

Ducklings

End of KS Expectations:

- Design:
 *Design purposeful, functional, appealing products for themselves and other users based on design criteria
 *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- 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 products
 *Evaluate their ideas and products against design criteria

Year A	Term 2 Seasons and Festivals Sewing Christmas Decorations	Term 4 Superheros Moving Pictures
Technical Knowledge (making products work)	Textiles: *measure, cut and join textiles to make a product, with some support *choose suitable textiles	Mechanisms: *begin to use levers or slides
Design (Understanding contexts, users and purposes, Generating, developing, modelling and communicating ideas)	EYFS *Select appropriate resources *Use gestures, talking and arrangements of materials and components to show design * Use contexts set by the teacher and myself *Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)	EYFS *Select appropriate resources *Use gestures, talking and arrangements of materials and components to show design * Use contexts set by the teacher and myself *Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)
	Year 1 * have own ideas * explain what I want to do *explain what my product is for, and how it will work * use pictures and words to plan, begin to use models * design a product for myself following design criteria *research similar existing products	Year 1 * have own ideas * explain what I want to do *explain what my product is for, and how it will work * use pictures and words to plan, begin to use models * design a product for myself following design criteria *research similar existing products
Make (Construction) (Planning, practical skills and techniques)	EYFS *Construct with a purpose, using a variety of resources *Use simple tools and techniques *Build / construct with a wide range of objects *Select tools & techniques to shape, assemble and join *Replicate structures with materials / components *Discuss how to make an activity safe and hygienic *Record experiences by drawing, writing, voice recording *Understand different media can be combined for a purpose	EYFS *Construct with a purpose, using a variety of resources *Use simple tools and techniques *Build / construct with a wide range of objects *Select tools & techniques to shape, assemble and join *Replicate structures with materials / components *Discuss how to make an activity safe and hygienic *Record experiences by drawing, writing, voice recording *Understand different media can be combined for a purpose
	Year 1 *explain what I'm making and why *consider what I need to do next *select tools/equipment to cut, shape, join, finish and explain choices *measure, mark out, cut and shape, with support *choose suitable materials and explain choices *try to use finishing techniques to make product look good *work in a safe and hygienic manner	Year 1 *explain what I'm making and why *consider what I need to do next *select tools/equipment to cut, shape, join, finish and explain choices *measure, mark out, cut and shape, with support *choose suitable materials and explain choices *try to use finishing techniques to make product look good *work in a safe and hygienic manner
Evaluation (own ideas and products, existing products, key events and individuals)	EYFS *Adapt work if necessary *Dismantle, examine, talk about existing objects/structures *Consider and manage some risks *Practise some appropriate safety measures independently *Talk about how things work *Look at similarities and differences between existing objects / materials / tools *Show an interest in technological toys	EYFS *Adapt work if necessary *Dismantle, examine, talk about existing objects/structures *Consider and manage some risks *Practise some appropriate safety measures independently *Talk about how things work *Look at similarities and differences between existing objects / materials / tools *Show an interest in technological toys

	<p>*Describe textures</p> <p>Year 1</p> <ul style="list-style-type: none"> *talk about my work, linking it to what I was asked to do * talk about existing products considering: use, materials, how they work, audience, where they might be used *talk about existing products, and say what is and isn't good * talk about things that other people have made *begin to talk about what could make product better 	<p>*Describe textures</p> <p>Year 1</p> <ul style="list-style-type: none"> *talk about my work, linking it to what I was asked to do * talk about existing products considering: use, materials, how they work, audience, where they might be used *talk about existing products, and say what is and isn't good * talk about things that other people have made *begin to talk about what could make product better
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	Term 1 Harvest Bread	Term 2 Mince Pies	Term 3 Pancake Day	Term 4 Healthy Pizza	Term 5 Fruit Kebabs	Term 6 Animal Biscuits
<p>Cooking and nutrition (where food comes from, preparation, cooking, nutrition)</p>	<p>EYFS</p> <ul style="list-style-type: none"> *Begin to understand some food preparation tools, techniques and processes *Practise stirring, mixing, pouring, blending *Discuss how to make an activity safe and hygienic *Discuss use of senses *Understand need for variety in food *Begin to understand that eating well contributes to good health 			<p>Year 1</p> <ul style="list-style-type: none"> *describe textures *wash hands & clean surfaces *think of interesting ways to decorate food *say where some foods come from, (i.e. plant or animal) *describe differences between some food groups (i.e. sweet, vegetable etc.) *discuss how fruit and vegetables are healthy *cut, peel and grate safely, with support 		

Heron

End of KS Expectations:

- Design:**
 *Design purposeful, functional, appealing products for themselves and other users based on design criteria
 *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- 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 products
 *Evaluate their ideas and products against design criteria

Year A	Term 1 and 2 London's Burning Fire Engines (wheels and axels)	Term 5 and 6 Sailing the Seven Seas Making Lighthouses
Technical Knowledge (making products work)	Mechanisms: Year 1 *begin to use levers or slides	Materials and Structures: Year 1 *measure, cut and join textiles to make a product, with some support *choose suitable textiles
	Year 2 *use levers or slides *begin to understand how to use wheels and axles	Year 2 *measure materials *describe some different characteristics of materials *join materials in different ways *use joining, rolling or folding to make it stronger *use own ideas to try to make product stronger
Design (Understanding contexts, users and purposes, Generating, developing, modelling and communicating ideas)	Year 1 * have own ideas * explain what I want to do *explain what my product is for, and how it will work * use pictures and words to plan, begin to use models * design a product for myself following design criteria *research similar existing products	Year 1 * have own ideas * explain what I want to do *explain what my product is for, and how it will work * use pictures and words to plan, begin to use models * design a product for myself following design criteria *research similar existing products
	Year 2 * have own ideas and plan what to do next * explain what I want to do and describe how I may do it * explain purpose of product, how it will work and how it will be suitable for the user * describe design using pictures, words, models, diagrams, begin to use ICT * design products for myself and others following design criteria * choose best tools and materials, and explain choices * use knowledge of existing products to produce ideas	Year 2 * have own ideas and plan what to do next * explain what I want to do and describe how I may do it * explain purpose of product, how it will work and how it will be suitable for the user * describe design using pictures, words, models, diagrams, begin to use ICT * design products for myself and others following design criteria * choose best tools and materials, and explain choices * use knowledge of existing products to produce ideas
Make (Construction) (Planning, practical skills and techniques)	Year 1 *explain what I'm making and why *consider what I need to do next *select tools/equipment to cut, shape, join, finish and explain choices *measure, mark out, cut and shape, with support *choose suitable materials and explain choices *try to use finishing techniques to make product look good *work in a safe and hygienic manner	Year 1 *explain what I'm making and why *consider what I need to do next *select tools/equipment to cut, shape, join, finish and explain choices *measure, mark out, cut and shape, with support *choose suitable materials and explain choices *try to use finishing techniques to make product look good *work in a safe and hygienic manner

	<p>Year 2</p> <ul style="list-style-type: none"> *explain what I am making and why it fits the purpose *make suggestions as to what I need to do next. *join materials/components together in different ways *measure, mark out, cut and shape materials and components, with support. *describe which tools I'm using and why *choose suitable materials and explain choices depending on characteristics. *use finishing techniques to make product look good *work safely and hygienically 	<p>Year 2</p> <ul style="list-style-type: none"> *explain what I am making and why it fits the purpose *make suggestions as to what I need to do next. *join materials/components together in different ways *measure, mark out, cut and shape materials and components, with support. *describe which tools I'm using and why *choose suitable materials and explain choices depending on characteristics. *use finishing techniques to make product look good *work safely and hygienically
<p>Evaluation (own ideas and products, existing products, key events and individuals)</p>	<p>Year 1</p> <ul style="list-style-type: none"> *talk about my work, linking it to what I was asked to do * talk about existing products considering: use, materials, how they work, audience, where they might be used *talk about existing products, and say what is and isn't good * talk about things that other people have made *begin to talk about what could make product better 	<p>Year 1</p> <ul style="list-style-type: none"> *talk about my work, linking it to what I was asked to do * talk about existing products considering: use, materials, how they work, audience, where they might be used *talk about existing products, and say what is and isn't good * talk about things that other people have made *begin to talk about what could make product better
	<p>Year 2</p> <ul style="list-style-type: none"> * describe what went well, thinking about design criteria * talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion *evaluate how good existing products are *talk about what I would do differently if I were to do it again and why 	<p>Year 2</p> <ul style="list-style-type: none"> * describe what went well, thinking about design criteria * talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion *evaluate how good existing products are *talk about what I would do differently if I were to do it again and why

	<p>Term 3 and 4 Wild Africa African Fruit Salad</p>	
<p>Cooking and nutrition (where food comes from, preparation, cooking, nutrition)</p>	<p>Year 1</p> <ul style="list-style-type: none"> *describe textures *wash hands & clean surfaces *think of interesting ways to decorate food *say where some foods come from, (i.e. plant or animal) *describe differences between some food groups (i.e. sweet, vegetable etc.) *discuss how fruit and vegetables are healthy *cut, peel and grate safely, with support 	<p>Year 2</p> <ul style="list-style-type: none"> *explain hygiene and keep a hygienic kitchen *describe properties of ingredients and importance of varied diet *say where food comes from (animal, underground etc.) *describe how food is farmed, home-grown, caught *draw eat well plate; explain there are groups of food *describe "five a day" *cut, peel and grate with increasing confidence

End of KS Expectations:

Design

*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

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, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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

Year A	Term 3 and 4 WW2 Make Do and Mend Cushions	Term 5 and 6 Extreme Earth Recycled Plastic Product with an electrical system	
Technical Knowledge (making products work)	Textiles: Year 3 *join different textiles in different ways *choose textiles considering appearance and functionality *begin to understand that a simple fabric shape can be used to make a 3D textiles project	Materials and Structures: Year 3 *use appropriate materials *work accurately to make cuts and holes * join materials *begin to make strong structures	Electrical Systems Year 3 *use simple circuit in product *learn about how to program a computer to control product.
	Year 4 *think about user when choosing textiles *think about how to make product strong * begin to devise a template *explain how to join things in a different way *understand that a simple fabric shape can be used to make a 3D textiles project	Year 4 *measure carefully to avoid mistakes *attempt to make product strong *continue working on product even if original didn't work *make a strong, stiff structure	Year 4 *use number of components in circuit *program a computer to control product
Design (Understanding contexts, users and purposes, Generating, developing, modelling and communicating ideas)	Year 3 *begin to research others' needs * show design meets a range of requirements * describe purpose of product * follow a given design criteria * have at least one idea about how to create product * create a plan which shows order, equipment and tools *describe design using an accurately labelled sketch and words * make design decisions *explain how product will work * make a prototype * begin to use computers to show design	Year 3 *begin to research others' needs * show design meets a range of requirements * describe purpose of product * follow a given design criteria * have at least one idea about how to create product * create a plan which shows order, equipment and tools *describe design using an accurately labelled sketch and words * make design decisions *explain how product will work * make a prototype * begin to use computers to show design	
	Year 4 * use research for design ideas * show design meets a range of requirements and is fit for purpose *begin to create own design criteria *have at least one idea about how to create product and suggest improvements for design. * produce a plan and explain it to others *say how realistic plan is. *include an annotated sketch *make and explain design decisions considering availability of resources *explain how product will work * make a prototype *begin to use computers to show design.	Year 4 * use research for design ideas * show design meets a range of requirements and is fit for purpose *begin to create own design criteria *have at least one idea about how to create product and suggest improvements for design. * produce a plan and explain it to others *say how realistic plan is. *include an annotated sketch *make and explain design decisions considering availability of resources *explain how product will work * make a prototype *begin to use computers to show design.	

Make (Construction) (Planning, practical skills and techniques)	Year 3 *select suitable tools/equipment, explain choices; begin to use them accurately * select appropriate materials, fit for purpose. * work through plan in order *consider how good product will be * begin to measure, mark out, cut and shape materials/components with some accuracy * begin to assemble, join and combine materials and components with some accuracy * begin to apply a range of finishing techniques with some accuracy	Year 3 *select suitable tools/equipment, explain choices; begin to use them accurately * select appropriate materials, fit for purpose. * work through plan in order *consider how good product will be * begin to measure, mark out, cut and shape materials/components with some accuracy * begin to assemble, join and combine materials and components with some accuracy * begin to apply a range of finishing techniques with some accuracy
	Year 4 * select suitable tools and equipment, explain choices in relation to required techniques and use accurately *select appropriate materials, fit for purpose; explain choices * work through plan in order. * realise if product is going to be good quality * measure, mark out, cut and shape materials/components with some accuracy *assemble, join and combine materials and components with some accuracy *apply a range of finishing techniques with some accuracy	Year 4 * select suitable tools and equipment, explain choices in relation to required techniques and use accurately *select appropriate materials, fit for purpose; explain choices * work through plan in order. * realise if product is going to be good quality * measure, mark out, cut and shape materials/components with some accuracy *assemble, join and combine materials and components with some accuracy *apply a range of finishing techniques with some accuracy
Evaluation (own ideas and products, existing products, key events and individuals)	Year 3 * look at design criteria while designing and making *use design criteria to evaluate finished product * say what I would change to make design better *begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose * begin to understand by whom, when and where products were designed * learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products	Year 3 * look at design criteria while designing and making *use design criteria to evaluate finished product * say what I would change to make design better *begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose * begin to understand by whom, when and where products were designed * learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products
	Year 4 *refer to design criteria while designing and making *use criteria to evaluate product * begin to explain how I could improve original design *evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose * discuss by whom, when and where products were designed * research whether products can be recycled or reused * know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products	Year 4 *refer to design criteria while designing and making *use criteria to evaluate product * begin to explain how I could improve original design *evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose * discuss by whom, when and where products were designed * research whether products can be recycled or reused * know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products

	Term 1 and 2 Ancient Egyptians	
Cooking and nutrition (where food comes from, preparation, cooking, nutrition)	Year 3 *carefully select ingredients *use equipment safely *make product look attractive *think about how to grow plants to use in cooking *begin to understand food comes from UK and wider world *describe how healthy diet= variety/balance of food/drinks *explain how food and drink are needed for active/healthy bodies. *prepare and cook some dishes safely and hygienically *grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	Year 4 *explain how to be safe/hygienic *think about presenting product in interesting/ attractive ways *understand ingredients can be fresh, pre-cooked or processed *begin to understand about food being grown, reared or caught in the UK or wider world *describe eat well plate and how a healthy diet=variety / balance of food and drinks *explain importance of food and drink for active, healthy bodies *prepare and cook some dishes safely and hygienically *use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

Kingfishers

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Design

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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, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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

Year A	Term 1 and 2 Britain's Settlement by Anglo Saxons and Scots Trebuchets (mechanical systems)	Term 5 and 6 Lifecycles Cam Animals
Technical Knowledge (making products work)	Mechanisms: Year 5 *refine product after testing *grow in confidence about trying new / different ideas *begin to use cams, pulleys or gears to create movement	Electrical Systems Year 5 *incorporate switch into product *confidently use number of components in circuit *begin to be able to program a computer to monitor changes in environment and control product
	Year 6 *refine product after testing, considering aesthetics, functionality and purpose *incorporate hydraulics and pneumatics *be confident to try new / different ideas *use cams, pulleys and gears to create movement	Year 6 *use different types of circuit in product * think of ways in which adding a circuit would improve product * program a computer to monitor changes in environment and control product
Design (Understanding contexts, users and purposes, Generating, developing, modelling and communicating ideas)	Year 5 *use internet and questionnaires for research and design ideas *take a user's view into account when designing * begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose *create own design criteria * have a range of ideas *produce a logical, realistic plan and explain it to others. *use cross-sectional planning and annotated sketches * make design decisions considering time and resources. *clearly explain how parts of product will work. *model and refine design ideas by making prototypes and using pattern pieces. *use computer-aided designs	Year 5 *use internet and questionnaires for research and design ideas *take a user's view into account when designing * begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose *create own design criteria * have a range of ideas *produce a logical, realistic plan and explain it to others. *use cross-sectional planning and annotated sketches * make design decisions considering time and resources. *clearly explain how parts of product will work. *model and refine design ideas by making prototypes and using pattern pieces. *use computer-aided designs
	Year 6 * draw on market research to inform design * use research of user's individual needs, wants, requirements for design * identify features of design that will appeal to the intended user * create own design criteria and specification * come up with innovative design ideas *follow and refine a logical plan. *use annotated sketches, cross-sectional planning and exploded diagrams * make design decisions, considering, resources and cost * clearly explain how parts of design will work, and how they are fit for purpose * independently model and refine design ideas by making prototypes and using pattern pieces * use computer-aided designs	Year 6 * draw on market research to inform design * use research of user's individual needs, wants, requirements for design * identify features of design that will appeal to the intended user * create own design criteria and specification * come up with innovative design ideas *follow and refine a logical plan. *use annotated sketches, cross-sectional planning and exploded diagrams * make design decisions, considering, resources and cost * clearly explain how parts of design will work, and how they are fit for purpose * independently model and refine design ideas by making prototypes and using pattern pieces * use computer-aided designs

<p>Make (Construction) (Planning, practical skills and techniques)</p>	<p>Year 5</p> <ul style="list-style-type: none"> * use selected tools/equipment with good level of precision * produce suitable lists of tools, equipment/materials needed *select appropriate materials, fit for purpose; explain choices, considering functionality * create and follow detailed step-by-step plan * explain how product will appeal to an audience * mainly accurately measure, mark out, cut and shape materials/components *mainly accurately assemble, join and combine materials/components * mainly accurately apply a range of finishing techniques * use techniques that involve a small number of steps * begin to be resourceful with practical problems 	<p>Year 5</p> <ul style="list-style-type: none"> * use selected tools/equipment with good level of precision * produce suitable lists of tools, equipment/materials needed *select appropriate materials, fit for purpose; explain choices, considering functionality * create and follow detailed step-by-step plan * explain how product will appeal to an audience * mainly accurately measure, mark out, cut and shape materials/components *mainly accurately assemble, join and combine materials/components * mainly accurately apply a range of finishing techniques * use techniques that involve a small number of steps * begin to be resourceful with practical problems
	<p>Year 6</p> <ul style="list-style-type: none"> * use selected tools and equipment precisely *produce suitable lists of tools, equipment, materials needed, considering constraints * select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics * create, follow, and adapt detailed step-by-step plans *explain how product will appeal to audience; make changes to improve quality * accurately measure, mark out, cut and shape materials/components * accurately assemble, join and combine materials/components * accurately apply a range of finishing techniques * use techniques that involve a number of steps * be resourceful with practical problems 	<p>Year 6</p> <ul style="list-style-type: none"> * use selected tools and equipment precisely *produce suitable lists of tools, equipment, materials needed, considering constraints * select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics * create, follow, and adapt detailed step-by-step plans *explain how product will appeal to audience; make changes to improve quality * accurately measure, mark out, cut and shape materials/components * accurately assemble, join and combine materials/components * accurately apply a range of finishing techniques * use techniques that involve a number of steps * be resourceful with practical problems
<p>Evaluation (own ideas and products, existing products, key events and individuals)</p>	<p>Year 5</p> <ul style="list-style-type: none"> *evaluate quality of design while designing and making *evaluate ideas and finished product against specification, considering purpose and appearance. *test and evaluate final product * evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose * begin to evaluate how much products cost to make and how innovative they are *research how sustainable materials are *talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products 	<p>Year 5</p> <ul style="list-style-type: none"> *evaluate quality of design while designing and making *evaluate ideas and finished product against specification, considering purpose and appearance. *test and evaluate final product * evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose * begin to evaluate how much products cost to make and how innovative they are *research how sustainable materials are *talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products
	<p>Year 6</p> <ul style="list-style-type: none"> *evaluate quality of design while designing and making; is it fit for purpose? * Keep checking design is best it can be. *evaluate ideas and finished product against specification, stating if it's fit for purpose *test and evaluate final product; explain what would improve it and the effect different resources may have had *do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose *evaluate how much products cost to make and how innovative they are *research and discuss how sustainable materials are *consider the impact of products beyond their intended purpose *discuss some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products 	<p>Year 6</p> <ul style="list-style-type: none"> *evaluate quality of design while designing and making; is it fit for purpose? * Keep checking design is best it can be. *evaluate ideas and finished product against specification, stating if it's fit for purpose *test and evaluate final product; explain what would improve it and the effect different resources may have had *do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose *evaluate how much products cost to make and how innovative they are *research and discuss how sustainable materials are *consider the impact of products beyond their intended purpose *discuss some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products
	<p>Term 3 and 4 Why Do I Look Like This? Easter Cooking - Easter Biscuits</p>	

<p>Cooking and nutrition (where food comes from, preparation, cooking, nutrition)</p>	<p>Year 5</p> <ul style="list-style-type: none"> *explain how to be safe / hygienic and follow own guidelines *present product well - interesting, attractive, fit for purpose *begin to understand seasonality of foods *understand food can be grown, reared or caught in the UK and the wider world *describe how recipes can be adapted to change appearance, taste, texture, aroma *explain how there are different substances in food / drink needed for health *prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source * use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	<p>Year 6</p> <ul style="list-style-type: none"> *understand a recipe can be adapted by adding / substituting ingredients *explain seasonality of foods *learn about food processing methods *name some types of food that are grown, reared or caught in the UK or wider world *adapt recipes to change appearance, taste, texture or aroma. *describe some of the different substances in food and drink, and how they can affect health *prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. *use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
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