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 B	Term 4 Commotion in the Ocean Making boats	Term 6 Minibeasts Bug Hotel
Technical Knowledge (making products work)	Materials and Structures: *begin to measure and join materials, with some support *describe differences in materials *suggest ways to make material/product stronger	Materials and Structures: *begin to measure and join materials, with some support *describe differences in materials *suggest ways to make material/product stronger Textiles: *measure, cut and join textiles to make a product, with some support *choose suitable textiles
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 *Describe textures	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 *Describe textures
	Year 1 *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	Year 1 *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

	Term 1 Bread Rolls	Term 2 Healthy Snacks	Term 3 Flapjacks	Term 4 Fishcakes	Term 5 Porridge	Term 6 Minibeast Jelly
Cooking and nutrition (where food comes from, preparation, cooking, nutrition)	EYFS *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			Year 1 *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		

Herons		
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 Dinosaur Detectives Moving Pictures (push and pull tabs and levers)	Term 3 and 4 Incredible Journeys Time Machines
Technical Knowledge (making products work)	Mechanisms Year 1 *begin to use levers or slides	Materials and Structures Year 1 *begin to measure and join materials, with some support *describe differences in materials *suggest ways to make material/product stronger
	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

	Year 2 *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	Year 2 *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
Evaluation (own ideas and products, existing products, key events and individuals)	Year 1 *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	Year 1 *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
	Year 2 * 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	Year 2 * 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

	Term 5 and 6 Marvellous Medievals Medieval Cooking	
Cooking and nutrition (where food comes from, preparation, cooking, nutrition)	Year 1 *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	Year 2 *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

<table>
<tr><td colspan="3">Swans</td></tr>
<tr><td colspan="3">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</td></tr>
<tr><td>Year A</td><td>Term 5 and 6
The Roman Empire
Sewing - Using dyed fabric to make Roman tunic</td><td>Term 1 and 2
Stone Age to Iron Age
Roundhouse/Stonehenge Model (cardboard)</td></tr>
<tr><td rowspan="2">Technical Knowledge
(making products work)</td><td>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</td><td>Materials and Structures
Year 3
*use appropriate materials
*work accurately to make cuts and holes
* join materials
*begin to make strong structures</td></tr>
<tr><td>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</td><td>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</td></tr>
<tr><td rowspan="2">Design
(Understanding contexts, users and purposes, Generating, developing, modelling and communicating ideas)</td><td>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</td><td>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</td></tr>
<tr><td>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.</td><td>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.</td></tr>
</table>

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 3 and 4 The Alps Easter Cooking – Hot Cross Buns	
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

<table>
<tr><td colspan="3">Kingfishers</td></tr>
<tr><td colspan="3">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</td></tr>
<tr><td>Year A</td><td>Term 1 and 2
Not Just Burnt Cakes
Cross Stitch</td><td>Term 3 and 4
Space – The Final Frontier
Making Moon Buggies</td></tr>
<tr><td rowspan="2">Technical Knowledge
(making products work)</td><td>Textiles
Year 5
*think about user and aesthetics when choosing textiles
*use own template
* think about how to make product strong and look better
*think of a range of ways to join things
*begin to understand that a single 3D textiles project can be made from a combination of fabric shapes.</td><td>Materials and Structures
Year 5
*select materials carefully, considering intended use of product and appearance
*explain how product meets design criteria
*measure accurately enough to ensure precision
*ensure product is strong and fit for purpose
*begin to reinforce and strengthen a 3D frame</td></tr>
<tr><td>Year 6
*think about user’s wants/needs and aesthetics when choosing textiles
*make product attractive and strong
*make a prototype
*use a range of joining techniques
*think about how product might be sold
*think carefully about what would improve product
*understand that a single 3D textiles project can be made from a combination of fabric shapes.</td><td>Year 6
*select materials carefully, considering intended use of the product, the aesthetics and functionality.
*explain how product meets design criteria
* reinforce and strengthen a 3D frame</td></tr>
<tr><td rowspan="2">Design
(Understanding contexts, users and purposes, Generating, developing, modelling and communicating ideas)</td><td>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</td><td>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</td></tr>
<tr><td>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</td><td>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</td></tr>
</table>

	* independently model and refine design ideas by making prototypes and using pattern pieces * use computer-aided designs	* independently model and refine design ideas by making prototypes and using pattern pieces * use computer-aided designs
Make (Construction) (Planning, practical skills and techniques)	Year 5 * 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	Year 5 * 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
	Year 6 * 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	Year 6 * 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
Evaluation (own ideas and products, existing products, key events and individuals)	Year 5 *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	Year 5 *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
	Year 6 *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	Year 6 *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

	Term 5 and 6 Who Let the God's Out? Healthy Diet/Seasonality – Lamb Kofta Salad

Cooking and nutrition (where food comes from, preparation, cooking, nutrition)	Year 5 *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.	Year 6 *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.