

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – DT

| Features                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                         |
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| <p>At EYFS, the knowledge progression takes full account of the Early Learning Goals of:</p> <ul style="list-style-type: none"> <li>○ Creating with materials</li> <li>○ Fine motor skills</li> </ul>                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                         |
| <p>At key stage 1 and 2, the knowledge progression takes full account of the national curriculum's strands of:</p> <ul style="list-style-type: none"> <li>○ Designing</li> <li>○ Making</li> <li>○ Evaluating</li> <li>○ Using technical knowledge</li> <li>○ Food technology</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                         |
| National Curriculum Subject Content                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                         |
| Strand                                                                                                                                                                                                                                                                                   | Creating with materials                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                            | Fine motor skills                                                                                                                                                                                                                                               |                                                                                                                                                                                         |
| EYFS                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function                             <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used</li> </ul> </li> <li>• Make use of props and materials when role-playing characters in narratives and stories</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> </ul>                                                                                                                                   |                                                                                                                                                                                         |
| Strand                                                                                                                                                                                                                                                                                   | Designing                                                                                                                                                                                                                                                                                                                                                                                                                              | Making                                                                                                                                                                                                                                                                                                                                                                           | Evaluating                                                                                                                                                                                 | Technical Knowledge                                                                                                                                                                                                                                             | Food Technology                                                                                                                                                                         |
| Key Stage 1                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <i>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i></li> <li>• <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i></li> </ul>                                                                           | <ul style="list-style-type: none"> <li>• <i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</i></li> <li>• <i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Explore and evaluate a range of existing products.</i></li> <li>• <i>Evaluate their ideas and products against design criteria.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Build structures, exploring how they can be made stronger, stiffer and more stable</i></li> <li>• <i>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Use the basic principles of a healthy and varied diet to prepare dishes.</i></li> <li>• <i>Understand where food comes from.</i></li> </ul> |

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| Key Stage 2                                                                               | <ul style="list-style-type: none"><li>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.</li><li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately</li><li>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.</li></ul> | <ul style="list-style-type: none"><li>Investigate and analyse a range of existing products.</li><li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li><li>Understand how key events and individuals in design and technology have helped shape the world.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"><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 [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li><li>Apply their understanding of computing to program, monitor and control their products.</li></ul> | <ul style="list-style-type: none"><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> |
| Strand                                                                                    | Nursery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                 | Reception                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                  |
| Creating with materials (Component knowledge and skills – leading to composite knowledge) | <p>To know how to experiment with blocks, colours and marks</p> <p>To know how to explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>To know how to develop their own ideas and then decide which materials to use to express them</p> <p>To know how to join different materials and explore different textures</p> <p>To know how to explore colour and colour-mixing</p> <p>To know that they can use their existing knowledge to talk about their ideas, products and construction process</p> <p><b>To know how to explore colour and how colours can be changed.</b></p> <p><b>To know how to show interest in and describe the texture of things</b></p> <p><b>To know how to use various construction materials</b></p> <p><b>To know how to begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces</b></p> <p><b>To know how to join construction pieces together to build and balance</b></p> | <p>Idea</p> <p>Build</p> <p>Make</p> <p>Stack</p> <p>Built</p> <p>Made</p> <p>Used</p> <p>Balance</p> <p>Colours</p> <p>Like</p> <p>Dislike</p>                                                                                                                                                                                                                                                            | <p>To know how to show interest in and describe the texture of things.</p> <p>To know how to explain how they are going to make or build their product verbally</p> <p>To know how to use various construction materials.</p> <p>To know how to explore resources for joining and combining materials</p> <p>To know how to join construction pieces together to build and balance</p> <p>To know how to select tools and techniques to shape, assemble and join materials for their product to be successful</p> <p>To know how to begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>To know how to return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>To know how to create collaboratively sharing ideas, resources and skills</p> <p>To know how to talk about what they like about their product</p> <p>To know that there is a purpose to their construction</p> <p>To know that that they can explain how they will make or build a product</p> <p>To know that some products move.</p> <p>To know how to describe different foods using their senses</p> <p>To know that ingredients can be combined together to create a dish</p> <p>To know that ingredients can be stirred, mixed and poured</p> | <p>Explain</p> <p>Product</p> <p>Materials</p> <p>Tools</p> <p>Join</p> <p>Shape</p> <p>Purpose</p> <p>Like</p> <p>Product</p> <p>Techniques</p> <p>Assemble</p> <p>Smell</p> <p>Taste</p> <p>Appearance</p> <p>Texture</p> <p>Sound</p> <p>Sweet</p> <p>Sour</p> <p>Salty</p> <p>Smooth</p> <p>Shiny</p> <p>Round</p> <p>Soft</p> <p>Hard</p>                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                  |

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|                                                                                                   | To know how to talk about what they have built or made<br>To know how to talk about what foods they like or dislike                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                    |                                                                                                                                                                                                                                 | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<br><br>Share their creations, explaining the process they have used<br><br>Make use of props and materials when role-playing characters in narratives and stories |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Crunchy, etc.<br>Ingredients<br>Mixed<br>Poured    stirred                                            |                                                               |  |
| Developing fine motor skills<br>(Component knowledge and skills – leading to composite knowledge) | To know how to use a fist grasp or fist grip<br>To know how to use a palmer grasp and four-finger grip<br>To know how to use a five finger grasp and pincer grip<br>To know how to use one-handed tools and equipment, for example, making snips in paper with scissors<br>To know how to use a comfortable grip with good control when holding pens and pencils<br>To know how to show a preference for a dominant hand<br>To know how to pick up tiny objects using a fine pincer grasp<br>To know that tools have a purpose<br><br>To know how to use one-handed tools and equipment<br>To know how to hold a pencil between thumb and two fingers, no longer using whole-hand grasp<br>To know how to hold a pencil near the point between first two fingers and thumb and use it with good control |                                                                                                                                                    | Scissors<br>Snip<br>Tools<br>Paint brush<br>Knife<br>Fork<br>Spoon<br>Spade<br>Pencil                                                                                                                                           |                                                                                                                                                                                                                                                                                                      | To be able to use one-handed tools and equipment, e.g. make snips in paper with child scissors<br>To be able to rotate, move and turn objects<br>To be able to hold a pencil between thumb and two fingers, no longer using whole-hand grasp<br>To be able to hold a pencil near the point between first two fingers and thumb and use it with good control.<br>To be able to show a preference for a dominant hand<br>To be able to use a pincer grasp<br>To be able to use a tripod grasp<br>To be able to develop their small motor skills so that they can use a range of tools competently, safely and confidently.<br>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons<br>To be able to use a purposeful grip to manipulate objects<br>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient<br><br>Use a range of small tools, including scissors, paint brushes and cutlery |                                                                                                       | Cut<br>Join<br>Safely<br>Accurate<br>Turn<br>Rotate<br>Tripod |  |
|                                                                                                   | Strand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 1                                                                                                                                             | Year 2                                                                                                                                                                                                                          | Year 3                                                                                                                                                                                                                                                                                               | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 5                                                                                                | Year 6                                                        |  |
| Designing                                                                                         | To know how to:<br>• use own ideas to design something<br>• describe how their own idea works<br>• design a product which moves                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | To know how to:<br>• think of an idea and plan what to do next<br>• produce labelled diagrams<br>• explain why they have chosen specific materials | To know how to:<br>• prove that a design meets a set criteria.<br>• produce a step by step plan<br>• design a product and make sure that it looks attractive<br>• choose a material for both its suitability and its appearance | To know how to:<br>• use ideas from other people when designing<br>• produce a plan and explain it<br>• persevere and adapt work when original ideas do not work                                                                                                                                     | To know how to:<br>• come up with a range of ideas after collecting information from different sources<br>• produce a detailed, step-by-step plan<br>• use exploded diagrams                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | To know how to:<br>use market research to inform plans and ideas.<br>follow and refine original plans |                                                               |  |

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|                   | <ul style="list-style-type: none"> <li>explain to someone else how they want to make their product</li> <li>make a simple plan before making</li> </ul> <p><b>Know that there are similar existing products relating to what is being made</b></p>                                                                                                        | <p><b>Know that products serve a purpose.</b></p>                                                                                                                                                                                                                                                                                                                               | <p><b>Know that a design must meet a range of requirements.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>communicate ideas in a range of ways, including by sketches and cross-sectional drawings which are annotated</li> </ul> <p><b>Know that a design can be based upon research.</b></p>                                                                                                                                  | <ul style="list-style-type: none"> <li>explain how a product will appeal to a specific audience</li> <li>design a product that requires pulleys or gears</li> </ul> <p><b>Know that design criteria can be developed.</b></p>                                                                                          | <p>justify planning in a convincing way</p> <p>show that culture and society is considered in plans and designs</p> <p>Know that a design specification is used to guide thinking.</p>                                                                                                                                                                                                                                 |
| <b>Vocabulary</b> | <p>plan<br/>picture<br/>product<br/>words<br/>construct</p>                                                                                                                                                                                                                                                                                               | <p>design<br/>research<br/>diagrams<br/>label<br/>model<br/>list<br/>equipment<br/>tools</p>                                                                                                                                                                                                                                                                                    | <p>Accurate<br/>criteria<br/>suitability<br/>appearance<br/>step-by-step</p>                                                                                                                                                                                                                                                                                                                                                                                            | <p>Annotate<br/>cross-sectional drawings<br/>adapt</p>                                                                                                                                                                                                                                                                                                       | <p>Exploded diagrams develop<br/>Sources<br/>Audience<br/>Pulleys<br/>gears</p>                                                                                                                                                                                                                                        | <p>Market research<br/>culture<br/>society<br/>Constraints<br/>refine<br/>justify</p>                                                                                                                                                                                                                                                                                                                                  |
| <b>Making</b>     | <p>To know how to:</p> <ul style="list-style-type: none"> <li>use own ideas to make something</li> <li>make a product which moves</li> <li>choose appropriate materials, components and tools</li> <li>use tools safely to cut, shape and join materials</li> </ul> <p><b>Know that tools / equipment can be used to cut, shape, join and finish.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>choose tools and materials and explain why they have chosen them</li> <li>join materials and components in different ways</li> <li>measure materials to use in a model or structure</li> <li>begin to consider finishing techniques</li> </ul> <p><b>Know that there is a purpose for what is being made.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>follow a step-by-step plan, choosing the right equipment and materials</li> <li>select the most appropriate tools and techniques for a given task</li> <li>make a product which uses both electrical and mechanical components</li> <li>work accurately to measure, make cuts and make holes</li> </ul> <p><b>Know that there are appropriate tools / materials chosen which are fit for purpose.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>know which tools to use for a particular task and show knowledge of handling the tool</li> <li>know which material is likely to give the best outcome</li> <li>measure accurately</li> </ul> <p><b>Know that there are explanations behind choosing the appropriate tools / materials.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>use a range of tools and equipment competently</li> <li>make a prototype before making a final version</li> <li>make a product that relies on pulleys or gears</li> </ul> <p><b>Know that appropriate tools / materials are used with precision.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>know which tool to use for a specific practical task</li> <li>know how to use any tool correctly and safely</li> <li>know what each tool is used for</li> <li>explain why a specific tool is best for a specific action</li> </ul> <p><b>Know that functionality and aesthetics are considered when selecting the appropriate tools / materials.</b></p> |
| <b>Vocabulary</b> | <p>finish<br/>Components<br/>construct<br/>safely</p>                                                                                                                                                                                                                                                                                                     | <p>measure<br/>finishing techniques</p>                                                                                                                                                                                                                                                                                                                                         | <p>Electrical<br/>Mechanical<br/>Accurate<br/>Appropriate<br/>Fit for purpose</p>                                                                                                                                                                                                                                                                                                                                                                                       | <p>Explanations<br/>outcome</p>                                                                                                                                                                                                                                                                                                                              | <p>Competently<br/>Prototype<br/>Needs<br/>wants</p>                                                                                                                                                                                                                                                                   | <p>Specific<br/>Practical<br/>consider<br/>functionality<br/>aesthetics</p>                                                                                                                                                                                                                                                                                                                                            |

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| <b>Evaluating</b>          | <p>To know how to:</p> <ul style="list-style-type: none"> <li>describe how something works</li> <li>explain what works well and not so well in the model they have made</li> </ul> <p><b>Know that a final product is linked to what has been asked.</b></p>                                                       | <p>To know how to:</p> <ul style="list-style-type: none"> <li>explain what went well with their work and how they could improve it</li> </ul> <p><b>Know that there are strengths and weaknesses of products made.</b></p>                                                                                                                                            | <p>To know how to:</p> <ul style="list-style-type: none"> <li>explain what changes they made and why</li> <li>explain how to improve a finished model</li> <li>know why a model has or has not been successful</li> </ul> <p><b>Know that a design can be changed to improve it if the product were to be created again.</b></p>                                                                                                                                                                                                                                 | <p>To know how to:</p> <ul style="list-style-type: none"> <li>evaluate and suggest improvements for designs</li> <li>evaluate products for both their purpose and appearance</li> <li>explain how the original design has been improved</li> <li>present a product in an interesting way</li> </ul> <p><b>Know that existing products can be evaluated</b></p>                                                                                                                                                                                    | <p>To know how to:</p> <ul style="list-style-type: none"> <li>suggest alternative plans; outlining the positive features and draw backs</li> <li>evaluate appearance and function against original criteria</li> </ul> <p><b>Know that the purpose and appearance of a product can be evaluated.</b></p>                                                                                                                                                                                                                                                                                                      | <p>To know how to:</p> <ul style="list-style-type: none"> <li>know how to test and evaluate designed products</li> <li>explain how products should be stored and give reasons</li> <li>evaluate product against clear criteria</li> </ul> <p><b>Know that a product can be evaluated against the design specification.</b></p>                                                                                                                                                                                                                                                                                  |
| <b>Vocabulary</b>          | explain<br>dislike                                                                                                                                                                                                                                                                                                 | Explore<br>Evaluate<br>improve                                                                                                                                                                                                                                                                                                                                        | Changes<br>Analyse<br>reasons<br>Successful<br>unsuccessful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Design criteria<br>Improvements<br>Recycled<br>reused                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Alternative<br>critically<br>Positive features<br>Drawbacks<br>Function<br>sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Test<br>Ongoing<br>Innovative<br>Impact<br>Intended purpose<br>specification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Technical Knowledge</b> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>make their own model stronger</li> </ul> <p><b>Know that there are ways to make a product stronger.</b></p> <p><b>Know that levers can be used to create movement.</b></p> <p><b>Know that textiles can be cut and joined to make a product.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>make a model stronger and more stable</li> <li>use wheels and axles, when appropriate to do so</li> </ul> <p><b>Know that materials can be measured.</b></p> <p><b>Know that wheels and axles can be used to create movement.</b></p> <p><b>Know that textiles can be joined to make a product.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>strengthen a product by stiffening a given part or reinforce a part of the structure</li> <li>create simple electrical circuits and components, e.g. bulbs, switches or buzzers, can be used to create functional products.</li> <li>use a simple IT program within the design</li> </ul> <p><b>Know that cuts and holes can be made accurately.</b></p> <p><b>Know that simple linkages can be used to create movement.</b></p> <p><b>Know that textiles can be joined in different ways.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>link scientific knowledge by using lights, switches or buzzers</li> <li>use electrical systems (series or parallel) to enhance the quality of the product</li> <li>use IT where appropriate to add to the quality of the product</li> </ul> <p><b>Know that mistakes can be avoided by measuring carefully.</b></p> <p><b>Know that pneumatics can be used to create movement.</b></p> <p><b>Know that there are ways to join textiles in order to make the product strong.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>link scientific knowledge to design by using pulleys or gears</li> <li>explore more complex electrical circuits and components, e.g. resistors or LEDs, to create functional products.</li> <li>use more complex IT program to help enhance the quality of the product produced</li> </ul> <p><b>Know that products need to be strong and fit for purpose by being precise.</b></p> <p><b>Know that cams can be used to create movement.</b></p> <p><b>Know that user and aesthetics are considered when choosing and joining textiles.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>use electrical systems correctly and accurately to enhance a given product, e.g. using transistors or chips</li> <li>know which IT product would further enhance a specific product</li> <li>use knowledge to improve a made product by strengthening, stiffening or reinforcing</li> </ul> <p><b>Know that a 3D frame can be reinforced and strengthened.</b></p> <p><b>Know that pulleys and gears can be used to create movement.</b></p> <p><b>Know that a 3D textiles product can be made by joining a combination of fabric shapes.</b></p> |
| <b>Vocabulary</b>          | mechanisms<br>Levers<br>Sliders<br>Stronger<br>textiles                                                                                                                                                                                                                                                            | Stable<br>Wheels<br>Axles<br>sew                                                                                                                                                                                                                                                                                                                                      | CAD<br>Linkages<br>Component<br>Electrical<br>Circuit<br>Bulb (lamp)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | scientific<br>Series<br>Parallel<br>Motor<br>Buzzer<br>Switch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Pulleys<br>Gears<br>Complex<br>Cams<br>Resistors<br>LEDs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Transistors<br>Chips<br>3D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – DT

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|                        |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Cell<br>Strengthen<br>Stiffen<br>reinforce                                                                                                                                                                                                                                                                                                                                                                                                                       | Enhance<br>pneumatics                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Food Technology</b> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>cut food safely</li> <li>use equipment to cut, peel and grate to prepare a simple dish</li> </ul> <p><b>Know that food comes from plants or animals.</b></p> <p><b>Know that with support, food can be cut, peeled and grated.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>weigh ingredients to use in a recipe</li> <li>describe the ingredients used when making a dish or cake</li> <li>work safely and hygienically (without a heat source) when preparing a range of dishes, using techniques, e.g. chopping</li> </ul> <p><b>Know that food has to be farmed, grown or caught.</b></p> <p><b>Know that with safety and good hygiene, food can be cut, peeled and grated.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>describe how food ingredients come together</li> <li>weigh out ingredients and follow a given recipe to create a dish</li> <li>can talk about which food is healthy and which food is not</li> <li>know when food is ready for harvesting</li> </ul> <p><b>Know that food comes from the UK or wider world.</b></p> <p><b>Know that there are a wide range of food preparation techniques.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>know how to be both hygienic and safe when using food</li> <li>bring a creative element to the food product being designed</li> <li>use a variety of techniques</li> </ul> <p><b>Know that food is grown in the UK, Europe and wider world.</b></p> <p><b>Know that with support, food can be prepared in a variety of ways.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>be both hygienic and safe in the kitchen</li> <li>know how to prepare a meal by collecting the ingredients in the first place</li> <li>know which season various foods are available for harvesting</li> </ul> <p><b>Know that food is grown, reared and caught in the UK, Europe and wider world.</b></p> <p><b>Know that different preparation techniques are used depending on the food type.</b></p> | <p>To know how to:</p> <ul style="list-style-type: none"> <li>explain how food ingredients should be stored and give reasons</li> <li>work within a budget to create a meal</li> <li>adapt an aspect of a recipe</li> <li>understand the difference between a savoury and sweet dish</li> </ul> <p><b>Know that the seasons affect the food available.</b></p> <p><b>Know that recipes can be adapted to change appearance, taste, texture and aroma.</b></p> |
| <b>Vocabulary</b>      | Cutting<br>Peeling<br>grating                                                                                                                                                                                                                                                                        | Safely<br>Hygienically<br>chopping                                                                                                                                                                                                                                                                                                                                                                                                                                        | Savoury<br>Mixing<br>Spreading<br>Kneading<br>baking                                                                                                                                                                                                                                                                                                                                                                                                             | Techniques<br>creative<br>sweet                                                                                                                                                                                                                                                                                                                                                                    | Harvesting<br>Reared<br>Preparation<br>Seasonal<br>Fresh                                                                                                                                                                                                                                                                                                                                                                                                               | Adapt<br>Taste<br>Texture<br>Aroma<br>appearance<br>Processed<br>Budget<br>stored                                                                                                                                                                                                                                                                                                                                                                             |