Ladygrove Primary School - Design and Technology Progression of Knowledge and Skills

MECHANISMS

	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
	Throughout Nursery	**People Who Help Us/Spring Has Sprung**	**Moon Zoom Mechanisms – Moving Pictures/Moon Buggies**		**Tribal Tales Mechanisms – Moving Woolly Mammoth (Pneumatic Toy)**		**Fire Damp and Davey Lamps Mechanisms – Pulleys (Mining)**	
Knowledge	I know how to construct with a purpose. (Au1/2) I know how to construct safely. (Au1/2) I know how to create recognisable representations of objects. (Sp1/2) I know that different construction toys can be used to make new things that can be used in pretend play. (Su1/2)	With support, I know that I can return to and build on my previous learning, to refine my ideas. I am beginning to know names of all colours. With support, I know how to make improvements to my own work. With a little support, I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.	I know that mechanisms can make things move. I know that levers and sliders are mechanisms and can identify them. I know that a lever is something that turns on a pivot. I know that a linkage is a system of levers that are connected by pivots. I know that mechanisms are a collection of moving parts that work together in a machine. I know that there are mechanisms that make toys move. I know that to be able to move, a wheel must be attached to an axle.		I know that pneumatic systems force air over a distance to create movement. I know that mechanisms are a system of parts that work together to create motion. I know that pneumatic systems can be used as part of a mechanism. I know that all moving things have kinetic energy.		I know that an input is the motion used to start a mechanism. I know that output is the motion that happens as a result of starting the input. I know that mechanisms control movement. I know that mechanisms can be used to change one kind of motion into another.	
Skills	**As a Maker:** I can use various construction materials. (Au1) I can join construction pieces together to build and balance. (Au2) I can begin to construct; stacking blocks vertically and horizontally, making enclosures and creating spaces. (Sp1) I can realise tools can be used for a purpose. (Sp2) I can use available resources to create props to support role-play. (Su1)	**As a Designer:** With a little support, I can use simple drawing and animation software to represent thinking and to share ideas. I can use a variety of artistic skills to represent my ideas and feelings. **As a Maker:** With support, I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can usually work with my friends, sharing ideas, resources and skills. **Early Learning Goals: Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.	**As a Designer:** I can identify mechanisms in everyday objects. I can explain design a moving story book for a given audience. I can create clearly labelled drawings which illustrate movement. I can contribute to a class design-criteria for a moving picture. I can explore wheel mechanisms. I can explore how axles help to move a vehicle. I can design a vehicle that includes wheels, axles and an axel holder. I can design a vehicle with moving wheels. I can create clearly labelled drawings which illustrate movement. I can select a suitable linkage system to produce the desired motions. I can select appropriate materials based on their properties. **As a Maker:** I can follow a design to create moving models that use levers and sliders. I can adapt mechanisms. I can make linkages using card for levers and split pins for pivots. I can experiment with linkages, adjusting the widths, lengths and thicknesses of card used. I can cut and assemble components neatly. I can select materials according to their characteristics. I can follow a design brief. I can construct a basic vehicle using an axle. I can construct a car with moving wheels. **As an Evaluator:** I can evaluate different designs. I can test a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. I can check the success of a product by testing it with its intended audience. I can test mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move. I can adapt a design.		**As a Designer:** I can explore how pneumatic systems work. I can design a toy which uses a pneumatic system. I can develop design criteria from a design brief. I can generate ideas using thumbnail sketches and exploded diagrams. I can learn that different types of drawings are used in design to explain ideas clearly. I can draw a net to create a structure from. I can design a shape that reduces air resistance. I can choose shapes that increase or decrease speed as a result of air resistance. I can personalise a design. **As a Maker:** I can create a pneumatic system to create a desired motion. I can build secure housing for a pneumatic system. I can use syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. I can select materials due to their functional and aesthetic characteristics. I can manipulate materials to create different effects by cutting, creasing, folding or weaving. I can measure, mark, cut and assembly with increasing accuracy. I can make a model based on a chosen design. **As an Evaluator:** I can use the views of others to improve designs. I can test my product and suggest improvements. I can understand the purpose of exploded-diagrams through the eyes of a designer and their client. I can evaluate the speed of a final product based on the effect of shape on speed and the accuracy of construction on performance.		**As a Designer:** I can explore types of motions and direction of a motion. I can design a pulley system which uses a mixture of structures and mechanisms. I can name each mechanism, input and output accurately. I can make things move at the same time. **As a Maker:** I can follow a design brief to make a mine shaft pulley system, neatly and with focus on accuracy. I can make mechanisms and structures using pulleys and axles to produce movement. I can measure, mark and check the accuracy of components. I can measure, mark and cut components accurately using scissors and a ruler. I can assemble components accurately to make a stable frame. I can understand that for the frame to function effectively, the components must be cut accurately and the joints of the frame secured at right angles. I can select appropriate materials based on the materials being joined. I can understand the functional and aesthetic properties of plastic. **As an Evaluator:** I can evaluate the work of others and receive feedback on my own work. I can suggest points for improvement. I can apply points of improvement. I can describe changes they would make/do if they were to do the project again.	
Key Vocabulary	Brick, big, small, tower, build, join, stick, cut	Paper, card, big, small, build, join, stick, cut, tools, make, move	up, down, left, right, vertical, horizontal, movement, pivot, mechanism, lever, linkage, slider, wheel, axle, chassis, rotate		Force, wheel, axle, gear, chassis, aerodynamics, pneumatic, speed, function, system, gravity		pulley, mechanism, mine shaft, motion, axle, input, output, lever, loose pivot, fixed pivot, rotation	
Inventors			San Juan – Lunar Rover designer		Hero of Alexandria – Greek Mathematician		Archimedes	

Ladygrove Primary School - Design and Technology Progression of Knowledge and Skills

TEXTILES

	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
	Throughout Nursery	**Throughout Reception**		**Toys Textiles – Puppets**		**Traders and Raiders Textiles – Vikings Pouch**		**My Identity, My Heritage Textiles – Memory Bag**
Knowledge	I know how to construct with a purpose. (Au1/2) I know how to construct safely. (Au1/2) I know how to create recognisable representations of objects. (Sp1/2) I know that different construction toys can be used to make new things that can be used in pretend play. (Su1/2)	**Early Learning Goals Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.		I know what a puppet is. I know that there are different types of puppet. I know that there are different ways of joining fabric together. I know that pinning, stapling and gluing are ways of joining fabrics.		I know what a running stitch looks like. I know that there are different types of fastenings. I know that different pieces of fabric can be joined together. I know that fabric can be layered for affect.		I know that 3D textile products can be made from a combination of fabric shapes. I know that there are different types of decorative stitches. I know what a running stitch looks like.
Skills	**As a Maker:** I can use various construction materials. (Au1) I can join construction pieces together to build and balance. (Au2) I can begin to construct; stacking blocks vertically and horizontally, making enclosures and creating spaces. (Sp1) I can realise tools can be used for a purpose. (Sp2) I can use available resources to create props to support role-play. (Su1)			**As a Designer:** I can use a template to create a design for a puppet. I can use basic labels to annotate a design. I can consider the end user when designing a hand puppet. I can follow a design criteria. **As a Maker:** I can select fabrics for sewing. I can cut fabric neatly with scissors. I can neatly join fabric using a running stitch on a template. I can use joining methods to decorate a puppet. I can thread a needle. I can sequence steps for construction. I can decorate a puppet using fabric glue or a running stitch. **As an Evaluator:** I can reflect on a finished product, explaining likes and dislikes. I can evaluate the quality of the stitching on others' work. I can discuss as a class the success of stitching against success criteria. I can identify aspects of peers' work that I particularly like and why. I can discuss existing puppets and what I like/dislike about them.		**As a Designer:** I can design and make a template from an existing product and applying individual design criteria. I can write a design criteria for a product, articulating decisions made. **As a Maker:** I can follow design criteria to create a product. I can select and cut fabric with ease using fabric scissors. I can thread a needle. I can tie a knot. I can sew using cross stitch to join fabric. I can decorate fabric using applique. I can complete design ideas with stuffing and sewing the edges. I can make and test a paper template with accuracy and in keeping with the design criteria. I can measure, mark and cut fabric using a paper template. I can select a stitch style to join fabric, working neatly by sewing small, neat stitches. I can incorporate fastening to a design. I can use a template when cutting and assembling. I can follow a list of design requirements. I can select and use appropriate tools for cutting, joining, shaping and decorating a product. I can apply functional features such as using foam to create soft buttons. **As an Evaluator:** I can evaluate an end product and think of other ways in which to create similar items. I can test a product against the original design criteria. I can decide how many of the criteria should be met for the product to be considered successful. I can suggest modifications for improvement. I can explain the advantages/disadvantages of different types of fastenings.		**As a Designer:** I can produce a moodboard with relevant images linked to the theme, purpose and audience. I can designing a memory bag considering the main component shapes required. I can create an appropriate template for my design. I can consider the proportions of individual components. I can produce annotated designs. I can use Computer Aided Design to communicate and generate ideas. **As a Maker:** I can measure, mark and cut fabric accurately and independently. I can create strong and secure blanket stitches when joining fabric. I can sew using a strong running stitch, making small, neat stitches and following the edge. I can tie strong knots. I can use applique to attach pieces of fabric decoration. I can use a template when pinning panels onto fabric. I can attach decorative objects using thread and adding a secure fastening. I can attach a handle to my product. **As an Evaluator:** I can test and evaluate an end product and give point for further improvements. I can evaluate work continually as it is being created. I can make modifications based on evaluation as the product is created. I can evaluate own and peers' designs against design criteria.
Key Vocabulary	Bricks, tall, wide, stack, tower, build, join, stick, cut			Sewing, needle, stitch, pinning, stapling, gluing, running stitch, hand puppet, finger puppet		Needle, knot, stitch, cross stitch, applique, joining, measure, thread, material, fasten, aesthetics		Joining, stitching, fasten, aesthetics, cutting, sewing, measure, blanket stitch, running stitch, cross stitch, applique
Inf				Tim Henson		Sami Amin - Egyptian designer		Samuel Parkinson – handbag creator

Ladygrove Primary School - Design and Technology Progression of Knowledge and Skills

STRUCTURES

	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
	Throughout Nursery	**Fairy Tales/Celebrations Hibernation Homes**		**Castles Structures (Structures of castles)**	**Flow Structures - Bridges**			**A Child's War Structures – Air Raid Shelters**
Knowledge	I know how to construct with a purpose. (Au1/2) I know how to construct safely. (Au1/2) I know how to create recognisable representations of objects. (Sp1/2) I know that different construction toys can be used to make new things that can be used in pretend play. (Su1/2)	I know how to talk about my work. I know the names of the primary colours. I know I can make changes to my work. With the support of an adult, I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.		I know that key features of a castle. I know what a structure is. I know that different materials have different characteristics. I know that some materials are stronger than others. I know that axles are used in structures and mechanisms to make parts turn. I know that some structures are natural and some are man-made.	I know that there are different types of bridge. I know the names of different types of bridges. I know the features of different types of bridges. I know the difference between frame and shell structure.			I know the names of different air raid shelters used in WWII. I know that structures can be strengthened by manipulating materials and shapes. I know that some structures are man-made and some are natural. I know that I can communicate my ideas through a range of difference mediums.
Skills	**As a Maker:** I can use various construction materials. (Au1) I can join construction pieces together to build and balance. (Au2) I can begin to construct; stacking blocks vertically and horizontally, making enclosures and creating spaces. (Sp1) I can realise tools can be used for a purpose. (Sp2) I can use available resources to create props to support role-play. (Su1)	**As a Designer:** With the support of an adult, I can use simple drawing and animation software to represent thinking and to share ideas. I can express my ideas and feelings through drawing. **As a Maker:** With the support of an adult, I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can sometimes work with my friends sharing ideas, resources and skills. **Early Learning Goals** **Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.		**As a Designer:** I can explore the shapes and materials that make structures more/less stable. I can create a design using clear design criteria. I can include individual preferences and requirements in a design. I can generate and communicate ideas using sketching and modelling. I can learn about different types of structures, found in the natural world and in everyday objects. I can design a castle with key features to appeal to a specific person/purpose. I can design and label a castle design, labelling materials and colours. **As a Maker:** I can make a stable structure from card, tape and glue. I can follow instructions to cut and assemble a structure. I can create joints and structures from paper/card and tape. I can make a structure according to design criteria. **As an Evaluator:** I can explore the features of structures. I can compare the stability of different shapes. I can test the strength of my own structure. I can identify the weakest part of a structure. I can evaluate the strength, stiffness and stability of my own structure. I can evaluate a castle according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. I can suggest points for improvements.	**As a Designer:** I can explore the strengths of different bridge designs, considering the impact of triangular shapes. I can design a bridge with key features and materials selected to appeal to a specific purpose. I can draw and label a bridge design using 2D shapes. I can label my design, explaining the 3D shapes that will create the features, materials needed and colours. I can design a bridge on CAD software. I can build frame structures designed to support weight. I can develop a prototype. **As a Maker:** I can create special features for individual designs. I can make a variety of free-standing frame structures of different shapes and sizes. I can use triangles to create truss bridges that span a given distance and support a load. I can select appropriate materials to build a strong structure. I can select appropriate tools and equipment for particular tasks. I can reinforce corners to strengthen a structure. **As an Evaluator:** I can evaluate my own work and the work of others based on the aesthetic of the finished product. I can evaluate work in comparison to the original design. I can suggest points for modification of individual designs. I can describe what characteristics of a design and construction make it the most effective.			**As a Designer:** I can design a stable structure that is able to support weight, following a design brief. I can generate ideas through sketching and discussion. I can draw a design from three different perspectives. I can model ideas through using prototypes. I can design an air raid shelter using environmentally conscious materials. I can use CAD to develop and communicate my ideas. **As a Maker:** I can make a range of different shaped shelters. I can construct a range of 3D geometric shapes using nets. I can build a shelter independently, measuring and cutting materials accurately. I can select appropriate tools and equipment for particular tasks. I can use the correct techniques to saw safely. I can use a range of materials to reinforce and add decoration to structures. I can create a product in accordance with a design. I can consider materials and their functional properties, especially those that are sustainable and recyclable. I can explain material choices and why they were chosen as part of a product concept. **As an Evaluator:** I can adapt and improve a structure by identifying points and weakness and reinforcing them as necessary. I can suggest points for improvement for my own and others' designs. I can improve a design plan based on peer evaluation. I can test and adapt a design to improve it as it is developed. I can identify what makes a successful structure.
Key Vocabulary	Bricks, tall, wide, stack, tower, build, join, stick, cut	Box, big, small, build, join, stick, cut, tools, make		Structure, net, 2D, 3D, stiffness, strength, stability, natural, man-made, axle, turret, rampart, portcullis, moat, battlement, tower	Weight, compression, tension, strut, tie, span, beam, arch, truss, suspension bridge, support, aesthetics, fixing, strength, brace			Strength, support, stability, structure, fix, brace, 'form over function', 'fit for purpose',
Inventors				William the Conqueror	Thomas Farnolls Pritchard			William Patterson - Anderson shelter designer

Ladygrove Primary School - Design and Technology Progression of Knowledge and Skills

ELECTRICAL SYSTEMS (KS2 ONLY)

	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
						Arts 1970s **Electrical Systems – Torch Design**	**Gods and Mortals** **Electrical Systems – Carousel linked with Computing**	
Knowledge						I know what static electricity is and how it moves objects through attraction or repulsion. I know how electrical items work. I know that a battery contains stored electricity and can be used to power products.	I know the key components used to create a functioning circuit. I know that copper is a conductor and can be used as part of a circuit. I know that breaks in a circuit will stop it from working. I know that batteries contain acid, which can be dangerous if they leak.	
Skills						**As a Designer:** I can identify electrical products. I can design a game that works using static electricity. I can produce instructions for playing the game. I can identify a design criteria and a target audience. I can draw a complete circuit diagram. **As a Maker:** I can make an electrostatic game, referring to the design criteria. I can use a wider range of materials and equipment safely. I can use electrostatic energy to move objects in isolation as well as in part of a system. I can use appropriate equipment to cut and attach materials. **As an Evaluator:** I can learn to give constructive criticism on own work and the work of others. I can test the success of a product against the original design criteria and justify opinions. I can evaluate electrical products. I can take inspiration from the work of peers.	**As a Designer:** I can create a labelled circuit diagram showing positive and negative parts in relation to the LED and the battery. I can write design criteria for an electronic product. I can draw a series circuit diagram and symbols. I can identify and name components required. I can generate ideas through sketching and discussion. I can model ideas using prototypes. **As a Maker:** I can make a functional series circuit. I can create an electronics product, referring to a design criteria. I can map out where different components of the circuit will go. I can build a carousel independently, measuring and cutting materials accurately. I can select appropriate tools and equipment for particular tasks. **As an Evaluator:** I can evaluate a peer's product against design criteria and suggest modifications that could be made to improve the reliability or aesthetics. I can suggest how other types of circuit component could be incorporated into a design. I can gather images and information about existing products. I can analyse and evaluate a range of existing products.	
Key Vocabulary						Static, electricity, conductor, insulator, circuit, switch, bulb, wire, cell, buzzer	Circuit, switch, cell, motor, thrust, drag, aerodynamics,	
In						Thomas Edison – inventor of the lightbulb	Thomas Bradshaw – Carousal designer	

Ladygrove Primary School - Design and Technology Progression of Knowledge and Skills

COOKING AND NUTRITION

	Nursery	Reception	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
	Throughout Nursery	**What do Farmers do?/ Dinosaurs Rainbow Salad**	**K is for Kenya Cooking and Nutrition (Fruit Smoothie linked to Handa's Surprise Book)**	**Our Wonderful World – From Dawley to Da Nang! Cooking and Nutrition (Savoury Vietnamese Food**	**I am Warrior Cooking and Nutrition – Healthy Wrap Pizza (Science link)**	**Road Trip USA Cooking and Nutrition – Pasta Bake (Science link)**	**My Identity My Heritage Cooking and Nutrition – Vegetarian Soup/Stew**	**Mountains and Mayans Cooking and Nutrition –Come Dine with Me! (Mexican food)**
Knowledge	I know how to construct with a purpose. (Au1/2) I know how to construct safely. (Au1/2) I know how to create recognisable representations of objects. (Sp1/2) I know that different construction toys can be used to make new things that can be used in pretend play. (Su1/2)	I know that I can return to and build on my previous learning, to refine my ideas. I know the names of all colours. I know how to make improvements to my own work. I know how to represent theories and thinking using a range of media and materials including loose parts, digital media and projection.	I know the difference between fruits and vegetables. I know how to describe and group fruits by texture and taste.	I know the five food groups. I know what is meant by a 'balanced diet' I know what makes a balanced diet. I know where to find the nutritional information on packaging.	I know that climate affects food growth. I know how to work with cooking equipment safely and hygienically. I know that imported foods travel from far away and this can negatively impact the environment. I know that vegetables and fruit grow in certain seasons. I know that each fruit and vegetable gives us nutritional benefits. I know how to use, store and clean a knife safely.	I know that different foods cost different amounts of money. I know that some foods are shipped to the UK from abroad. I know that the cost should be considered when planning ingredients. I know that beef is cattle and how beef is reared and processed.	I know where a variety of foods come from. I know what constitutes a balanced diet. I know how to adapt a recipe to make it healthier. I know that food packaging shows the nutritional information relating to the product. I know that there is an environmental cost on foods.	I know how to research a recipe ingredient. I know which equipment is needed to measure different ingredients. I know that different combinations of food will complement one another. I know where a variety of foods come from.
Skills	**As a Maker:** I can use various construction materials. (Au1) I can join construction pieces together to build and balance. (Au2) I can begin to construct; stacking blocks vertically and horizontally, making enclosures and creating spaces. (Sp1) I can realise tools can be used for a purpose. (Sp2) I can use available resources to create props to support role-play. (Su1)	**As a Designer:** I can use simple drawing and animation software to represent thinking and to share ideas. **As a Maker:** I can explore, use and refine a variety of artistic effects to express my ideas and feelings. I can work with my friends, sharing ideas, resources and skills. **Early Learning Goals Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.	**As a Designer:** I can design fruit smoothie packaging by-hand or on ICT software. I can design a fruit smoothie based on fruits I have tasted. **As a Maker:** I can chop fruit and vegetables safely. I can identify if a food is a fruit or a vegetable. I can learn where and how fruits and vegetables grow. I can make a fruit salad using fruits and vegetables. **As an Evaluator:** I can taste and evaluate different food combinations. I can describe appearance, smell and taste. I can suggest information to be included on packaging.	**As a Designer:** I can design a healthy Vietnamese wrap based on a food combination which work well together. I can choose fillings based on taste tests of ingredients. **As a Maker:** I can slice food safely using the bridge or claw grip. I can use a knife safely. I can construct a savoury dish that meets a design brief. **As an Evaluator:** I can describe the taste, texture and smell of fruit and vegetables. I can taste test food combinations and final products. I can describe the information that should be included on a label. I can evaluate which grip was the most effective when slicing food.	**As a Designer:** I can design a pizza wrap within a given budget, drawing upon previous taste testing. I can design a pizza with the Eat Well Plate in mind. **As a Maker:** I can prepare myself and my work space to cook safely in. I can apply the basic rules to avoid food contamination. I can follow instructions within a recipe. **As an Evaluator:** I can establish and use design criteria to help test and review recipes. I can describe the benefits of seasonal fruits and vegetables and the impact on the environment. I can suggest points for improvement when making a product.	**As a Designer:** I can create a healthy and nutritious recipe for a pasta bake. I can consider using seasonal ingredients. I can consider the taste, texture, smell and appearance of the dish. **As a Maker:** I can follow a baking recipe. I can cook safely, following basic hygiene rules. I can adapt a recipe. I can cut and prepare vegetables safely. I can boil water safely. **As an Evaluator:** I can evaluate a recipe, considering: taste, smell, texture and appearance. I can describe the impact of the budget on the selection of ingredients. I can evaluate and compare a range of products. I can suggest modifications to a recipe.	**As a Designer:** I can adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. I can write an amended method for a recipe to incorporate the relevant changes to ingredients. I can design appealing packaging to reflect a recipe. **As a Maker:** I can cut and prepare vegetables safely. I can use equipment safely, including knives, hot pans and hobs. I can avoid cross contamination. I can follow a step-by-step method carefully to make a recipe. **As an Evaluator:** I can identify the nutritional differences between different products and recipes. I can identify and describe healthy benefits of food groups. I can evaluate a recipe, considering: taste, smell, texture and appearance. I can describe the impact of the budget on the selection of ingredients.	**As a Designer:** I can write a recipe, explaining the key steps, method and ingredients. I can write a recipe, explaining the key steps, method and ingredients. I can include facts and drawings from research undertaken. **As a Maker:** I can follow a recipe, including using the correct quantities of each ingredient. I can measure/weigh ingredients accurately. I can chop, grate, peel and combine ingredients safely. I can adapt a recipe based on research. I can work safely and hygienically with independence. **As an Evaluator:** I can evaluate a recipe, considering: taste, smell, texture and origin of the food group. I can taste test and score final products. I can suggest and write up points of improvements in production. I can evaluate health and safely in production to minimise cross contamination. I can describe the process of 'Farm to Fork' for a given ingredient.
Key Vocabulary	Brick, big, small, tower, build, join, stick, cut	fruit, vegetable, colour, mix, rainbow, salad	ingredients, taste, texture, flavour, mix, fruit, vegetables	Balanced, taste, texture, label, grip, slice, bridge grip, claw grip	Mix, slice, budget, combine, recipe, seasonal, benefits, topping, grate, contamination	Taste, texture, appearance, seasonal, recipe, adapt, hygiene, reared, processed	Nutritional, recipe, packaging, cross-contamination, method, benefits, method, substitute, traditional, taste, texture, measure, quantity	Equipment, taste, texture, measure, quantity, production, cross-contamination, hygienic, origin, method, ingredients, weight, combination, complement, variety, research, flavours, recipe.
Inf			Kiran Jethra	Duong Huy Khai	Jamie Oliver	Gino D'Acampo	Nadiya Hussain	Enrique Olvera