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| **Towngate Primary Academy** **Design and Technology** |
| Developing, Planning and Communicating Ideas. |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Begin to use the language of designing (i.e. design, plan, draw)
* Learn how to plan and adapt initial ideas to make them better
* Verbally explain some features of their design

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 | * Draw on their own experience to help generate ideas
* Suggest ideas and explain what they are going to do
* Identify a target group for what they intend to design and make
* Model their ideas in card and paper
* Develop their design ideas applying findings from their earlier research
 | * Generate ideas by drawing on their own and other people's experiences
* Develop their design ideas through discussion, observation, drawing and modelling
* Identify a purpose for what they intend to design and make
* Identify simple design criteria
* Make simple drawings and label parts

   | * Generate ideas for an item, considering its purpose and the user/s
* Identify a purpose and establish criteria for a successful product.
* Plan the order of their work before starting
* Explore, develop and communicate design proposals by modelling ideas
* Make drawings with labels when designing
 | * Generate ideas, considering the purposes for which they are designing
* Make labelled drawings from different views showing specific features
* Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail
* Evaluate products and identify criteria that can be used for their own designs
 | * Generate ideas through brainstorming and identify a purpose for their product
* Draw up a specification for their design
* Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail
* Use results of investigations, information sources, including ICT when developing design ideas
 | * Communicate their ideas through detailed labelled drawings
* Develop a design specification
* Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways
* Plan the order of their work, choosing appropriate materials, tools and techniques
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| Working with tools, equipment, materials and components to make quality products (inc food) |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Construct their product with a simple purpose in mind
* Use simple tools to shape, assemble and join materials together
* Mix ingredients using simple utensils
* Follow basic food safety and hygiene procedures
 | * Make their design using appropriate techniques
* With help measure, mark out, cut and shape a range of materials
* Use tools *eg scissors and a hole punch* safely
* Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape
* Select and use appropriate fruit and vegetables, processes and tools
* Use basic food handling, hygienic practices and personal hygiene
* Use simple finishing techniques to improve the appearance of their product
 | * Begin to select tools and materials; use vocab' to name and describe them
* Measure, cut and score with some accuracy
* Use hand tools safely and appropriately
* Assemble, join and combine materials in order to make a product
* Cut, shape and join fabric to make a simple garment. Use basic sewing techniques
* Follow safe procedures for food safety and hygiene
* Choose and use appropriate finishing techniques
 | * Select tools and techniques for making their product
* Think about their ideas as they make progress and be willing change things if this helps them improve their work
* Measure, mark out, cut, score and assemble components with more accuracy
* Work safely and accurately with a range of simple tools
* Demonstrate hygienic food preparation and storage
* Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT
 | * Select appropriate tools and techniques for making their product
* Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
* Use simple graphical communication techniques
* Join and combine materials and components accurately in temporary and permanent ways
* Measure, tape or pin, cut and join fabric with some accuracy
* Sew using a range of different stitches, weave and knit
 | * Select appropriate materials, tools and techniques
* Measure and mark out accurately
* Use skills in using different tools and equipment safely and accurately
* Weigh and measure accurately (time, dry ingredients, liquids)
* Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens*
* Cut and join with accuracy to ensure a good-quality finish to the product
 | * Select appropriate tools, materials, components and techniques
* Assemble components make working models
* Make modifications as they go along
* Use tools safely and accurately
* Construct products using permanent joining techniques
* Pin, sew and stitch materials together create a product
* Achieve a quality product
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| Evaluating Processes and Products |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Verbally explain what they like/dislike about their product
* Suggest one thing that they might change when creating a similar product
 | * Evaluate their product by asking questions about what they have made and how they have gone about it
* Evaluate their product by discussing how well it works in relation to the purpose
* Evaluate their products as they are developed, identifying strengths and possible changes they might make
 | * Evaluate against their design criteria
* Evaluate their products as they are developed, identifying strengths and possible changes they might make
* Talk about their ideas, saying what they like and dislike about them
 | * Evaluate their product against original design criteria *e.g. how well it meets its intended purpose*
* Disassemble and evaluate familiar products

  | * Evaluate their work both during and at the end of the assignment
* Evaluate their products carrying out appropriate tests
 | * Evaluate a product against the original design specification
* Evaluate it personally and seek evaluation from others

  | * Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
* Record their evaluations using drawings with labels
* Evaluate against their original criteria and suggest ways that their product could be improved

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| Vocabulary: Textiles |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Join, sew, stick  | Pattern, mark out, decorate, running stitch, needle, fabric | Template, quality, suitable, features, dye, overstitch, design, fray, mock-up, seam | Fastening, compartment, zip, finishing technique, function, prototype, back stitch, felted, woven, knitted, bonded | Aesthetics, seam allowance, pinning, embroidery, back stitch, blanket stitch, cross stitch | Specification, tacking, working drawing, clasp, pinking shears, design criteria, hem, reinforce, stem stitch, satin stitch, tie dye | Applique, annotate, evaluate, innovation, functionality, renewable, authentic, chain stitch |
| Vocabulary: Electrical Systems |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  | User, fault, toggle switch, insulator, conductor, battery holder, crocodile clip | Series circuit, connection, push-to-make switch, push-to-break switch, innovative, appealing, control box, input device, output device, system | Parallel circuit, light emitting diode, monitor, flowchart, design specification, reed switch, tilt switch | Light dependent resistor, interface control, micro switch, latching switch |
| Vocabulary: Mechanisms |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Wheels & Axles:**Car, wheel, pull, push | **Wheels & Axles:**Axle, fixed, free, design, make, cutting, joining, hacksaw, vice, dowel, body, cab, shaping | **Slider & Leavers:**Mechanism, lever, slider, slot, pivot, guide/bridge, masking tape, fastener, pull, push, down, straight, work, design, evaluate, purpose,  | **Leavers & linkages:**Loose pivot, fixed pivot, system, input, process | **Leavers & Linkages:**Loose pivot, fixed pivot, system, input, process, output, linear, rotary, reciprocating, innovative, appealing, linkage, oscillating | **Pulleys or Gears:**Pulley, gear, driver, follower, rotation, motor, belt, spindle, motor, circuit, switch, ratio, transmit, annotated drawings, exploded diagrams, functionality | **Pulleys or Gears:**Transmit, annotated drawings, exploded diagrams, functionality |
| Vocabulary: Structures |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Freestanding Structures:**Cut, fold, join | **Freestanding Structures:**Cut, fold, join, fix, weak, strong | **Freestanding Structures:**Structure, base, underneath, thicker, thinner, corner, point, straight, curved, rectangle, cube, cuboid, cylinder | **Shell Structures:**Shell, structure, net, marking out, material, joining, three dimensional, stiff | **Shell Structures:**Assemble, prism, vertex, breadth, capacity, scoring, adhesives, reduce, reuse, recycle, corrugating, ribbing, laminating | **Frame Structures:**Reinforce, triangulation, stability, temporary, permanent, prototype, innovation, functional, design brief | **Frame Structures:**Reinforce, triangulation, stability, temporary, permanent, prototype, innovation, functional, design brief |
| Vocabulary: Food |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Preparing Fruit & Vegetables:**Cut, taste, fruit, vegetable | **Preparing Fruit & Vegetables:**Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging | **Preparing Fruit & Vegetables:**Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging | **Healthy & Varied Diet:**Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested | **Healthy & Varied Diet:**Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested | **Celebrating Culture & Seasonality:**Ingredients, yeast, dough, wholemeal, unleavened, baking soda, spice, herbs, carbohydrate, sugar, fat, protein, vitamins, nutrients, gluten, allergy, intolerance, savoury, seasonality, pour, mix, kneed, whisk, beat, combine, fold, rubbing in | **Celebrating Culture & Seasonality:**Ingredients, yeast, dough, wholemeal, unleavened, baking soda, spice, herbs, carbohydrate, sugar, fat, protein, vitamins, nutrients, gluten, allergy, intolerance, savoury, seasonality, pour, mix, kneed, whisk, beat, combine, fold, rubbing in |

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| Knowledge: Textiles |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Technical knowledge*** To know how to join two pieces of material using one joining technique (i.e. gluing)
 | **Technical knowledge*** To know what a template is
* To know how a simple 3D textile product is made
* To know how to join two pieces of fabrics using different joining techniques (gluing, stapling, stitching)
* To know a range of finishing techniques available
* To know how to follow relevant health and safety protocols
* To know relevant vocabulary for the project (see vocabulary above)

**Wider knowledge*** To know the names of simple fabric products (i.e. cushion, jumper, blanket)
* To know why simple fabrics are chosen based on their properties (i.e. wool is used for a blanket because it is soft and warm)
 | **Technical knowledge*** To know why designers use templates
* To know when to use certain fabrics based on their suitability to the product
* To know how to use simple stitch techniques
* To know which finishing technique to use depending upon the required effect
* To know how to follow relevant health and safety protocols
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know the names of at least one designer of fabric products (i.e. Levi Strauss and denim jeans, William Morris - floral interior design patterns, Lucienne Day – links to WW2 and dress making)
* To know where simple fabrics come from/are made of (i.e. wool from sheep, cotton from cotton plants, hessian made from fibres of jute plant)
* To know what a design evaluation is
 | **Technical knowledge*** To know how to strengthen, stiffen and reinforce existing fabrics
* To know how to securely join two pieces of fabric together using a range of stitches
* To know why designers use patterns
* To know what seam allowances are
* To know how to follow relevant health and safety protocols
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know how different fabrics are constructed (i.e. woven materials, spun materials, knitted materials)
* To know what a design brief is
* To know what a prototype is
* To know why designers evaluate their designs
 | **Technical knowledge*** To know why designers might need to strengthen, stiffen and reinforce existing fabrics
* To know how/when to use decorative stitches to finish a product
* To know what constitutes a renewable/sustainable material/fabric
* To know how to follow relevant health and safety protocols
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To what accuracy means and how it can be improved
* To know what an annotated sketch is
* To know why designers use prototypes
* To know a range of designers who use fabrics in their work
 | **Technical knowledge*** To know that a 3D textile product can be made from a combination of accurately made pieces
* To know when to combine multiple different fabrics to create a 3D product
* To know how embroidery can embellish a product
* To know when to use particular stitch types (including finishing stitches)
* To know how to follow relevant health and safety protocols
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know what a questionnaire is and how it can help with product design (children could create a simple questionnaire which could then be used to form a design brief)
* To know how to test fabrics in order to select them for use
* To know how to analyse existing products and report what joining/fastening methods and multiple pieces have been used
* To know some key dates in the development of fabric and textiles (i.e. 6000BC woven textiles used to wrap the dead, 500-1000AD spinning wheel invented in India, 1562 first use of purl stitch in Spanish tomb, 1890 first pair of jeans by Levi Strauss)
 | **Technical knowledge*** To know that a 3D textile product can be made from a combination of accurately made pieces
* To know when to combine multiple different fabrics to create a 3D product
* To know how embroidery can embellish a product
* To know when to use particular stitch types (including finishing stitches)
* To know how to follow relevant health and safety protocols
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| Knowledge: Electrical systems |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  | **Technical knowledge*** To know what an electrical circuit is
* To know a range of simple electrical components and their functions, such as a bulb, buzzer and switch
* To know how to control and program a product using computing (i.e. beebots)
* To know how to construct a simple series circuit
* To know how to make a range of simple secure connections (twisting wires together, wrapping ends, taping over, connecting block)
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know what electricity is and what it is used for
* To know that some components have positive and negative terminals
* To know simple commercial products that use electrical systems
 | **Technical knowledge*** To know what an electrical circuit is
* To know a range of simple electrical components and their functions, such as a bulb, buzzer and switch
* To know how to control and program a product using computing (i.e. beebots)
* To know how to construct a simple series circuit
* To know how to make a range of simple secure connections (twisting wires together, wrapping ends, taping over, connecting block)
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know some simple conductors and insulators
* To know how electricity is measured (volts and amps)
* To know a range of places electrical systems are used (i.e. lighting in a house, display signs, traffic lights)
 | **Technical knowledge*** To know how to incorporate simple self-made switches in a circuit
* To know how to test components in more complex circuits (series and parallel)
* To know technical vocabulary relevant to the project (see vocabulary above)
* To know how simple switches can be made
* To know how to assess faults in their own electrical systems
* To know how to test components in a simple series circuit

**Wider knowledge*** To know why materials make good conductors and insulators
* To know how electrical systems are controlled (i.e. flow charts)
 | **Technical knowledge*** To know how to incorporate simple self-made switches in a circuit
* To know how to test components in more complex circuits (series and parallel)
* To know technical vocabulary relevant to the project (see vocabulary above)
* To know how simple switches can be made
* To know how to assess faults in their own electrical systems
* To know how to test components in a simple series circuit

**Wider knowledge*** To know why materials make good conductors and insulators
* To know how electrical systems are controlled (i.e. flow charts)
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| Knowledge: Mechanisms |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Wheels and axles****Technical knowledge*** To know objects on wheels can be moved by pulling or pushing
* To know how a wheel fits on to an axle

**Wider knowledge*** To know a product that has wheels
 | **Wheels and axles****Technical knowledge*** To know what wheels, axles and axle holders are
* To know the difference between fixed and free moving axles
* To know simple methods to fix wheels and axles to a product
* To know the names of some simple tools and their purpose
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know simple commercial products that use wheels and axles to move
* To know the difference between pulling and pushing forces
* To know which materials are best used for particular components (i.e. rubber covered wheels might provide more grip than plastic wheels)
 | **Sliders and levers****Technical knowledge*** To know how to operate sliders and levers
* To know that different mechanisms create different types of movement
* To know the name of simple tools and their purpose
* To know some simple fixing techniques and when to use them (i.e. masking tape to secure a lollipop stick slider)
* To know what a pivot is
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know where sliders and levers are used in real life context
 | **Levers and linkages****Technical knowledge*** To know the difference between a fixed and loose pivot
* To know how to use lever and linkage mechanisms
* To know the difference between inputs and outputs
* To know how to increase accuracy when measuring, marking out and cutting (i.e. measure in mm rather than cm or inches)
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know what a design brief is
* To know where levers and linkages are used in commercial products or industry
* To know why levers are used to lift loads
 | **Levers and linkages****Technical knowledge*** To know where loose and fixed pivots are used in products
* To know how to use lever and linkage mechanisms
* To know the difference between inputs and outputs
* To know how to increase accuracy when measuring, marking out and cutting (i.e. measure in mm rather than cm or inches)
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know how a lever and pivot can be positioned to lift a greater weight
 | **Pulleys or gears****Technical knowledge*** To know that mechanical and electrical systems have an input, process and output
* To know what a gear is
* To know what a pulley is
* To know that gears and pulleys can be used to speed up, slow down or change the direction of movement
* To know how to accurately draw an exploded diagram
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know where pulleys and gears are used in commercial products and industry
* To know what forces are acting on pulleys and gears (i.e. friction, gravity)
* To know whether a gear will turn clockwise or anticlockwise
 | **Pulleys and gears****Technical knowledge*** To know that mechanical and electrical systems have an input, process and output
* To know what a gear is
* To know what a pulley is
* To know that gears and pulleys can be used to speed up, slow down or change the direction of movement
* To know how to accurately draw an exploded diagram
* To know technical vocabulary relevant to the project (see vocabulary above)

**Wider knowledge*** To know how ratio affects speed of rotation
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| Knowledge: Structures |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Technical knowledge*** To know how to make a freestanding structure from simple blocks/boxes
* To know how to make a structure taller
* To know how to make a structure more stable

**Wider knowledge*** To know one example of a strong structure
* To know one example of a strong/weak material
 | **Technical knowledge*** To know how to make freestanding structures stronger, stiffer and more stable
* To know how to join some simple materials
* To know a simple order of making a structure
* To know some simple finishing techniques to complete their structure
* To know the name of simple 2D shapes
* To know technical vocabulary relevant to the project (see vocab)

**Wider knowledge*** To know some strong/stiff structures (i.e. climbing frame, tower)
* To know what materials are useful for strengthening or stiffening structures and why this is
* To know some simple facts about an important structural engineer (i.e. Isambard Kingdom Brunel)
 | **Technical knowledge*** To know how to make freestanding structures stronger, stiffer and more stable
* To know how to join some simple materials
* To know a simple order of making a structure
* To know some simple finishing techniques to complete their structure
* To know the name of simple 3D shapes
* To know technical vocabulary relevant to the project (see vocab)

**Wider knowledge*** To know some strong/stiff structures (i.e. climbing frame, tower)
* To know what materials are useful for strengthening or stiffening structures and why this is
* To know some simple facts about more than one structural engineer (i.e Gustavo Eiffel, IKB)
 | **Technical knowledge*** To know more sophisticated methods for stiffening/strengthening structures
* To know what a net is
* To know the names of more complex 3D shapes
* To know which tools are appropriate for cutting and scoring materials
* To know how to test a material’s strength
* To know how to use CAD to develop a product
* To know technical vocabulary relevant to the project (see vocab)

**Wider knowledge*** To know why engineers use certain structures for certain purposes
* To know how engineers solve design problems i.e. building Burji Khalifa in Dubai
* To know some simple facts about more than one structural engineer (i.e. IKB, Gustavo Eiffel, Peter Rice, Fazlur Khan)
 | **Technical knowledge*** To know more sophisticated methods for stiffening/strengthening structures
* To know what a net is
* To know which tools are appropriate for cutting and scoring materials
* To know how to test a material’s strength
* To know how to use CAD to develop a product
* To know technical vocabulary relevant to the project (see vocab)

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* To know how engineers solve design problems i.e. building Burji Khalifa in Dubai
* To know some simple facts about more than one structural engineer (i.e. IKB, Gustavo Eiffel, Peter Rice, Fazlur Khan)
 | **Technical knowledge** * To know how to stiffen, strengthen and reinforce a range of 3-D frameworks
* To know which materials are best suited to stiffen and reinforce by selecting them due to their properties
* To know which shapes are the strongest and will support the most weight in a structure
* To know how to use a range of tools i.e. junior hacksaws, G-clamps, bench hooks, hand drills safely
* To know technical vocabulary relevant to the project) see vocab)

**Wider knowledge*** To know why engineers use complex structures for certain purposes
* To know how engineers solve complex design problems i.e. building Burji Khalifa in Dubai
* To know some simple facts about more than one structural engineer (i.e. IKB, Gustavo Eiffel, Peter Rice, Fazlur Khan)
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* To know which materials are best suited to stiffen and reinforce by selecting them due to their properties
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* To know some simple facts about more than one structural engineer (i.e. IKB, Gustavo Eiffel, Peter Rice, Fazlur Khan)
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| Knowledge: Food |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Technical knowledge*** To know how to mix ingredients
* To know how to follow simple health and safety procedures
 | **Technical knowledge*** To know how to use simple cutting tools to prepare soft fruit and vegetables
* To know how to follow simple health and safety procedures
* To know how to peel, chop, slice and grate foods.
* To know technical vocabulary relevant to the project (see vocab)

**Wider knowledge*** To know where a range of fruit and vegetables come from.
* To know the principles of a varied diet.
 | **Technical knowledge*** To know how to prepare simple dishes safely and hygienically, without using a heat source
* To know how to use techniques such as cutting, peeling and grating with greater confidence and independency
* To know technical vocabulary relevant to the project (see vocab)

**Wider knowledge*** To know how to name and sort foods into the five groups in The Eatwell Plate
* To know that everyone should eat at least five portions of fruit and vegetables every day
 | **Technical knowledge*** To know how to chop a wider range of foods using different techniques i.e. claw grip, bridge grip.
* To know how to use sensory information to evaluate a variety of ingredients
* To know how to combine foods using different utensils i.e. whisk, spatula
* To know relevant health and safety procedures when handling and preparing foods
* To know technical vocabulary relevant to the project (see vocab)

**Wider knowledge*** To know about a range of fresh and processed foods for their product
* To know whether foods are grown, reared or caught
 | **Technical knowledge*** To know how to chop a wider range of foods using different techniques i.e. claw grip, bridge grip.
* To know how to measure ingredients using simple measures i.e. cup, tblsp
* To know how to use sensory information to evaluate a variety of ingredients
* To know how to combine foods using different utensils i.e. whisk, spatula
* To know relevant health and safety procedures when handling and preparing foods
* To know technical vocabulary relevant to the project (see vocab)

**Wider knowledge*** To know about a range of fresh and processed foods for their product
* To know whether foods are grown, reared or caught
* To know about fair trade foods
* To know about one key chef and their contribution to healthy eating i.e. Jamie Oliver – healthy schools
 | **Technical knowledge*** To know some more advance methods for mixing ingredients i.e. rubbing in
* To know how to measure ingredients accurately using different units
* To know how to follow a recipe
* To know how to select appropriate utensils for specific jobs.
* To know how to cut, shape and knead dough

**Wider knowledge** * To know about a range of chefs and their individual styles of cooking
* To know about organic foods and the impact of these
 | **Technical knowledge*** To know some more advance methods for mixing ingredients i.e. rubbing in
* To know how to measure ingredients accurately using different units
* To know how to follow a recipe
* To know how to select appropriate utensils for specific jobs.
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