

Levendale Primary School Progression of knowledge and skills in DESIGN TECHNOLOGY (DT)

EYFS links to DT Curriculum	
<p>EYFS Statutory programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	
YN Birth to 5	YR Birth to 5
<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose 	<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.
<p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme 	<p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, <i>e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i>
<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons 	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand
<p>7. Fine Motor Skills ELG Children at the expected level of development will: <i>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</i> <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i> <i>Begin to show accuracy and care when drawing.</i></p> <p>16. Creating with Materials ELG Children at the expected level of development will: <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</i> <i>Share their creations, explaining the process they have used;</i> <i>Make use of props and materials when role playing characters in narratives and stories.</i></p>	

	YN	YR
Design and Develop	Experience of wide range of construction kits including mobilo, wooden blocks, stickle bricks Experience of making snips and cutting simple shapes with scissors. Creating using a range of resources.	Experience of wide range of construction kits including Lego blocks, wooden blocks Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.
Make	Building towers, walls, enclosures	Creating for a purpose. Early experiences of working with paper and card to make simple flaps and hinges.
Evaluate	To talk about their model	To talk about model and how they could improve it / strengthen etc
Vocabulary	Build, balance, tower, wall, wobble, straight, strong,	Construct, design, evaluate, improve, innovate,
Technical Knowledge	Use glue sticks to join card / paper	Know how to use basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Know methods of joining card and paper.
Food	Know to wash their hands well before eating. Opportunities to explore, feel, smell and taste fruits and vegetables at snack time/ meal times.	Know to wash hands before eating or drinking. Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils.
Health and Safety	Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products.	

KS1 National Curriculum

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing product
- evaluate their ideas and products against design criteria

Technical knowledge

- 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.

KS2 National Curriculum

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform design of innovative, functional, appealing products, fit for purpose, aimed at individuals or groups
- generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional, exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, construction materials, textiles and ingredients, according to functional properties and aesthetics

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

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

STRUCTURES			
	Year 1 Free Standing Structures	Year 4 Shell structures	Year 6 Frame Structures
Design and Develop	<ul style="list-style-type: none"> Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. 	<ul style="list-style-type: none"> Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. 	<ul style="list-style-type: none"> Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.
Make	<ul style="list-style-type: none"> Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating. 	<ul style="list-style-type: none"> Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use suitable finishing and decorative techniques
Evaluate	<ul style="list-style-type: none"> Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets design criteria. 	<ul style="list-style-type: none"> Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. 	<ul style="list-style-type: none"> Investigate and evaluate existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures.
Vocabulary	cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function	shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional
Technical Knowledge	<ul style="list-style-type: none"> Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.
Health and Safety	Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.		

MECHANISMS					
	Year 1 Sliders and Levers	Year 2 Wheels and Axles	Year 3 Levers and Linkages	Year 4 Pneumatics	Year 5 Pulleys / Gears
Design and Develop	<ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. 	<ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. 	<ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. 	<ul style="list-style-type: none"> • Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. 	<ul style="list-style-type: none"> • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.
Make	<ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. 	<ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. 	<ul style="list-style-type: none"> • Investigate and analyse books, videos and products with pneumatic mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. 	<ul style="list-style-type: none"> • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
Evaluate	<ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. 	<ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. 	<ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. • Select from and use finishing techniques suitable for the product they are creating. 	<ul style="list-style-type: none"> • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering
Vocabulary	slider, lever, pivot, slot, bridge, guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function	vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional	mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating user, purpose, function, prototype, design criteria, innovative, appealing, design brief	components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener, pneumatic system, input, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing,	pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor circuit, switch, circuit diagram annotated drawings, exploded diagrams mechanical system, electrical system, input, process, output design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief

Technical Knowledge	<ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand and use pneumatic mechanisms. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.
Health and Safety	Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.				

TEXTILES			
	Year 2 Template and Joining Techniques	Year 3 2D shape to 3D product	Year 5 Using CAD in textiles
Design and Develop	<ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. 	<ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. 	<ul style="list-style-type: none"> • Generate innovative ideas through research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit simple design specification.
Make	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. 	<ul style="list-style-type: none"> • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. 	<ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
Evaluate	<ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. 	<ul style="list-style-type: none"> • Investigate a range of 3-D textile products • Test their product against the original design criteria and with the intended user. • Consider others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. 	<ul style="list-style-type: none"> • Investigate and analyse textile products • Compare the final product to the design specification. • Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.
Vocabulary	names of existing products, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces	computer aided design (CAD), computer aided manufacture (CAM) font, lettering, text, graphics, menu, scale, modify, repeat, copy, flip, design brief, design criteria, design decisions, innovative, prototype, seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, names of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, annotate, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

Technical Knowledge	<ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.
Health and Safety	Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.		

ELECTRICAL SYSTEMS			
	Year 4 Simple circuits and switches	Year 5 Simple programming and control	Year 6 monitoring and Control
Design and Develop	<ul style="list-style-type: none"> • Gather information about users' needs and wants, and develop design criteria to inform the design of products that are fit for purpose. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. 	<ul style="list-style-type: none"> • Gather information about users' needs and wants, and develop design criteria to inform the design of products that are fit for purpose. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. 	<ul style="list-style-type: none"> • Develop a design specification for a functional product that responds automatically to changes in the environment. • Generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams.
Make	<ul style="list-style-type: none"> • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Connect simple electrical components and a battery in a series circuit to achieve a functional outcome. • Program a standalone control box, microcontroller or interface box to enhance the way the product works. 	<ul style="list-style-type: none"> • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Connect simple electrical components and a battery in a series circuit to achieve a functional outcome. • Program a standalone control box, microcontroller or interface box to enhance the way the product works. 	<ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable their electrical product to respond to changes in the environment.
Evaluate	<ul style="list-style-type: none"> • Investigate and analyse a range of existing battery-powered products, including pre-programmed and programmable products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. 	<ul style="list-style-type: none"> • Investigate and analyse a range of existing battery-powered products, including pre-programmed and programmable products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. 	<ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose.

Vocabulary	series circuit,fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, light emitting diode (LED), bulb, bulb holder, USB cable,wire, insulator, conductor, crocodile clip control, program, system, input device, output device, process user, purpose, function, prototype, design criteria, innovative, appealing, design brief	series circuit,fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, light emitting diode (LED), bulb, bulb holder, USB cable,wire, insulator, conductor, crocodile clip control, program, system, input device, output device, process user, purpose, function, prototype, design criteria, innovative, appealing, design brief	reed switch, toggle switch, push-to-make switch,push-to-break switch,light dependent resistor(LDR), tilt switch light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable,wire, insulator, conductor, crocodile clip control,program, system, input device, output device, series circuit, parallel circuit function, innovative, design specification, design brief, user, purpose
Technical Knowledge	<ul style="list-style-type: none"> • Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Understand the use of computer control systems in products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
Health and Safety	Pupils should be taught to work safely, using tools equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.		

FOOD

National Curriculum

Cooking and nutrition

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

Pupils should be taught to:

Key stage 1

- ♣ use the basic principles of a healthy and varied diet to prepare dishes
- ♣ understand where food comes from.

Key stage 2

- ♣ understand and apply the principles of a healthy and varied diet
- ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	Year 1 Preparing fruit and vegetables	Year 3 healthy and varied diet	Year 6 celebrating culture and seasonality
Design and Develop	<ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. 	<ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. 	<ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of ideas, make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and communication technology to develop and communicate ideas.
Make	<ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. 	<ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 	<ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose.
Evaluate	<ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. 	<ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 	<ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, considering the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets.
Vocabulary	fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble design specification, innovative, research, evaluate, design brief
Technical Knowledge	<ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>. • Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. 	<ul style="list-style-type: none"> • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.
Health and Safety	Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products.		