

Adelaide Primary School

Knowledge and Vocabulary Progression Intent

Design Technology

The intent of the Design Technology curriculum

To ensure that all pupils:

- use creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.
- learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
- evaluate past and present design and technology in order to develop a critical understanding of its impact on daily life and the wider world.
- acquire the skills and knowledge to make a contribution to the creativity, culture, wealth and well-being of the nation as design technologists.

What are the key features of 'knowledge-rich' curriculum for Design Technology?

At key stage 1 and 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

Designing Making Evaluating Using technical knowledge Food technology

This document outlines the knowledge, vocabulary and skills within our curriculum for Design Technology and includes both 'now knowledge' and 'sticky knowledge'.

There is a difference between knowledge which will be retained close to the point of teaching and develop a broad, general understanding (now knowledge) and that which will be retained in the long-term memory (sticky knowledge).

A.C.E. Design Technology Aims

At Adelaide Primary School, we aim for our design and technology curriculum to be inspiring, rigorous and practical. Our teachers aim to support children in using their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts. In addition to this, we evaluate past and present design and technology in order to develop a critical understanding of design and technology's impact on daily life and the wider world. We firmly believe that high-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

A.C.E. Long Term Plan for Design Technology

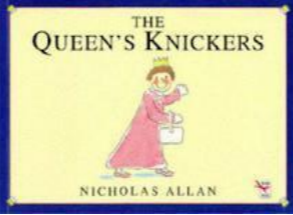


	Structures	Mechanical Systems	Food	Textiles		
FS1	Can you make a bus? Can you design and make a plant pot?		How can we decorate our biscuit?			
FS2	Can you make a scarecrow? Can you design and make a bridge?		What can we bake?			
Y1	Can you make a bird house? X6 sessions - Autumn Term		Can you make a nest for a chick? Deep Learning Day - Spring Term	Can you design the Queen's knickers? X6 sessions - Spring Term		
Y2		Can you make a safari jeep? X6 sessions - Autumn Term	Can you make a healthy lunch for an astronaut? X1 sessions & DLD - Spring Term			
	Structures	Mechanical Systems	Electrical Systems	Computer Control	Food	Textiles
Y3	Can we design a temple for Athena? X6 sessions - Spring Term				Can we design a nutritious meal for a superhero? X6 sessions - Autumn Term	
Y4			Can you make the connection? – torch X6 sessions - Spring Term			Why did people make do and mend? X6 sessions - Summer term
Y5		How can we make a moving rainforest toy animal for Year 1? (Pneumatics) X6 sessions - Spring Term				Can you design and make a bag to trade? X6 - Autumn Term
Y6				Can you be a technological designer? Deep Learning Day	Can we create a feast fit for a Viking King? X1 session & Deep Learning Day	


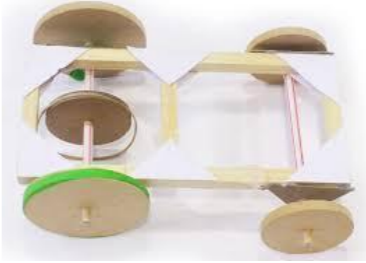


EYFS Design Technology

		30-50m	40-60m	ELG/Exceeding
<p>ELG: Children safely use and explore a variety of materials, tools and techniques. Experiment with design and function.</p> <p>Technology has been removed from new ELGs</p> <p>New ELG: Creating with materials</p> <ul style="list-style-type: none"> Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used <p>New ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery; 	<p style="text-align: center;">Joining</p>	<p>FS1 ACE Question Can you make a bus? FS1 ACE Question Can you design a plant pot?</p> <ul style="list-style-type: none"> Know how to use different types of glue (Pritt, PVA) to join a range of materials with large flat surfaces. 	<p>FS2 ACE Question Can you make a scarecrow? FS2 ACE Question Can you design and make a bridge?</p> <ul style="list-style-type: none"> Know how to use a variety of joining materials to fit components together (as 30-50 plus masking tape, Sellotape, elastic bands, Blu Tack, paper clips) 	<p>FS2 ACE Question Can you make a scarecrow? FS2 ACE Question Can you design and make a bridge?</p> <ul style="list-style-type: none"> Know how to use a wider variety of joining materials to fit components together (as 40-60 plus string, stapler, treasury tags, split pins)
		<i>glue, glue stick, dry, stick</i>	<i>fix, join, masking tape, Sellotape, elastic bands, Blu Tack, paper clips</i>	<i>tie, fold, fasten, attach, string</i>
	<p style="text-align: center;">Cutting</p>	<p>FS1 ACE Question Can you make a bus? FS1 ACE Question Can you design a plant pot?</p> <ul style="list-style-type: none"> Know how shape materials by tearing Know how to hold the scissors correctly. Know how to use scissors to snip <p style="text-align: center;">Ongoing through continuous provision</p> <ul style="list-style-type: none"> Know how to use scissors to cut straight lines 	<p>FS2 ACE Question Can you make a scarecrow? FS2 ACE Question Can you design and make a bridge?</p> <ul style="list-style-type: none"> Know how to use scissors correctly and safely Know how to transport scissors safely Know how to cut a variety of types of paper / card <p style="text-align: center;">Ongoing through continuous provision</p> <ul style="list-style-type: none"> Know how to use scissors to cut zigzag lines Know how to use scissors to cut wavy lines Know how to use scissors to cut curved shapes 	<p>FS2 ACE Question Can you make a scarecrow? FS2 ACE Question Can you design and make a bridge?</p> <ul style="list-style-type: none"> Know how to use scissors to cut a variety of materials (paper, card, string, ribbon, fabric) <p style="text-align: center;">Ongoing through continuous provision</p> <ul style="list-style-type: none"> Know how to use scissors to cut more complex shapes Know how to use textured scissors and match them for a specific purpose (e.g. wavy effect to the sea etc.)
		<i>snip, cut, tear</i>	<i>safely, shape, zigzag, wavy, curved</i>	<i>texture, paper, card, string, ribbon, fabric, stiff, thick, thin, hard, soft</i>
	<p style="text-align: center;">Construction and Design</p>	<p>FS1 ACE Question Can you make a bus? FS1 ACE Question Can you design a plant pot?</p> <ul style="list-style-type: none"> Know that materials can be joined together to create a model Know how to make choices from given materials <p style="text-align: center;">Ongoing through continuous provision</p> <ul style="list-style-type: none"> Using a range of construction materials: Know how to stack blocks vertically. Know how to stack blocks horizontally Know how to make enclosures and create spaces. Know how to join construction pieces together. Know how to build and balance e.g. a tower Know how to copy / follow a visual instruction to construct. 	<p>FS2 ACE Question Can you make a scarecrow? FS2 ACE Question Can you design and make a bridge?</p> <ul style="list-style-type: none"> Know how to manipulate materials to achieve a planned effect Know how to construct with a purpose in mind. Know how to talk about what they are making. <p style="text-align: center;">Ongoing through continuous provision</p> <ul style="list-style-type: none"> Know how to use a range of construction toys of different sizes and materials that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism 	<p>FS2 ACE Question Can you make a scarecrow? FS2 ACE Question Can you design and make a bridge?</p> <ul style="list-style-type: none"> Know how to safely use and explore a variety of materials Know how to safely use and explore a variety of tools and techniques Know how to safely experiment with design and function Know how to plan what they are going to make. Know how to draw their plan. Know how to talk about how they made their product. Know how to adapt their designs. Know how to talk about the purpose of their product.
		<i>build, balance, model</i>	<i>twisting, pushing, slotting, construct</i>	<i>plan, design, change</i>
	<p style="text-align: center;">Food Technology</p>	<p>FS1 ACE Question How shall we decorate our biscuit?</p> <p>Know the names of the ingredients they use Know how to follow verbal instructions to help make a food product Know how to make choices from given ingredients</p>	<p>FS2 ACE Question What can we bake?</p> <p>Begin to follow simple pictorial instructions to help make a food product Begin to make choices from given ingredients based on design criteria</p>	<p>FS2 ACE Question What can we bake?</p> <p>Know how to follow simple pictorial instructions to help make a food product Know how to make choices from given ingredients based on design criteria</p>
		<i>icing, sprinkles, biscuit, decorations, spoon, bowl, mix, stir, icing sugar, water</i>	<i>muffin, ingredients, choose, flour, sugar, milk, vanilla extract, baking powder, yoghurt, eggs, butter, blueberries, cherries, raisins, bowl, spoon, muffin tray, mix, stir</i>	<i>see 40-60m</i>

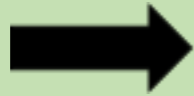
Investigate → Focused Practical Task → Design → Make → Evaluate

Design Technology: Key Stage 1 'now knowledge' and 'sticky knowledge'

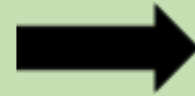
	National Curriculum	Year 1 Can you make a sturdy house for an animal? (Structures) Can you design the Queen's knickers? (Textiles)	Year 2 Can you make a safari jeep? (Mechanical movements) Can you design and make a healthy lunch for an astronaut? (healthy pizza)
Designing	<p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</i></p>	<p>ACE Question: Can you make a sturdy house?</p> <p>ACE Question: Can you design the Queen's knickers?</p> <ul style="list-style-type: none"> Know how to use own ideas to design a product based on given criteria Know how to draw and label a simple plan of their intended product before making it Know how to explain to someone else how they intend to make their product 	<p>ACE Question: Can you make a safari jeep?</p> <ul style="list-style-type: none"> Know how to use own ideas to design a product based on given criteria using templates and mock-ups Know how to draw a plan of the product and label the materials and components to be used Know how to explain why they have chosen to use specific materials and components in their design <p>ACE Question: Can you make a healthy lunch for an astronaut?</p> <ul style="list-style-type: none"> Know how to use own ideas to design a product based on given criteria using IT (painting app on iPads, will need linking to Google Drive so can download the photos) Know how to draw a plan of the product and label the materials and components to be used Know how to explain why they have chosen to use specific materials and components in their design
		<i>Design, plan, product, explain</i>	<i>Design criteria, materials, template, mock-up</i>
Making	<p><i>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	<p>ACE Question: Can you make a sturdy house?</p> <ul style="list-style-type: none"> Know how to choose appropriate resources and tools from a given selection (Duplo, Polydron, junk modelling materials, card, paper, scissors) Know how to join materials (masking tape, Sellotape, glue sticks, PVA, split pins) 	<p>ACE Question: Can you make a safari jeep?</p> <ul style="list-style-type: none"> Know how to choose tools and materials and explain why they have chosen them (card, square dowel, round dowel, card wheels, wooden wheels, axel holders, scissors, hacksaw, jig, ruler) Know how to join materials and components in different ways (glue gun, masking tape, Sellotape, glue sticks, PVA, split pins, paper clip, stapler) Know how to measure materials to use in a model or structure 
		<i>Cut, join, glue, sew, fix, tape</i>	<i>Choose, explain, measure, centimetres, grams</i>
Evaluating	<p><i>explore and evaluate a range of existing products</i></p> <p><i>evaluate their ideas and products against design criteria</i></p>	<p>ACE Question: Can you make a sturdy house?</p> <p>ACE Question: Can you design the Queen's knickers?</p> <ul style="list-style-type: none"> Know how to explain what works well in existing products (houses / knickers) Know how to explain what works well in the model they have made Know how to explain what they would do differently next time 	<p>ACE Question: Can you make a safari jeep?</p> <p>ACE Question: Can you make a healthy lunch for an astronaut?</p> <ul style="list-style-type: none"> Know how to explain what works well and not so well in existing products (toy / construction kit vehicles, tasting different types of bread and salad vegetables) Know how to describe how an existing product works (toy vehicles) Know how to explain what works well and not so well in the model they have made Know how to suggest one improvement they could make to their finished product and give a reason why

<p>Technical Knowledge</p> <p><i>build structures, exploring how they can be made stronger, stiffer and more stable</i> <i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p>		<p><i>Evaluate, improve</i></p>	<p><i>Improvement, reason, successful</i></p>
		<p>ACE Question: Can you make a sturdy house?</p> <ul style="list-style-type: none"> Know how to make a sturdy product (<i>consider shape, material, joining method</i>) <p>ACE Question: Can you design the Queen's knickers?</p> <ul style="list-style-type: none"> Know how to join two pieces of material together using a running stitch Know how to use a template 	<p>ACE Question: Can you make a safari jeep?</p> <ul style="list-style-type: none"> Know how to use mechanisms in their products (<i>wheels and axles</i>) 
<p>Food Technology</p> <p><i>use the basic principles of a healthy and varied diet to prepare dishes</i> <i>understand where food comes from</i></p>		<p><i>Strong, stable, stiff, sturdy, running stitch, needle, thread, back tack, template, eye (of the needle), knot</i></p>	<p><i>Mechanism, rotate, axle, fixed</i></p>
		<p>ACE Question: Can you make a nest for a chick?</p> <ul style="list-style-type: none"> know how to wash hands before preparing food and maintain cleanliness throughout the process know how to follow a simple recipe which uses pictures and non-standard measures 	<p>ACE Question: Can you make a healthy lunch for an astronaut?</p> <ul style="list-style-type: none"> know how to prepare surfaces and keep them clean when preparing food know how to cut food safely with a knife Know how to weigh ingredients from a recipe (weigh the cheese) Know how to describe the ingredients used when making a food product (e.g. <i>sweet, savoury, crunchy, juicy</i>) know the original sources of some common foods (e.g. <i>milk from a cow, egg from a chicken, chips from potatoes which come from the ground, ketchup from tomatoes, cheese from milk/cow, beef from a cow</i>). 
		<p><i>Water, soap, clean, mix, stir, melt, scoop</i></p>	<p><i>Wipe, hygienic, cut, chop, knife, blade, safely, ingredients, Weigh, measure, recipe, hygiene, texture, taste</i></p>

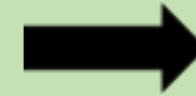
Investigate
(including research)



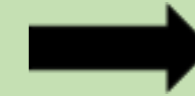
Focused Practical Task



Design








Make

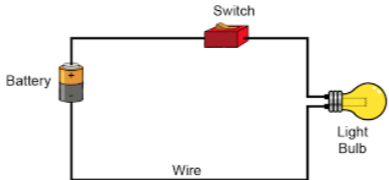





Evaluate

Design Technology: Key Stage 2 'now knowledge' and 'sticky knowledge'

		Year 3 Can we design a temple for Athena? (Construction) Can we design a nutritious meal for a superhero? (veggie pasta bake)	Year 4 Can you make the connection? (Electrical systems) Why did people make do and mend? (Textiles)	Year 5 How can we make a moving toy (rainforest animal) for Year 1? (Pneumatics) Can you make a bag to trade? (Textiles)	Year 6 Can you be a technological designer? (Controlled mechanics) Can we create a feast fit for a Viking King? (Food)
Designing	<ul style="list-style-type: none"> use research & 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>ACE Question Can we design a temple for Athena?</p> <ul style="list-style-type: none"> Know how to use research to contribute to the development of shared design criteria Know how to use an annotated sketch to design an appealing product which fulfils the design criteria Know how to label on the design how the materials and components will be attached Know how to choose materials and components for both their suitability and appeal Know how to use a simple IT program within the design (e.g. paintbox app on iPads, will need to connect iPads to google photos to screen shot designs and put on pc) <p>ACE Question Can we design a nutritious meal for a superhero?</p> <ul style="list-style-type: none"> Know how to use research to contribute to the development of shared design criteria Know how to use an annotated sketch to design an appealing product which fulfils the design criteria 	<p>ACE Question Can you make the connection? Why did people make do and mend?</p> <ul style="list-style-type: none"> Know how to conduct research to contribute to the development of shared design criteria Know how to use annotated sketches to design at least two possibilities for an appealing product which fulfils the design criteria Know how to label on the design how the materials and components will be attached and include the intended measurements Know how to use prototypes to communicate their ideas Know how to persevere and adapt work when original ideas are unsuccessful and annotate the original design with changes made throughout the making process 	<p>ACE Question How can we make a moving toy for Year 1? Can you make a bag to trade?</p> <ul style="list-style-type: none"> Know how to conduct research using different sources to develop own design criteria and explain how it will appeal to a specific user Know how to use cross-sectional diagrams to design at least two possibilities for an appealing product which fulfils the design criteria Know how to label on the design how the materials and components will be attached and include accurate measurements Know how to produce a detailed, step-by-step plan of the chosen design Know how to persevere and adapt work when original ideas are unsuccessful and annotate the step by step plan with changes made throughout the making process <p>ACE Question Can you make a bag to trade?</p> <ul style="list-style-type: none"> Objectives above plus: Know how to use a more complex IT program within the design process (e.g. powerpoint/word/publisher and the draw shape feature and text boxes to label) 	<p>ACE Question Can you be a technological designer?</p> <ul style="list-style-type: none"> Know how to conduct market research to develop own design criteria which takes into account culture and society. Know how to use exploded diagrams to design at least two possibilities for an appealing product which fulfils the design criteria Know how to produce a detailed, step-by-step plan of the chosen design Know how to label on the design how the materials and components will be attached and include accurate measurements Know how to persevere and adapt work when original ideas are unsuccessful and annotate the step by step plan with changes made throughout the making process <p>ACE Question Can we create a feast fit for a Viking King?</p> <ul style="list-style-type: none"> Know how to conduct research to develop own design criteria which takes into account culture and society (e.g. No spaghetti Bolognese in a Viking feast, cost implications, dietary requirements) Know how to use exploded diagrams to design at least two possibilities for an appealing product which fulfils the design criteria Know how to produce a detailed, step-by-step plan of the chosen design
		Research, annotate, sketch, appealing, attach, suitability, function, purpose	prototype, adapt, measurements, centimetres, millimetres	User, sources, cross-sectional, step-by-step, process	Market research, culture, society, exploded diagram
Making	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, 	<p>ACE Question Can we design a temple for Athena?</p> <ul style="list-style-type: none"> Know how to select the most appropriate materials, tools and techniques for a given task (construction kit e.g. Lego, 	<p>ACE Question Can you make the connection?</p> <ul style="list-style-type: none"> know which tools to use for a particular task and show knowledge of handling the tool 	<p>ACE Question How can we make a moving toy for Year 1?</p> <ul style="list-style-type: none"> Know how to follow a step-by-step plan, choosing the right equipment and materials 	<p>ACE Question Can you be a technological designer? Can we create a feast fit for a Viking King?</p> <ul style="list-style-type: none"> know which tool to use for a specific practical task and explain why

	<p><i>shaping, joining and finishing], accurately</i></p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>card, scissors, ruler, fold, roll, PVA glue, masking tape to hold, glue gun)</p> <ul style="list-style-type: none"> Know how to work accurately to measure, shape and join materials and components resulting in a quality finished product Know how to make a product which applies strengthening skills 	<ul style="list-style-type: none"> know which material is likely to give the best outcome to result in a quality finished product Know how to make a prototype before making a final version (<i>make an electrical circuit for a torch and practice fitting it into prototype casing</i>) Know how to measure accurately Know how to make a product which uses electrical components  <p>ACE Question</p> <p>Why did people make do and mend?</p> <ul style="list-style-type: none"> know which tools to use for a particular task and show knowledge of handling the tool know which material is likely to give the best outcome to result in a quality finished product Know how to measure accurately 	<ul style="list-style-type: none"> Know how to use a range of tools and equipment competently to result in a quality and aesthetically pleasing finished product Know how to measure accurately Know how to make a product which uses pneumatics  <p>ACE Question</p> <p>Can you make a bag to trade?</p> <ul style="list-style-type: none"> Know how to follow a step-by-step plan, choosing the right equipment and materials Know how to use a range of tools and equipment competently to result in a quality and aesthetically pleasing finished product Know how to measure accurately 	<ul style="list-style-type: none"> know how to use a range of tools correctly and safely to result in a quality and aesthetically pleasing finished product <p>Can you be a technological designer?</p> <ul style="list-style-type: none"> know which tool to use for a specific practical task and explain why know how to use a range of tools correctly and safely to result in a quality and aesthetically pleasing finished product Know how to make a product which uses electrical components controlled by IT 
	<p>Evaluating</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas & 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>ACE Question</p> <p>Can we design a nutritious meal for a superhero?</p> <p>Can we design a temple for Athena?</p> <ul style="list-style-type: none"> Know how to investigate and analyse a range of existing products know why their product has or has not, been successful Know how to explain how to improve their finished product giving reasons why Know how to prove that the finished product meets the design criteria. 	<p>ACE Question</p> <p>Can you make the connection?</p> <p>Why did people make do and mend?</p> <ul style="list-style-type: none"> Know how to investigate and analyse a range of existing products Know how to consider the views of others when evaluating their product for both its purpose, appearance and ability to meet the design criteria Know how to suggest and justify improvements to the finished product made during the making process 	<p>ACE Question</p> <p>How can we make a moving toy for Year 1?</p> <p>Can you make a bag to trade?</p> <ul style="list-style-type: none"> Know how to compare and analyse a range of existing products Know how to consider the views of others when evaluating their product for both its functionality and ability to meet the design criteria Know how to suggest and justify improvements to the finished product outlining the positive features and draw backs made during the making process 	<p>ACE Question</p> <p>Can you be a technological designer?</p> <p>Can we create a feast fit for a Viking King?</p> <ul style="list-style-type: none"> Know how to compare and analyse a range of existing products know how to test and evaluate their products taking into account the views of others Know how to evaluate their product against clear criteria, linked to the appearance, functionality and ability to meet users' needs. Know how to suggest and justify improvements to the finished product outlining the positive features and draw backs made during the making process
	<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 [e.g. gears, pulleys, cams, levers and linkages] 	<p>ACE Question</p> <p>Can we design a temple for Athena?</p> <ul style="list-style-type: none"> know how to strengthen a product by stiffening a given part or reinforce a part of the structure (e.g. folding, rolling, shaping, joining) 	<p>ACE Question</p> <p>Can you make the connection?</p> <ul style="list-style-type: none"> Know how to use scientific knowledge of electrical systems to enhance the quality of their product (<i>lights and switches</i>) Use IT to program (e.g. <i>Crumble, Micro:bit</i>) and control their product in a simple manner (e.g. <i>on/off, repeat loop</i>) 	<p>ACE Question</p> <p>How can we make a moving toy for Year 1?</p> <ul style="list-style-type: none"> Know how to use scientific knowledge of mechanical systems to enhance the quality of their product (<i>pneumatics</i>)  <p>ACE Question</p>	<p>ACE Question</p> <p>Can you be a technological designer?</p> <ul style="list-style-type: none"> Know how to use electrical systems correctly and accurately to enhance their product know how to improve their product by strengthening, stiffening or reinforcing Know how to use IT to program (<i>Micro:bit</i>) and control their product (e.g. <i>if, when, on input A</i>)

	<ul style="list-style-type: none"> understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers, motors] apply their understanding of computing to program, monitor and control their products. 		 <p>ACE Question</p> <p>Why did people make do and mend?</p> <ul style="list-style-type: none"> Know how to join two pieces of material together using an appropriate stitch (backstitch, and overstitch) Know how to create their own template 	<p>Can you make a bag to trade?</p> <ul style="list-style-type: none"> Know how to join two pieces of material together using an appropriate stitch  <p>(blanket stitch)</p> <ul style="list-style-type: none"> Know how to join materials together using a combination of stitching techniques taking into consideration join, appearance and purpose. (blanket stitch, overstitch, running stitch, back stitch) 	
		<p>Reinforce, strengthen, technique, folding, rolling, shaping, joining,</p>	<p>Circuit, lamp, switch, battery, crocodile clip, wire, control, algorithm, secure, overstitch, back stitch, pattern</p>	<p>pneumatics, syringe, tube, blanket stitch,</p>	<p>(see previous years) + Electrical system</p>
<p>Food Technology</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 	<p>ACE Question</p> <p>Can we design a nutritious meal for a superhero?</p> <ul style="list-style-type: none"> know how to be both hygienic and safe when using food Know how to follow a recipe to create a dish know the difference between a savoury and sweet dish know which foods/ingredients contribute to a healthy and varied diet and use this knowledge to make a suitable dish (NB when making veggie meals think about protein content, carbs, fat etc. Can end up carb heavy if not careful) know the process involved in producing a variety of common ingredients (e.g. chicken, fruit and vegetables, fish, jam) 			<p>ACE Question</p> <p>Can we create a feast fit for a Viking King?</p> <ul style="list-style-type: none"> know when food is ready to eat (e.g. ripe, cooked, frozen) know which season various foods are available for harvesting know how to prepare a dish by combining the foods/ingredients (e.g. spaghetti bolognaise, soup, curry) know how food ingredients should be stored and give reasons know the difference between use by and best before dates Know how to work within a budget to create a dish
		<p>Bacteria, germs, savoury, sweet, Varied, diet, protein, carbohydrates, dairy, fat, grown, reared, processed, caught</p>			<p>Ripe, chilled, harvest, seasonal, seasoned, Refrigerated, frozen, rancid, stale, mouldy, expiration date, budget,</p>

Investigate
(including research)



Focused Practical Task



Design

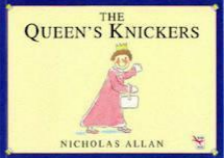





Make




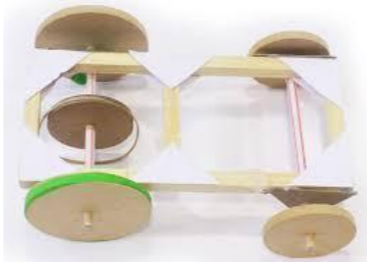
Evaluate


Design Technology: Year 1 'now knowledge' and 'sticky knowledge'

	National Curriculum	Can you make a sturdy house for an animal? (Structures)	Can you design the Queen's knickers? (Textiles)
Designing	<i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</i>	<ul style="list-style-type: none"> Know how to use own ideas to design a product based on given criteria Know how to draw and label a simple plan of their intended product before making it Know how to explain to someone else how they intend to make their product 	<ul style="list-style-type: none"> Know how to use own ideas to design a product based on given criteria Know how to draw and label a simple plan of their intended product before making it Know how to explain to someone else how they intend to make their product 
		<i>Design, plan, product, explain</i>	<i>Design, plan, product, explain</i>
Making	<i>select from and use a range of tools and equipment to perform practical tasks [e.g. 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</i>	<ul style="list-style-type: none"> Know how to choose appropriate resources and tools from a given selection (Duplo, Polydron, junk modelling materials, card, paper, scissors) Know how to join materials (masking tape, Sellotape, glue sticks, PVA, split pins) 	
		<i>Cut, join, glue, sew, fix, tape</i>	<i>Cut, join, sew</i>
Evaluating	<i>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</i>	<ul style="list-style-type: none"> Know how to explain what works well in existing products (houses) Know how to explain what works well in the model they have made Know how to explain what they would do differently next time 	<ul style="list-style-type: none"> Know how to explain what works well in existing products (knickers) Know how to explain what works well in the model they have made Know how to explain what they would do differently next time
		<i>Evaluate, improve</i>	<i>Evaluate, improve</i>
Technical Knowledge	<i>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.</i>	<ul style="list-style-type: none"> Know how to make a sturdy product (consider shape, material, joining method) 	<ul style="list-style-type: none"> Know how to join two pieces of material together using a running stitch Know how to use a template 
		<i>Strong, stable, stiff, sturdy,</i>	<i>running stitch, needle, thread, back tack, template, eye (of the needle), knot</i>
Food Technology	<i>use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</i>	<p style="text-align: center;">ACE Question <u>Can you make a nest for a chick?</u></p> <ul style="list-style-type: none"> know how to wash hands before preparing food and maintain cleanliness throughout the process know how to follow a simple recipe which uses pictures and non-standard measures 	
		<i>Water, soap, clean, mix, stir, melt, scoop</i>	


Investigate → **Focused Practical Task** → **Design** → **Make** → **Evaluate**


Design Technology: Year 2 'now knowledge' and 'sticky knowledge'

Design Technology: Year 2 'now knowledge' and 'sticky knowledge'			
	National Curriculum	Can you make a safari jeep? (Mechanical movements)	Can you design and make a healthy lunch for an astronaut? (healthy pizza)
Designing	<p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT</i></p>	<ul style="list-style-type: none"> Know how to use own ideas to design a product based on given criteria using templates and mock-ups Know how to draw a plan of the product and label the materials and components to be used Know how to explain why they have chosen to use specific materials and components in their design 	<ul style="list-style-type: none"> Know how to use own ideas to design a product based on given criteria using IT (painting app on iPads, will need linking to Google Drive so can download the photos) Know how to draw a plan of the product and label the materials and components to be used Know how to explain why they have chosen to use specific materials and components in their design
Making	<p><i>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</i></p> <p><i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	<ul style="list-style-type: none"> Know how to choose tools and materials and explain why they have chosen them (card, square dowel, round dowel, card wheels, wooden wheels, axel holders, scissors, hack-saw, jig, ruler) Know how to join materials and components in different ways (glue gun, masking tape, Sellotape, glue sticks, PVA, split pins, paper clip, stapler) Know how to measure materials to use in a model or structure 	
Evaluating	<p><i>explore and evaluate a range of existing products</i></p> <p><i>evaluate their ideas and products against design criteria</i></p>	<ul style="list-style-type: none"> Know how to explain what works well and not so well in existing products (toy / construction kit vehicles, tasting different types of bread and salad vegetables) Know how to describe how an existing product works (toy vehicles) Know how to explain what works well and not so well in the model they have made Know how to suggest one improvement they could make to their finished product and give a reason why 	<ul style="list-style-type: none"> Know how to explain what works well and not so well in existing products (toy / construction kit vehicles, tasting different types of bread and salad vegetables) Know how to describe how an existing product works (toy vehicles) Know how to explain what works well and not so well in the food they have made Know how to suggest one improvement they could make to their finished product and give a reason why
Technical Knowledge	<p><i>build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p>	<ul style="list-style-type: none"> Know how to use mechanisms in their products (wheels and axles) 	

<p>Food Technology</p>	<p><i>use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</i></p>	<p><i>Mechanism, rotate, axle, fixed</i></p>	<ul style="list-style-type: none"> ● know how to prepare surfaces and keep them clean when preparing food ● know how to cut food safely with a knife ● Know how to weigh ingredients from a recipe, if appropriate ● Know how to describe the ingredients used when making a food product (e.g. sweet, savoury, crunchy, juicy) ● know the original sources of some common foods (e.g. milk from a cow, egg from a chicken, chips from potatoes which come from the ground, ketchup from tomatoes, cheese from milk/cow, beef from a cow). 
			<p><i>Wipe, hygienic, cut, chop, knife, blade, safely, ingredients, Weigh, measure, recipe, hygiene, texture, taste</i></p>

Investigate → Focused Practical Task → Design → Make → Evaluate

Design Technology: Year 3 'now knowledge' and 'sticky knowledge'			
	National Curriculum	Can we design a temple for Athena? (Construction)	Can we design a nutritious meal for a superhero? (Food – eg pasta bake)
Designing	<ul style="list-style-type: none"> use research & 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 	<ul style="list-style-type: none"> Know how to use research to contribute to the development of shared design criteria Know how to use an annotated sketch to design an appealing product which fulfils the design criteria Know how to label on the design how the materials and components will be attached Know how to choose materials and components for both their suitability and appeal Know how to use a simple IT program within the design (e.g. paintbox app on iPads, will need to connect iPads to google photos to screen shot designs and put on pc) 	<ul style="list-style-type: none"> Know how to use research to contribute to the development of shared design criteria Know how to use an annotated sketch to design an appealing product which fulfils the design criteria
		Research, annotate, sketch, appealing, attach, suitability, function, purpose	Research, annotate, sketch, appealing, attach, suitability, function, purpose
Making	<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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> Know how to select the most appropriate materials, tools and techniques for a given task (construction kit e.g. Lego, card, scissors, ruler, fold, roll, PVA glue, masking tape to hold, glue gun) Know how to work accurately to measure, shape and join materials and components resulting in a quality finished product Know how to make a product which applies strengthening skills 	
		Appropriate, technique, accurately, quality, functional	
Evaluating	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas & 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 	<ul style="list-style-type: none"> Know how to investigate and analyse a range of existing products know why their product has or has not, been successful Know how to explain how to improve their finished product giving reasons why Know how to prove that the finished product meets the design criteria. 	<ul style="list-style-type: none"> Know how to investigate and analyse a range of existing products know why their product has or has not, been successful Know how to explain how to improve their finished product giving reasons why Know how to prove that the finished product meets the design criteria.
		Investigate, analyse, successful, criteria	Investigate, analyse, successful, criteria

<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 [e.g. gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers, motors] • apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> • know how to strengthen a product by stiffening a given part or reinforce a part of the structure (e.g. folding, rolling, shaping, joining) 	
<p>Food Technology</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 	<p>Reinforce, strengthen, technique, folding, rolling, shaping, joining,</p>	<ul style="list-style-type: none"> • know how to be both hygienic and safe when using food • Know how to follow a recipe to create a dish • know the difference between a savoury and sweet dish • know which foods/ingredients contribute to a healthy and varied diet and use this knowledge to make a suitable dish • know the process involved in producing a variety of common ingredients (e.g. chicken, fruit and vegetables, fish, jam)  <p>Bacteria, germs, savoury, sweet, Varied, diet, protein, carbohydrates, dairy, fat, grown, reared, processed, caught</p>

Investigate
(including research)



Focused Practical Task



Design

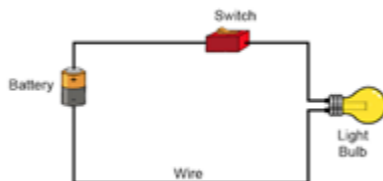



Make



Evaluate

Design Technology: Year 4 'now knowledge' and 'sticky knowledge'

	National Curriculum	Can you make the connection? (Electrical systems)	Why did people make do and mend? (Textiles)
Designing	<ul style="list-style-type: none"> use research & 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 	<ul style="list-style-type: none"> Know how to conduct research to contribute to the development of shared design criteria Know how to use annotated sketches to design at least two possibilities for an appealing product which fulfils the design criteria Know how to label on the design how the materials and components will be attached and include the intended measurements Know how to use prototypes to communicate their ideas Know how to persevere and adapt work when original ideas are unsuccessful and annotate the original design with changes made throughout the making process 	<ul style="list-style-type: none"> Know how to conduct research to contribute to the development of shared design criteria Know how to use annotated sketches to design at least two possibilities for an appealing product which fulfils the design criteria Know how to label on the design how the materials and components will be attached and include the intended measurements Know how to use prototypes to communicate their ideas Know how to persevere and adapt work when original ideas are unsuccessful and annotate the original design with changes made throughout the making process
		<i>prototype, adapt, measurements, centimetres, millimetres</i>	<i>prototype, adapt, measurements, centimetres, millimetres</i>
Making	<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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> know which tools to use for a particular task and show knowledge of handling the tool know which material is likely to give the best outcome to result in a quality finished product Know how to make a prototype before making a final version if appropriate (e.g. an electrical circuit for a torch) Know how to measure accurately Know how to make a product which uses electrical components 	<ul style="list-style-type: none"> know which tools to use for a particular task and show knowledge of handling the tool know which material is likely to give the best outcome to result in a quality finished product Know how to measure accurately
		<i>See Technical Knowledge</i>	<i>See Technical Knowledge</i>
Evaluating	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas & 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 	<ul style="list-style-type: none"> Know how to investigate and analyse a range of existing products Know how to consider the views of others when evaluating their product for both its purpose, appearance and ability to meet the design criteria Know how to suggest and justify improvements to the finished product made during the making process 	<ul style="list-style-type: none"> Know how to investigate and analyse a range of existing products Know how to consider the views of others when evaluating their product for both its purpose, appearance and ability to meet the design criteria Know how to suggest and justify improvements to the finished product made during the making process
		<i>Purpose, appearance, views, justify</i>	<i>Purpose, appearance, views, justify</i>
Technical Knowledge	<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 [e.g. gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers, motors] apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> Know how to use scientific knowledge of electrical systems to enhance the quality of their product (lights and switches) Use IT to program (e.g. Crumble, Micro:bit) and control their product in a simple manner (e.g. on/off, repeat loop) 	<ul style="list-style-type: none"> Know how to join two pieces of material together using an appropriate stitch (backstitch, and overstitch) Know how to create their own template
			
		<i>Circuit, lamp, switch, battery, crocodile clip, wire, control, algorithm</i>	<i>secure, overstitch, back stitch, pattern</i>

Investigate
(including research)



Focused Practical Task



Design






Make



Evaluate

Design Technology: Year 5 'now knowledge' and 'sticky knowledge'

	National Curriculum	How can we make a moving toy (rainforest animal) for Year 1? (Pneumatics)	Can you make a bag to trade? (Textiles)
Designing	<ul style="list-style-type: none"> use research & 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 	<ul style="list-style-type: none"> Know how to conduct research using different sources to develop own design criteria and explain how it will appeal to a specific user Know how to use cross-sectional diagrams to design at least two possibilities for an appealing product which fulfils the design criteria Know how to label on the design how the materials and components will be attached and include accurate measurements Know how to produce a detailed, step-by-step plan of the chosen design Know how to persevere and adapt work when original ideas are unsuccessful and annotate the step by step plan with changes made throughout the making process 	<ul style="list-style-type: none"> Know how to conduct research using different sources to develop own design criteria and explain how it will appeal to a specific user Know how to use cross-sectional diagrams to design at least two possibilities for an appealing product which fulfils the design criteria Know how to label on the design how the materials and components will be attached and include accurate measurements Know how to produce a detailed, step-by-step plan of the chosen design Know how to persevere and adapt work when original ideas are unsuccessful and annotate the step by step plan with changes made throughout the making process Know how to use a more complex IT program within the design process (e.g. powerpoint/word/publisher and the draw shape feature and text boxes to label)
		<i>User, sources, cross-sectional, step-by-step, process</i>	<i>User, sources, cross-sectional, step-by-step, process</i>
Making	<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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> Know how to follow a step-by-step plan, choosing the right equipment and materials Know how to use a range of tools and equipment competently to result in a quality and aesthetically pleasing finished product Know how to measure accurately Know how to make a product which uses mechanical components 	<ul style="list-style-type: none"> Know how to follow a step-by-step plan, choosing the right equipment and materials Know how to use a range of tools and equipment competently to result in a quality and aesthetically pleasing finished product Know how to measure accurately  
		<i>Competently, aesthetically pleasing,</i>	<i>Competently, aesthetically pleasing,</i>
Evaluating	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas & 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 	<ul style="list-style-type: none"> Know how to compare and analyse a range of existing products Know how to consider the views of others when evaluating their product for both its functionality and ability to meet the design criteria Know how to suggest and justify improvements to the finished product outlining the positive features and draw backs made during the making process 	<ul style="list-style-type: none"> Know how to compare and analyse a range of existing products Know how to consider the views of others when evaluating their product for both its functionality and ability to meet the design criteria Know how to suggest and justify improvements to the finished product outlining the positive features and draw backs made during the making process
		<i>Functionality, positive features, draw backs,</i>	<i>Functionality, positive features, draw backs</i>

Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers, motors]
- apply their understanding of computing to program, monitor and control their products.

- Know how to use scientific knowledge of mechanical systems to enhance the quality of their product (*pneumatics*)



pneumatics, syringe, tube,

- Know how to join two pieces of material together using an appropriate stitch (*blanket stitch*)



(New stitch for Y5)

- Know how to join materials together using a combination of stitching techniques taking into consideration join, appearance and purpose. (blanket stitch, over stitch, running stitch, back stitch)



(Back stitch and over stitch taught in Y4)

blanket stitch

Investigate
(including research)



Focused Practical Task



Design




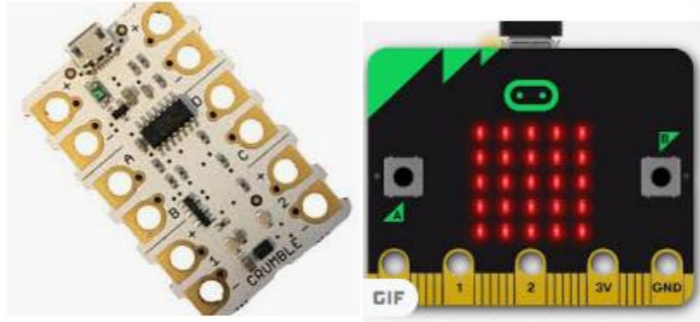
Make



Evaluate

Design Technology: Year 6 'now knowledge' and 'sticky knowledge'

	National Curriculum	Can you be a technological designer? (Controlled mechanics)	Can we create a feast fit for a Viking King? (Food)
Designing	<ul style="list-style-type: none"> use research & 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 	<ul style="list-style-type: none"> Know how to conduct market research to develop own design criteria which takes into account culture and society. Know how to design at least two possibilities for an appealing product which fulfils the design criteria Know how to use exploded diagrams to design at least two possibilities for an appealing product which fulfils the design criteria Know how to produce a detailed, step-by-step plan of the chosen design Know how to label on the design how the materials and components will be attached and include accurate measurements Know how to persevere and adapt work when original ideas are unsuccessful and annotate the step by step plan with changes made throughout the making process 	<ul style="list-style-type: none"> Know how to conduct research to develop own design criteria which takes into account culture and society (e.g. No spaghetti Bolognese in a Viking feast, cost implications, dietary requirements) Know how to use exploded diagrams to design at least two possibilities for an appealing product which fulfils the design criteria Know how to produce a detailed, step-by-step plan of the chosen design
		Market research, culture, society, exploded diagram	culture, society, exploded diagram
Making	<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 wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> know which tool to use for a specific practical task and explain why know how to use a range of tools correctly and safely to result in a quality and aesthetically pleasing finished product Know how to make a product which uses electrical components controlled by IT 	<ul style="list-style-type: none"> know which tool to use for a specific practical task and explain why know how to use a range of tools correctly and safely to result in a quality and aesthetically pleasing finished product
		See Technical Knowledge	See Technical Knowledge
Evaluating	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas & 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 	<ul style="list-style-type: none"> Know how to compare and analyse a range of existing products know how to test and evaluate their products taking into account the views of others Know how to evaluate their product against clear criteria, linked to the appearance, functionality and ability to meet users' needs. Know how to suggest and justify improvements to the finished product outlining the positive features and draw backs made during the making process 	<ul style="list-style-type: none"> Know how to compare and analyse a range of existing products know how to test and evaluate their products taking into account the views of others Know how to evaluate their product against clear criteria, linked to the appearance, functionality and ability to meet users' needs. Know how to suggest and justify improvements to the finished product outlining the positive features and draw backs made during the making process

		<p><i>From previous year groups: Investigate, analyse, successful, criteria, purpose, appearance, views, justify, functionality, positive features, draw backs,</i></p>	<p><i>From previous year groups: Investigate, analyse, successful, criteria, purpose, appearance, views, justify, functionality, positive features, draw backs,</i></p>
<p>Technical Knowledge</p>	<ul style="list-style-type: none"> • <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> • <i>understand and use mechanical systems in their products [e.g. gears, pulleys, cams, levers and linkages]</i> • <i>understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers, motors]</i> • <i>apply their understanding of computing to program, monitor and control their products.</i> 	<ul style="list-style-type: none"> • Know how to use electrical systems correctly and accurately to enhance their product • know how to improve their product by strengthening, stiffening or reinforcing • Know how to use IT to program (<i>Micro:bit</i>) and control their product (e.g. <i>if, when, on input A</i>) 	
		<p><i>Electrical system + (From Y3) Reinforce, strengthen, technique, folding, rolling, shaping, joining, (From Y4) Circuit, lamp, switch, battery, crocodile clip, wire, control, algorithm, secure.</i></p>	
<p>Food Technology</p>	<ul style="list-style-type: none"> • <i>understand and apply the principles of a healthy and varied diet</i> • <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> • <i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i> 		<ul style="list-style-type: none"> • know when food is ready to eat (e.g. ripe, cooked, frozen) • know which season various foods are available for harvesting • know how to prepare a dish by combining the foods/ingredients (<i>e.g. spaghetti bolognese, soup, curry</i>) • know how food ingredients should be stored and give reasons • know the difference between use by and best before dates • Know how to work within a budget to create a dish
			<p><i>Ripe, chilled, harvest, seasonal, seasoned, refrigerated, frozen, rancid, stale, mouldy, expiration date, budget,</i></p>