <p>Understand that diets are influenced by the types of crops, animals reared and caught locally</p> <p>Understand how to cook a variety of predominantly savoury dishes safely &amp; hygienically including, where appropriate using a heat source</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, <b>forming patties</b> and baking/<b>griddling</b> – <b>healthy burgers &amp; sweet potato fries</b></p> <p><a href="https://www.bbcgoodfood.com/recipes/falafel-burgers-0">https://www.bbcgoodfood.com/recipes/falafel-burgers-0</a></p> <p><a href="https://www.bbcgoodfood.com/recipes/tuna-sweetcorn-burgers">https://www.bbcgoodfood.com/recipes/tuna-sweetcorn-burgers</a></p> <p><a href="https://www.nhs.uk/change4life/recipes/chilli-beef-and-bean-burgers-recipe">https://www.nhs.uk/change4life/recipes/chilli-beef-and-bean-burgers-recipe</a></p> <p><a href="https://www.nhs.uk/change4life/recipes/turkey-burgers-in-buns">https://www.nhs.uk/change4life/recipes/turkey-burgers-in-buns</a></p> <p>Understand that a healthy diet is made up from variety and a balance of different food and drink, as depicted in 'The Eat Well Plate'</p> <p>Understand what is meant by staying healthy and that exercise is part of this.</p> <p>Know how much activity they should try to complete each day.</p> <p>Identify some of the ways that they can be active.</p> <p>Know that healthy food &amp; drink choices provide the best type of energy for active bodies</p> <p>Identify some simple swaps they can make to their diet healthier using The Eatwell Plate for guidance</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zcvtsbk">https://www.bbc.co.uk/bitesize/clips/zcvtsbk</a></p> <p><a href="https://www.nhs.uk/change4life/food-facts/sugar/sugar-swaps-for-kids">https://www.nhs.uk/change4life/food-facts/sugar/sugar-swaps-for-kids</a></p>	<p>Children can name some common dishes from other parts of the world. They can identify the ingredients and which food groups they come from.</p> <p>Children can say why diets across the world differ e.g. availability of ingredients locally due to climate or geography.</p> <p>Children make healthy burgers.</p> <p>Children consolidate techniques taught previously and learn how to form patties and bake or griddle burgers.</p> <p>Children can identify food healthier choices and plan a healthy balanced meal.</p> <p>Children understand that exercise of part of a healthy lifestyle.</p>
5	<p>Know that food is grown, reared and caught across wider world</p> <p>Understand that seasons may affect the food available</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking – <b>milk &amp; cheese</b></p> <p><a href="https://www.youtube.com/watch?v=y9wLhRrj5Ug">https://www.youtube.com/watch?v=y9wLhRrj5Ug</a> video of cheese making process</p> <p><a href="https://www.youtube.com/watch?v=0XS0TEcD_vQ">https://www.youtube.com/watch?v=0XS0TEcD_vQ</a> video of milk making process</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely &amp; hygienically including, where appropriate using a heat source</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, rolling and baking – <b>e.g. vegetable tarts that reflect a given season</b></p> <p><a href="https://www.bbcgoodfood.com/recipes/griddled-vegetable-feta-tart">https://www.bbcgoodfood.com/recipes/griddled-vegetable-feta-tart</a></p> <p><a href="https://www.bbcgoodfood.com/recipes/summer-vegetable-pesto-rose-tart">https://www.bbcgoodfood.com/recipes/summer-vegetable-pesto-rose-tart</a></p> <p><a href="https://www.bbcgoodfood.com/recipes/tomato-tarts">https://www.bbcgoodfood.com/recipes/tomato-tarts</a></p> <p><a href="https://www.bbcgoodfood.com/recipes/asparagus-cheese-tart">https://www.bbcgoodfood.com/recipes/asparagus-cheese-tart</a></p> <p><a href="https://www.bbcgoodfood.com/recipes/onion-goats-cheese-tarts-0">https://www.bbcgoodfood.com/recipes/onion-goats-cheese-tarts-0</a></p> <p>Know that nutrients are chemicals found in food that perform a particular function in the body.</p> <p>Know that a food group is a way of labelling types of food according to their main nutrients.</p>	<p>Children can identify some food products that are grown in other parts of the world.</p> <p>They understand that, particularly in the past, some food items were not available in the UK if they were not grown locally.</p> <p>Children understand that food is often imported so that it can be available in the UK all year.</p> <p>Children make seasonal vegetable tarts choosing some of their ingredients to reflect a given season.</p>

	<p>Know that is important to eat foods from each food group so that the body gets all the nutrients it needs to remain healthy.</p> <p>Know that the major nutrients are proteins, carbohydrates and fats, as well as vitamins and minerals.</p> <p><a href="https://www.nhs.uk/change4life/food-facts">https://www.nhs.uk/change4life/food-facts</a>  <a href="https://www.bbc.co.uk/bitesize/articles/z7yb42p">https://www.bbc.co.uk/bitesize/articles/z7yb42p</a></p>	<p>Children consolidate techniques taught previously and learn how to make and roll pastry.</p> <p>Children have a basic understanding of what nutrients are and how that links to The Eatwell Plate.</p> <p>Children can describe the process milk and cheese go through before they are edible.</p>
6	<p>Know that food bought in the UK doesn't hasn't necessarily been grown, reared or caught in the UK</p> <p>Identify common supermarket items that have been imported, but could have been grown in the UK e.g. apples</p> <p>Introduce the concept of 'food miles' and calculate those of some common supermarket items</p> <p>Discuss the pros and cons of importing food – link to seasonality &amp; food miles</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking – wheat into flour  <a href="https://www.bbc.co.uk/bitesize/clips/zb2kjsx">https://www.bbc.co.uk/bitesize/clips/zb2kjsx</a> (bread making process)</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely &amp; hygienically including, where appropriate using a heat source</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking – <b>See We are Pop-up Café Designers Unit: Bread products</b></p> <p>Know that recipes can be adapted to change the appearance, taste, texture and aroma</p> <p>Know the government's top tips for healthy meals/diet</p> <ul style="list-style-type: none"> <li>● Base meals on starchy foods (2<sup>nd</sup> food group)</li> <li>● Eat lots of fruit and veg</li> <li>● Eat more fish</li> <li>● Cut down on saturated fat and sugar</li> <li>● Eat less salt</li> <li>● Get active and try to be a healthy weight</li> <li>● Drink lots of water</li> <li>● Don't skip breakfast</li> </ul> <p><a href="https://www.nhs.uk/change4life/food-facts">https://www.nhs.uk/change4life/food-facts</a>  <a href="https://www.bbc.co.uk/bitesize/articles/z7yb42p">https://www.bbc.co.uk/bitesize/articles/z7yb42p</a></p>	<p>Children can identify common food items that have been imported.</p> <p>Know what is meant by food miles and that they have implications for the environment.</p> <p>Children can describe the process wheat goes through in order to be made into flour and then bread products.</p> <p>Children make bread recipes adding their own choice of ingredients to a basic recipe.</p> <p>Children consolidate techniques taught previously and learn how to use yeast, knead prove and manipulate bread dough e.g. plait it.</p> <p>Children can recall the UK Government's top tips for healthy meals/diet.</p>