

## **Whole School Progression Map**



Term: Autumn Term 1

**Subject: Design and Technology** 

**Concepts:** Safety and Wellbeing - 'The best me I can be!'

**Subject Drivers:** PE, PSHE and Science.

Aspect	EYFS (30 - 50mths to ELGs)			KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1- 3 to 4 years	F2- Reception	Early Learning Goals	Y1	Y2	Y3
Design Contexts, Uses and Purposes Design Ideas	Continuous provision Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and					Pupils should be taught to:  • 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
<b>Make</b> Planning	what to make. Develop their own ideas and					Pupils should be taught to:
Make	then decide					select from and use a range of tools and

	which materials			
Practical Skills and	to use to			
Techniques				Pupils should be taught
Evaluate	express them.			
Own Ideas	Join different			to: • apply their
Evaluate	materials and			understanding of how to
Existing Products	explore			strengthen, stiffen and
	different texture			reinforce more complex
Evaluate	s.			structures
Key events/individuals				<ul> <li>understand and use</li> </ul>
Rey events/marviadas				mechanical systems in
				their products [for
				example, gears, pulleys,
				cams, levers
				and linkages]
				understand and use
				electrical systems in their
				products [e.g. series
				circuits incorporating
				switches,
				bulbs, buzzers and motors]
				apply their
				understanding of
				computing to program,
				monitor and control their
				products
Technical Knowledge				Pupils should be taught
Making Products Work				to:
				<ul> <li>apply their</li> </ul>
				understanding of how to
				strengthen, stiffen and
				reinforce more complex
				structures
				understand and use
				mechanical systems in their products [for
				example, gears, pulleys,
				cams, levers
				and linkages]
				understand and use
				electrical systems in their
				products [e.g. series

Cooking and Nutrition Where Food Comes From  Cooking and Nutrition Food Preparation		use the basic principles of a healthy and varied diet to prepare dishes     understand where food comes from	use the basic principles of a healthy and varied diet to prepare dishes     understand where food comes from  Name and sort foods into the five groups of the 'eat well' plate Know that everyone should eat at least five portions of fruit and vegetables every day	circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products  Pupils should be taught to: • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Key Vocabulary		healthy, food, eating, diet, fruit, vegetables, daily.	healthy, food, eating, diet, varied, five, portions, groups, fruit, vegetables, daily.	



## **Whole School Progression Map**



**Term: Autumn Term 2** 

**Subject: Design and Technology** 

**Concepts:** Community and Culture - 'Let's Celebrate!'

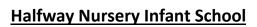
**Subject Drivers:** RE, Geography and History

		EYFS			KS1	KS2
Aspect	(30	0 - 50mths to ELG	Gs)	•	Curriculum Guidance	
. iopoot					ory Curriculum Guidance	
				Teacher A	ssessment Framework	
	F1-	F2-	Early Learning			
	3 to 4 years	Reception	Goals	Y1	Y2	Y3
Design	Continuous				<ul> <li>design purposeful,</li> </ul>	Pupils should be taught
Contexts, Uses and	provision				functional, appealing	to:
Purposes	Make				products for themselves and other users	use research and     develop design criteria to
Design	imaginative and				based on design criteria	develop design criteria to inform the design of
Ideas	complex 'small				• generate, develop, model	innovative, functional,
	worlds' with				and communicate	appealing
	blocks and				their ideas through talking,	products that are fit for
	construction				drawing,	purpose, aimed at
	kits, such as a				templates, mock-ups and,	particular individuals or
	city with				where appropriate, information and	groups • generate, develop,
	different				communication technology	model and communicate
	buildings and a				3,	their ideas through
	park.					discussion, annotated
	Explore different					sketches,
	materials freely,					cross-sectional and exploded diagrams,
	to develop their					prototypes, pattern pieces
	ideas about how					and computer-aided
	to use them and					design
Make	what to make.				select from and use a range	Pupils should be taught to:
Planning	Develop their				of tools and equipment to perform practical	
	own ideas and				tasks [e.g. cutting,	
Make	then decide				shaping, joining and finishing]	select from and use a
						range of tools and

Described Chiller and	Let also assert a state		select from and use a wide	I
Practical Skills and	which materials		range of materials and	
Techniques	to use to		components, including	
	express them.		construction materials,	
	Join different		textiles and ingredients,	
	materials and		according to their	
			characteristic	
Evaluate	explore		build structures, exploring	Pupils should be taught
Own Ideas	different texture		how they can be	to:
	S.		made stronger, stiffer and	apply their
Evaluate			more stable	understanding of how to
Existing Products			explore and use	strengthen, stiffen and
			mechanisms [e.g. levers,	reinforce more complex
Evaluate			sliders, wheels and axles],	structures
Key events/individuals			in their products	understand and use
key events/individuals			in their products	mechanical systems in
				their products [for
				example, gears, pulleys,
				cams, levers
				and linkages]
				• understand and use
				electrical systems in their
				products [e.g. series
				circuits incorporating
				switches,
				bulbs, buzzers and
				motors]
				apply their
				understanding of
				computing to program,
				monitor and control their
				products
Technical Knowledge				Pupils should be taught
Making Products Work				to:
3				apply their
				understanding of how to
				strengthen, stiffen and
				reinforce more complex
				structures
				understand and use
				mechanical systems in
				their products [for
				example, gears, pulleys,
				cams, levers
				and linkages]

Cooking and Nutrition Where Food Comes From  Cooking and Nutrition Food Preparation	• use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from  Name and sort foods into the five groups of the 'eat well' plate Know that everyone should eat at least five portions of fruit and vegetables every day	a healthy and varied diet to prepare dishes • understand where food comes from  Name and sort foods into the five groups of the 'eat well' plate Know that everyone should eat at least five portions of fruit and vegetables every day	understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]     apply their understanding of computing to program, monitor and control their products  Pupils should be taught to:     understand and apply the principles of a healthy and varied diet     prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques     understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Key Vocabulary	Food, diet, prepare, dishes, fruit, vegetables, healthy, world, five, daily.	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design, plan, build, construct, improve, evaluate. Food, diet, prepare, dishes, fruit, vegetables, healthy, world, five, daily.	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design , plan, build, construct, improve.







## **Whole School Progression Map**

Subject: Design and Technology Term: Spring Term 1

**Concepts:** *Innovation & Imagination* 

Subject Drivers: DT, Art, ICT.

		EYFS		K	S1	KS2
Aspect	(3	0 - 50mths to ELG	is)	Statutory Curri	culum Guidance	
Aspect				Non-Statutory Cu	rriculum Guidance	
				Teacher Assessr	ment Framework	
	F1-	F2-	Early Learning			
	3 to 4 years	Reception	Goals	Y1	Y2	Y3
Design	Continuous			design purposeful,	<ul> <li>design purposeful,</li> </ul>	Pupils should be taught
Contexts, Uses and	provision			functional, appealing	functional, appealing	to:
Purposes	Make			products for themselves	products for themselves and other users	<ul> <li>use research and develop design criteria to</li> </ul>
	imaginative and			and other users	based on design criteria	inform the design of
	complex 'small			based on design criteria	• generate, develop, model	innovative, functional,
	worlds' with				and communicate	appealing
Design	blocks and			Generate own ideas for	their ideas through talking,	products that are fit for
Ideas	construction			design by drawing on own	drawing,	purpose, aimed at
	kits, such as a			experiences or from	templates, mock-ups and, where appropriate,	particular individuals or groups
	city with			reading	information and	• generate, develop,
	different				communication technology	model and communicate
	buildings and a					their ideas through
	park.					discussion, annotated
	Explore different					sketches, cross-sectional and
	materials freely,					exploded diagrams,
	to develop their					prototypes, pattern pieces
	ideas about how					and computer-aided
	to use them and					design
Make	what to make.			select from and use a range	select from and use a range     of tools and	Pupils should be taught to:
Planning	Develop their			of tools and	of tools and equipment to perform practical	
	own ideas and			equipment to perform	tasks [e.g. cutting,	
	then decide			practical tasks [e.g. cutting,	shaping, joining and finishing]	
	which materials			shaping, joining and	select from and use a wide     range of materials and	
	to use to			finishing]	range of materials and	

	express them. Join different materials and explore different texture s.	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic	components, including construction materials, textiles and ingredients, according to their characteristic	
Make Practical Skills and Techniques		Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design	Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design	select from and use a range of tools and
<b>Evaluate</b> Own Ideas		Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved	build structures, exploring how they can be made stronger, stiffer and more stable     explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to:  • apply their understanding of how to strengthen, stiffen and reinforce more complex structures  • understand and use mechanical systems in

<b>Evaluate</b> Existing Products		Evaluating products and components used  Investigate - what products are, who they are for, how they are made and what materials are used		their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches,
<b>Evaluate</b> Key events/individuals				bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Technical Knowledge Making Products Work				Pupils should be taught to:  • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products
Cooking and Nutrition Where Food Comes From			• use the basic principles of a healthy and	Pupils should be taught to:

Cooking and Nutrition Food Preparation				varied diet to prepare dishes • understand where food comes from	understand and apply the principles of a healthy and varied diet     prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques     understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Key Vocabulary	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct.	cut, draw, design, stick, glue, paint, attach, build, construct, create, improve	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct, design, plan, build, construct, improve	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct, design, plan, build, construct, improve	



#### **Whole School Progression Map**



Term: Spring Term 2

**Subject: Design and Technology** 

**Concepts:** Time & Change – 'Back to the Future'

**Subject Drivers:** History, Science

	(2	<b>EYFS</b> 0 - 50mths to ELG	icl		S1 culum Guidance	KS2
Aspect	(3	(30 30111113 to EE33)			rriculum Guidance	
				Teacher Assessr	ment Framework	
	F1-	F2-	Early Learning			
	3 to 4 years	Reception	Goals	Y1	Y2	Y3
Design	Continuous					Pupils should be taught
Contexts, Uses and	provision				design purposeful,	to:
Purposes	Make				functional, appealing products for themselves	use research and     develop design criteria to
Design	imaginative and			design purposeful,	and other users	develop design criteria to inform the design of
Ideas	complex 'small			functional, appealing	based on design criteria	innovative, functional,
	worlds' with			products for themselves	generate, develop, model	appealing
	blocks and			and other users based on	and communicate	products that are fit for
	construction			design criteria	their ideas through talking,	purpose, aimed at
	kits, such as a			generate, develop, model	drawing,	particular individuals or
	city with			and communicate their	templates, mock-ups and, where appropriate,	groups • generate, develop,
	different			ideas through talking,	information and	model and communicate
	buildings and a			drawing, templates, mock-	communication technology	their ideas through
	park.			ups and, where		discussion, annotated
	Explore different			appropriate, information		sketches,
	materials freely,			and communication		cross-sectional and
	to develop their			technology		exploded diagrams, prototypes, pattern pieces
	ideas about how					and computer-aided
	to use them and					design
Make	what to make.			select from and use a wider	select from and use a range	Pupils should be taught to:
Planning	Develop their			range of tools and	of tools and	

	own ideas and then decide which materials to use to express them. Join different materials and explore different texture s.	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 characteristics.	equipment to perform practical tasks [e.g. 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 characteristic	
Make Practical Skills and Techniques				select from and use a range of tools and
Evaluate Own Ideas		build structures, exploring how they can be made stronger, stiffer and more stable     explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	build structures, exploring how they can be made stronger, stiffer and more stable     explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to:  • apply their understanding of how to strengthen, stiffen and reinforce more complex structures  • understand and use mechanical systems in
Evaluate Existing Products		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		their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of
<b>Evaluate</b> Key events/individuals				computing to program, monitor and control their products
Technical Knowledge Making Products Work		build structures, exploring how they can be made		Pupils should be taught to:

Cooking and Nutrition Where Food Comes From  Cooking and Nutrition Food Preparation			stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	use the basic principles of a healthy and varied diet to prepare dishes     understand where food comes from	<ul> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products</li> <li>Pupils should be taught to:</li> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>
Key Vocabulary	Make, cut, piece, draw, stick, glue, attach, build, create, paint,	cut, draw, design, stick, glue, paint, attach, build, construct, create, improve	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design, plan, build, construct, improve.	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design, plan, build, construct, improve.	

colour, change,			
construct.			





#### **Whole School Progression Map**

Subject: Design and Technology Term: Summer Term 1

**Concepts:** Conservation 'Our Wonderful World'

**Subject Drivers:** *Geography, Science and PSHE.* 

	EYFS (30 - 50mths to ELGs)			K	S1	KS2
Aspect				Statutory Curri	culum Guidance	
Aspect				Non-Statutory Cu	rriculum Guidance	
				Teacher Assessr	ment Framework	
	F1-	F2-	Early Learning	End points	End points	End points
	3 to 4 years	Reception	Goals	Y1	Y2	Y3
Design	Continuous				design purposeful,	Pupils should be taught
Contexts, Uses and	provision				functional, appealing	to:
Purposes	Make				products for themselves and other users	use research and     develop design criteria to
Design	imaginative and			design purposeful,	based on design criteria	develop design criteria to inform the design of
Ideas	complex 'small			functional, appealing	• generate, develop, model	innovative, functional,
	worlds' with			products for themselves	and communicate	appealing
	blocks and			and other users based on	their ideas through talking,	products that are fit for
	construction			design criteria	drawing,	purpose, aimed at
	kits, such as a			generate, develop, model	templates, mock-ups and,	particular individuals or
	city with			and communicate their	where appropriate, information and	groups • generate, develop,
	different			ideas through talking,	communication technology	model and communicate
	buildings and a			drawing, templates, mock-	,	their ideas through
	park.			ups and, where		discussion, annotated
	Explore different			appropriate, information		sketches,
	materials freely,			and communication		cross-sectional and
	to develop their			technology		exploded diagrams, prototypes, pattern pieces
	ideas about how					and computer-aided
	to use them and					design
Make	what to make.			select from and use a wider	Pupils should be taught to:	Pupils should be taught to:
Planning	Develop their			range of tools and		

Make Practical Skills and Techniques	own ideas and then decide which materials to use to express them. Join different materials and explore different texture s.	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 characteristics.	select from and use a range of tools and equipment to perform practical tasks [e.g. 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 characteristic	• select from and use a range of tools and
Evaluate Own Ideas		build structures, exploring how they can be made stronger, stiffer and more stable     explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	build structures, exploring how they can be made stronger, stiffer and more stable     explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to:  • apply their understanding of how to strengthen, stiffen and reinforce more complex structures  • understand and use mechanical systems in
Evaluate Existing Products		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	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	their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of
<b>Evaluate</b> Key events/individuals				computing to program, monitor and control their products
Technical Knowledge Making Products Work		build structures, exploring how they can be made	build structures, exploring how they can be made	Pupils should be taught to:

Cooking and Nutrition Where Food Comes From  Cooking and Nutrition Food Preparation			stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from	apply their understanding of how to strengthen, stiffen and reinforce more complex structures     understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]     understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]     apply their understanding of computing to program, monitor and control their products     Pupils should be taught to:     understand and apply the principles of a healthy and varied diet     prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques     understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Key Vocabulary	Make, cut, piece, draw, stick, glue, attach, build, create, paint,	cut, draw, design, stick, glue, paint, attach, build, construct, create, improve	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design, plan, build, construct, improve.		

colour, change,			
construct.			



## **Whole School Progression Map**



Subject: Design and Technology Term: Summer Term 2

**Concepts:** Enterprise, Inspiration and Aspiration – 'When I grow up...'

**Subject Drivers:** Art, DT, ICT.

	EYFS			KS1		KS2
Aspect	(3	(30 - 50mths to ELGs)			culum Guidance	
Aspect				Non-Statutory Cu	rriculum Guidance	
				Teacher Assessr	ment Framework	
	F1-	F2-	Early Learning	End points	End points	End points
	3 to 4 years	Reception	Goals	Y1	Y2	Y3
Design	Continuous				design purposeful,	Pupils should be taught
Contexts, Uses and	provision				functional, appealing	to:
Purposes	Make				products for themselves and other users	use research and     develop design criteria to
Design	imaginative and			design purposeful,	based on design criteria	develop design criteria to inform the design of
Ideas	complex 'small			functional, appealing	• generate, develop, model	innovative, functional,
	worlds' with			products for themselves	and communicate	appealing
	blocks and			and other users based on	their ideas through talking,	products that are fit for
	construction			design criteria	drawing,	purpose, aimed at
	kits, such as a			generate, develop, model	templates, mock-ups and, where appropriate,	particular individuals or
	city with			and communicate their	information and	groups • generate, develop,
	different			ideas through talking,	communication technology	model and communicate
	buildings and a			drawing, templates, mock-		their ideas through
	park.			ups and, where		discussion, annotated
	Explore different			appropriate, information		sketches,
	materials freely,			and communication		cross-sectional and exploded diagrams,
	to develop their			technology		prototypes, pattern pieces
	ideas about how					and computer-aided
	to use them and					design
Make	what to make.			select from and use a wider	select from and use a range	Pupils should be taught to:
Planning	Develop their			range of tools and	of tools and equipment to perform practical	
	own ideas and			equipment to perform	tasks [e.g. cutting,	
	then decide			practical tasks [for	shaping, joining and finishing]	

Make Practical Skills and Techniques	which materials to use to express them. Join different materials and explore different texture s.	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 characteristics.	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic	select from and use a range of tools and
Evaluate Own Ideas		build structures, exploring how they can be made stronger, stiffer and more stable     explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to: • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products	Pupils should be taught to:  • apply their understanding of how to strengthen, stiffen and reinforce more complex structures  • understand and use mechanical systems in
Evaluate Existing Products		Pupils should be taught to: 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	Pupils should be taught to: 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	their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program,
<b>Evaluate</b> Key events/individuals			helped shape the world	monitor and control their products
Technical Knowledge Making Products Work		build structures, exploring how they can be made stronger, stiffer and more		Pupils should be taught to: • apply their understanding of how to

Cooking and Nutrition Where Food Comes From Cooking and Nutrition Food Preparation			stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Pupils should be taught to:  • use the basic principles of a healthy and varied diet to prepare dishes  • understand where food comes from	strengthen, stiffen and reinforce more complex structures  • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]  • apply their understanding of computing to program, monitor and control their products  Pupils should be taught to:  • understand and apply the principles of a healthy and varied diet  • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Key Vocabulary	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct.	cut, draw, design, stick, glue, paint, attach, build, construct, create, improve	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design, plan, build, construct, improve.	Make, cut, piece, draw, stick, glue, attach, build, create, paint, colour, change, construct. design, plan, build, construct, improve.	