

## Progression of skills in Design Technology

<u>Structures</u>		Years 1 and 2 (Baby Bear's Chair)	Year 3 and 4 (Castles)	Year 5 and 6 (Bridges)
<b>Skills</b>	<b>Design</b>	<ul style="list-style-type: none"> <li>• Learning the importance of a clear design criteria</li> <li>• Including individual preferences and requirements in a design</li> <li>• Generating and communicating ideas using sketching and modelling</li> <li>• Learning about different types of structures, found in the natural world and in everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a castle with key features to appeal to a specific person/purpose</li> <li>• Drawing and labelling a castle design using 2D shapes, labelling:               <ul style="list-style-type: none"> <li>-the 3D shapes that will create the features</li> <li>- materials needed and colours</li> </ul> </li> <li>• Designing and/or decorating a castle tower on CAD software</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a stable structure that is able to support weight</li> <li>• Creating frame structure with focus on triangulation</li> </ul>
	<b>Make</b>	<ul style="list-style-type: none"> <li>• Making a structure according to design criteria</li> <li>• Creating joints and structures from paper/card and tape</li> <li>• Building a strong and stiff structure by folding paper</li> <li>• Making stable structures from card, tape and glue</li> <li>• Learning how to turn 2D nets into 3D structures</li> <li>• Following instructions to cut and assemble the supporting structure</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a range of 3D geometric shapes using nets</li> <li>• Creating special features for individual designs</li> <li>• Making facades from a range of recycled materials</li> </ul>	<ul style="list-style-type: none"> <li>• Making a range of different shaped beam bridges</li> <li>• Using triangles to create truss bridges that span a given distance and supports a load</li> <li>• Building a wooden bridge structure</li> <li>• Independently measuring and marking wood accurately</li> <li>• Selecting appropriate tools and equipment for particular tasks</li> <li>• Using the correct techniques to saws safely</li> <li>• Identifying where a structure needs reinforcement and using card corners for support</li> </ul>

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				<ul style="list-style-type: none"> <li>• Explaining why selecting appropriating materials is an important part of the design process</li> <li>• Understanding basic wood functional properties</li> </ul>
	<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Exploring the features of structures</li> <li>• Comparing the stability of different shapes</li> <li>• Testing the strength of own structures</li> <li>• Identifying the weakest part of a structure</li> <li>• Evaluating the strength, stiffness and stability of own structure</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design</li> <li>• Suggesting points for modification of the individual designs</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary</li> <li>• Suggesting points for improvements for own bridges and those designed by others</li> </ul>
<b>Knowledge</b>	<b>Technical</b>	<ul style="list-style-type: none"> <li>• To know that shapes and structures with wide, flat bases or legs are the most stable</li> <li>• To understand that the shape of a structure affects its strength</li> <li>• To know that materials can be manipulated to improve strength and stiffness</li> <li>• To know that a structure is something which has been formed or made from parts</li> <li>• To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that wide and flat based objects are more stable</li> <li>• To understand the importance of strength and stiffness in structures</li> </ul>	<ul style="list-style-type: none"> <li>• To understand some different ways to reinforce structures</li> <li>• To understand how triangles can be used to reinforce bridges</li> <li>• To know that properties are words that describe the form and function of materials</li> <li>• To understand why material selection is important based on their properties</li> <li>• To understand the material (functional and aesthetic) properties of wood</li> </ul>

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		<ul style="list-style-type: none"> <li>• To know that a 'strong' structure is one which does not break easily</li> <li>• To know that a 'stiff' structure or material is one which does not bend easily</li> </ul>		
	<b>Additional</b>	<ul style="list-style-type: none"> <li>• To know that a client is the person I am designing for</li> <li>• To know that design criteria is a list of points to ensure the product meets the clients needs and wants</li> <li>• To know that natural structures are those found in nature</li> <li>• To know that man-made structures are those made by people</li> </ul>	<ul style="list-style-type: none"> <li>• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose</li> <li>• To know that a façade is the front of a structure</li> <li>• To understand that a castle needed to be strong and stable to withstand enemy attack</li> <li>• To know that a paper net is a flat 2D shape that can become a 3D shape once assembled</li> <li>• To know that a design specification is a list of success criteria for a product</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the difference between arch, beam, truss and suspension bridges</li> <li>• To understand how to carry and use a saw safely</li> </ul>

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Mechanisms / mechanical systems		Years 1 and 2 (Moving storybook)	Year 3 and 4 (Pneumatic toys)	Year 5 and 6 (Pop up books)
<b>Skills</b>	<b>Design</b>	<ul style="list-style-type: none"> <li>• Explaining how to adapt mechanisms, using bridges or guides to control the movement</li> <li>• Designing a moving story book for a given audience</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a toy which uses a pneumatic system</li> <li>• Developing design criteria from a design brief</li> <li>• Generating ideas using thumbnail sketches and exploded diagrams</li> <li>• Learning that different types of drawings are used in design to explain ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a pop-up book which uses a mixture of structures and mechanisms</li> <li>• Naming each mechanism, input and output accurately</li> <li>• Storyboarding ideas for a book</li> </ul>
	<b>Make</b>	<ul style="list-style-type: none"> <li>• Following a design to create moving models that use levers and sliders</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a pneumatic system to create a desired motion</li> <li>• Building secure housing for a pneumatic system</li> <li>• Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy</li> <li>• Selecting materials due to their functional and aesthetic characteristics</li> <li>• Manipulating materials to create different effects by cutting, creasing, folding, weaving</li> </ul>	<ul style="list-style-type: none"> <li>• Following a design brief to make a pop up book, neatly and with focus on accuracy</li> <li>• Making mechanisms and/or structures using sliders, pivots and folds to produce movement</li> <li>• Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result</li> </ul>

## Progression of skills in Design Technology

	<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed</li> <li>• Reviewing the success of a product by testing it with its intended audience</li> </ul>	<ul style="list-style-type: none"> <li>• Using the views of others to improve designs</li> <li>• Testing and modifying the outcome, suggesting improvements</li> <li>• Understanding the purpose of exploded-diagrams through the eyes of a designer and their client</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the work of others and receiving feedback on own work</li> <li>• Suggesting points for improvement</li> </ul>
<b>Knowledge</b>	<b>Technical</b>	<ul style="list-style-type: none"> <li>• To know that a mechanism is the parts of an object that move together</li> <li>• To know that a slider mechanism moves an object from side to side</li> <li>• To know that a slider mechanism has a slider, slots, guides and an object</li> <li>• To know that bridges and guides are bits of card that purposefully restrict the movement of the slider</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how pneumatic systems work</li> <li>• To understand that pneumatic systems can be used as part of a mechanism</li> <li>• To know that pneumatic systems operate by drawing in, releasing and compressing air</li> </ul>	<ul style="list-style-type: none"> <li>• To know that mechanisms control movement</li> <li>• To understand that mechanisms that can be used to change one kind of motion into another</li> <li>• To understand how to use sliders, pivots and folds to create paper-based mechanisms</li> </ul>
	<b>Additional</b>	<ul style="list-style-type: none"> <li>• To know that in Design and technology we call a plan a 'design'</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how sketches, drawings and diagrams can be used to communicate design ideas</li> <li>• To know that exploded-diagrams are used to show how different parts of a product fit together</li> <li>• To know that thumbnail sketches are small drawings to get ideas down on paper quickly</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a design brief is a description of what I am going to design and make</li> <li>• To know that designers often want to hide mechanisms to make a product more aesthetically pleasing</li> </ul>

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Electrical systems (KS2 only)		Years 1 and 2	Year 3 and 4 (Torches)	Year 5 and 6 (Doodlers)
<b>Skills</b>	<b>Design</b>		<ul style="list-style-type: none"> <li>• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product</li> <li>• Developing design criteria based on finding from investigating existing products</li> <li>• Developing design criteria that clarifies the target user</li> </ul>
	<b>Make</b>		<ul style="list-style-type: none"> <li>• Making a torch with a working electrical circuit and switch</li> <li>• Using appropriate equipment to cut and attach materials</li> <li>• Assembling a torch according to the design and success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Altering a product's form and function by tinkering with its configuration.</li> <li>• Making a functional series circuit, incorporating a motor</li> <li>• Constructing a product with consideration for the design criteria</li> <li>• Breaking down the construction process into steps so that others can make the product</li> </ul>
	<b>Evaluate</b>		<ul style="list-style-type: none"> <li>• Evaluating electrical products</li> <li>• Testing and evaluating the success of a final product</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out a product analysis to look at the purpose of a product along with</li> </ul>

## Progression of skills in Design Technology

				<p>its strengths and weaknesses</p> <ul style="list-style-type: none"> <li>• Determining which parts of a product affect its function and which parts affect its form</li> <li>• Analysing whether changes in configuration positively or negatively affect an existing product</li> <li>• Peer evaluating a set of instructions to build a product</li> </ul>
<b>Knowledge</b>	<b>Technical</b>		<ul style="list-style-type: none"> <li>• To understand that electrical conductors are materials which electricity can pass through</li> <li>• To understand that electrical insulators are materials which electricity cannot pass through</li> <li>• To know that a battery contains stored electricity that can be used to power products</li> <li>• To know that an electrical circuit must be complete for electricity to flow</li> <li>• To know that a switch can be used to complete and break an electrical circuit</li> </ul>	<ul style="list-style-type: none"> <li>• To know series circuits only have one direction for the electricity to flow</li> <li>• To know when there is a break in a series circuit, all components turn off</li> <li>• To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin</li> <li>• To know a motorised product is one which uses a motor to function</li> </ul>
	<b>Additional</b>		<ul style="list-style-type: none"> <li>• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens</li> </ul>	<ul style="list-style-type: none"> <li>• To know that product analysis is critiquing the strengths and weaknesses of a</li> </ul>

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			<ul style="list-style-type: none"><li>• To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison</li></ul>	<p>product</p> <ul style="list-style-type: none"><li>• To know that 'configuration' means how the parts of a product are arranged</li></ul>
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Textiles		Years 1 and 2 (puppets/pouches)	Year 3 and 4 (Cushions)	Year 5 and 6 (Stuffed toys)
<b>Skills</b>	<b>Design</b>	<ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet</li> <li>• Designing a pouch</li> </ul>	<ul style="list-style-type: none"> <li>• Designing and making a template from an existing cushion and applying individual design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a stuffed toy considering the main component shapes required and creating an appropriate template</li> <li>• Considering the proportions of individual components</li> </ul>
	<b>Make</b>	<ul style="list-style-type: none"> <li>• Cutting fabric neatly with scissors</li> <li>• Using joining methods to decorate a puppet</li> <li>• Sequencing steps for construction</li> <li>• Selecting and cutting fabrics for sewing</li> <li>• Decorating a pouch using fabric glue or running stitch</li> <li>• Threading a needle</li> <li>• Sewing running stitch, with evenly spaced, neat, even stitches to join fabric</li> <li>• Neatly pinning and cutting fabric using a template</li> </ul>	<ul style="list-style-type: none"> <li>• Following design criteria to create a cushion</li> <li>• Selecting and cutting fabrics with ease using fabric scissors</li> <li>• Threading needles with greater independence</li> <li>• Tying knots with greater independence</li> <li>• Sewing cross stitch to join fabric</li> <li>• Decorating fabric using appliqué</li> <li>• Completing design ideas with stuffing and sewing the edges</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a 3D stuffed toy from a 2D design</li> <li>• Measuring, marking and cutting fabric accurately and independently</li> <li>• Creating strong and secure blanket stitches when joining fabric</li> <li>• Threading needles independently</li> <li>• Using applique to attach pieces of fabric decoration</li> <li>• Sewing blanket stitch to join fabric</li> <li>• Applying blanket stitch so the space between the stitches are even and regular</li> </ul>
	<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Reflecting on a finished product, explaining likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating an end product and thinking of other ways in which to</li> </ul>	<ul style="list-style-type: none"> <li>• Testing and evaluating an end product and giving point for</li> </ul>

## Progression of skills in Design Technology

		<ul style="list-style-type: none"> <li>• Troubleshooting scenarios posed by teacher</li> <li>• Evaluating the quality of the stitching on others' work</li> <li>• Discussing as a class, the success of their stitching against the success criteria</li> <li>• Identifying aspects of their peers' work that they particularly like and why</li> </ul>	create similar items	further improvements
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• To know that 'joining technique' means connecting two pieces of material together</li> <li>• To know that there are various temporary methods of joining fabric by using staples, glue or pins</li> <li>• To understand that different techniques for joining materials can be used for different purposes</li> <li>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times</li> <li>• To know that drawing a design idea is useful to see how an idea will look</li> <li>• To know that sewing is a method of joining fabric</li> <li>• To know that different stitches can be used when sewing</li> <li>• To understand the importance of tying a knot after sewing the final stitch</li> <li>• To know that a thimble can be used to protect my fingers when sewing</li> </ul>	<ul style="list-style-type: none"> <li>• To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric</li> <li>• To know that when two edges of fabric have been joined together it is called a seam</li> <li>• To know that it is important to leave space on the fabric for the seam</li> <li>• To understand that some products are turned inside out after sewing so the stitching is hidden</li> </ul>	<ul style="list-style-type: none"> <li>• To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric</li> <li>• To understand that it is easier to finish simpler designs to a high standard</li> <li>• To know that soft toys are often made by creating appendages separately and then attaching them to the main body</li> <li>• To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely</li> </ul>	

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Digital world (KS2 only)		Years 1 and 2	Year 3 and 4 (Electric charm)	Year 5 and 6 (Navigating the world)
Skills	Design		<ul style="list-style-type: none"> <li>• Problem solving by suggesting potential features on a Micro: bit and justifying my ideas</li> <li>• Developing design ideas for a technology pouch</li> <li>• Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a design brief from information submitted by a client</li> <li>• Developing design criteria to fulfil the client's request</li> <li>• Considering and suggesting additional functions for my navigation tool</li> <li>• Developing a product idea through annotated sketches</li> <li>• Placing and manoeuvring 3D objects, using CAD</li> <li>• Changing the properties of, or combine one or more 3D objects, using CAD</li> </ul>
	Make		<ul style="list-style-type: none"> <li>• Using a template when cutting and assembling the pouch</li> <li>• Following a list of design requirements</li> <li>• Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch</li> <li>• Applying functional features such as using foam to create soft buttons</li> </ul>	<ul style="list-style-type: none"> <li>• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo)</li> <li>• Explaining material choices and why they were chosen as part of a product concept</li> <li>• Programming an N,E, S,W cardinal compass</li> </ul>
	Evaluate		<ul style="list-style-type: none"> <li>• Analysing and evaluating an existing product</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining how my program fits the design criteria and how it</li> </ul>

## Progression of skills in Design Technology

			<ul style="list-style-type: none"> <li>• Identifying the key features of a pouch</li> </ul>	<p>would be useful as part of a navigation tool</p> <ul style="list-style-type: none"> <li>• Developing an awareness of sustainable design</li> <li>• Identifying key industries that utilise 3D CAD modelling and explain why</li> <li>• Describing how the product concept fits the client's request and how it will benefit the customers</li> <li>• Explaining the key functions in my program, including any additions</li> <li>• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool</li> <li>• Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch</li> <li>• Demonstrating a functional program as part of a product concept</li> </ul>
<b>Knowledge</b>	<b>Technical</b>		<ul style="list-style-type: none"> <li>• To understand that in programming a 'loop' is code that repeats something again and again until stopped</li> <li>• To know that a Micro:bit is a pocket-sized, codeable computer</li> <li>• Writing a program to control (button press) and/or monitor</li> </ul>	<ul style="list-style-type: none"> <li>• To know that accelerometers can detect movement</li> <li>• To understand that sensors can be useful in products as they mean the product can function without human input</li> </ul>

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			(sense light) that will initiate a flashing LED algorithm	
	<b>Additional</b>		<ul style="list-style-type: none"> <li>•To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result</li> <li>•To know that in Design and technology the term 'smart' means a programmed product</li> <li>•To know the difference between analogue and digital technologies</li> <li>• To understand what is meant by 'point of sale display'</li> <li>• To know that CAD stands for Computer-aided design</li> </ul>	<ul style="list-style-type: none"> <li>• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request</li> <li>• To know that 'multifunctional' means an object or product has more than one function</li> <li>• To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing</li> </ul>

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Cooking and nutrition		Years 1 and 2 (Vegetable smoothie/a balanced diet)	Year 3 and 4 (Eating seasonally)	Year 5 and 6 (Come dine with me)
<b>Skills</b>	<b>Design</b>	<ul style="list-style-type: none"> <li>• Designing smoothie carton packaging by-hand or on ICT software</li> <li>• Designing a healthy wrap based on a food combination which work well together</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a recipe, explaining the key steps, method and ingredients</li> <li>• Including facts and drawings from research undertaken</li> </ul>
	<b>Make</b>	<ul style="list-style-type: none"> <li>• Chopping fruit and vegetables safely to make a smoothie</li> <li>• Identifying if a food is a fruit or a vegetable</li> <li>• Learning where and how fruits and vegetables grow</li> <li>• Slicing food safely using the bridge or claw grip</li> <li>• Constructing a wrap that meets a design brief</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination</li> <li>• Following the instructions within a recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Following a recipe, including using the correct quantities of each ingredient</li> <li>• Adapting a recipe based on research</li> <li>• Working to a given timescale</li> <li>• Working safely and hygienically with independence</li> </ul>
	<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Tasting and evaluating different food combinations</li> <li>• Describing appearance, smell and taste</li> <li>• Suggesting information to be included on packaging</li> <li>• Describing the taste, texture and smell of fruit and vegetables</li> <li>• Taste testing food combinations and final products</li> <li>• Describing the information that should be included on a label</li> <li>• Evaluating which grip was most</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing and using design criteria to help test and review dishes</li> <li>• Describing the benefits of seasonal fruits and vegetables and the impact on the environment</li> <li>• Suggesting points for improvement when making a seasonal tart</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating a recipe, considering: taste, smell, texture and origin of the food group</li> <li>• Taste testing and scoring final products</li> <li>• Suggesting and writing up points of improvements in productions</li> <li>• Evaluating health and safety in production to minimise cross contamination</li> </ul>

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		effective			
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Understanding the difference between fruits and vegetables</li> <li>• To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber)</li> <li>• To know that a blender is a machine which mixes ingredients together into a smooth liquid</li> <li>• To know that a fruit has seeds and a vegetable does not</li> <li>• To know that fruits grow on trees or vines</li> <li>• To know that vegetables can grow either above or below ground</li> <li>• To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber)</li> <li>• To know that 'diet' means the food and drink that a person or animal usually eats</li> <li>• To understand what makes a balanced diet</li> <li>• To know where to find the nutritional information on packaging</li> <li>• To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar</li> <li>• To understand that I should eat a range of different foods from each food group, and roughly how much of each food group</li> <li>• To know that nutrients are substances in food that all living things need to make energy, grow and develop</li> <li>• To know that 'ingredients' means the items in a</li> </ul>		<ul style="list-style-type: none"> <li>• To know that not all fruits and vegetables can be grown in the UK</li> <li>• To know that climate affects food growth</li> <li>• To know that vegetables and fruit grow in certain seasons</li> <li>• To know that cooking instructions are known as a 'recipe'</li> <li>• To know that imported food is food which has been brought into the country</li> <li>• To know that exported food is food which has been sent to another country.</li> <li>• To understand that imported foods travel from far away and this can negatively impact the environment</li> <li>• To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre</li> <li>• To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health</li> <li>• To know safety rules for using, storing and cleaning a knife safely</li> <li>• To know that similar coloured fruits and vegetables often have similar</li> </ul>		<ul style="list-style-type: none"> <li>• To know that 'flavour' is how a food or drink tastes</li> <li>• To know that many countries have 'national dishes' which are recipes associated with that country</li> <li>• To know that 'processed food' means food that has been put through multiple changes in a factory</li> <li>• To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides</li> <li>• To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork)</li> </ul>

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	<p>mixture or recipe</p> <ul style="list-style-type: none"><li>• To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy</li><li>• To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'</li></ul>	nutritional benefits	
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