



Nash Mills CofE Primary School Curriculum Progression Document

Design Technology

Each year, each class will have at least three opportunities to develop their skills in this subject, practicing the process of designing, making and evaluating products to consider their effectiveness. Each term will take on a different focus in terms of the product with the whole school working on a similar goal so that best practice can be shared and progression can be considered. The termly foci shall be:

Autumn Term: Textiles

Spring Term: Food Technology

Summer Term: Structures

As well as this, there will be opportunities for pupils to develop fluency in their designing skills through regular skills sessions, planned in conjunction with the art curriculum. Again, these will be progressive across year groups.

The decision has been made that units shall be adopted from the Kapow scheme.

The Key Stage One curriculum builds on the foundation work completed throughout Early Years. The following progression highlights 'expected' level for areas of the Art curriculum:

EYFS – Components to prepare pupils for the DT Curriculum Learning outcomes based on Development Matters Objectives

Nursery	Reception
<ul style="list-style-type: none">• Use a wider range of vocabulary.• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"• Explore different materials freely, in order to develop their ideas about how to use them and what to make.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures.• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Use drawing to represent ideas like movement or loud noises.• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.• Explore colour and colour-mixing.	<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Articulate their ideas and thoughts in well-formed sentences.• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively sharing ideas, resources and skills.









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Food Technology

	Key stage 1		Lower key stage 2		Upper key stage 2	
skills	<ul style="list-style-type: none">• use the basic principles of a healthy and varied diet to prepare dishes• understand where food comes from.		<ul style="list-style-type: none">• understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques• understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.			
vocabulary	<ul style="list-style-type: none">• Blender• Carton• Fruit• Healthy• Ingredients• Peel• Recipe• Smoothie• Stencil• Template• Vegetable	<ul style="list-style-type: none">• Alternative• Diet• Balanced diet• Evaluation• Healthy• Ingredients• Nutrients• Packaging• Sugar• Substitute	<ul style="list-style-type: none">• Climate• Exported• Imported• Nationality• Nutrients• Recipe• Seasonal food• Seasons	<ul style="list-style-type: none">• Adapt• Budget• Evaluation• Flavour• Ingredients• Method• Net• Packaging• Prototype• Quantity• Recipe• Target audience• Unit of measurement	<ul style="list-style-type: none">• Cross-contamination• Diet• Ethical issues• Farm• Method• Nutrients• Packaging• Reared• Recipe• Research• Substitute• Vegan• Vegetarian• Welfare	<ul style="list-style-type: none">• Accompaniment• Collaboration• Cross-contamination• Flavour• Imperative-verb• Ingredients• Preparation• Processed• Reared• Target audience• Vegan• Vegetarian• Welfare



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Project	<p style="text-align: center;">Year 1 Fruit and Vegetables Super Smoothies</p> 	<p style="text-align: center;">Year 2 Balanced Diets Wicked Wraps</p> 	<p style="text-align: center;">Year 3 Eating Seasonally Terrific Tarts</p> 	<p style="text-align: center;">Year 4 Adapting Recipes Brilliant Biscuits</p> 	<p style="text-align: center;">Year 5 What could be healthier? Smashing Sauces</p> 	<p style="text-align: center;">Year 6 Come Dine with Me!</p> 
Design	<ul style="list-style-type: none"> • Designing smoothie carton packaging by-hand or on ICT software 	<ul style="list-style-type: none"> • Designing a healthy wrap based on a food combination which work well together 	<ul style="list-style-type: none"> • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish 	<ul style="list-style-type: none"> • Designing a biscuit within a given budget, drawing upon previous taste testing 	<ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients • Writing an amended method for a recipe to incorporate the relevant changes to ingredients • Designing appealing packaging to reflect a recipe 	<ul style="list-style-type: none"> • Writing a recipe, explaining the key steps, method and ingredients • Including facts and drawings from research undertaken
Make	<ul style="list-style-type: none"> • Chopping fruit and vegetables safely to make a smoothie • Identifying if a food is a fruit or a vegetable • Learning where and how fruits and vegetables grow 	<ul style="list-style-type: none"> • Slicing food safely using the bridge or claw grip • Constructing a wrap that meets a design brief 	<ul style="list-style-type: none"> • Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination • Following the instructions within a recipe 	<ul style="list-style-type: none"> • Following a baking recipe • Cooking safely, following basic hygiene rules • Adapting a recipe 	<ul style="list-style-type: none"> • Cutting and preparing vegetables safely • Using equipment safely, including knives, hot pans and hobs • Knowing how to avoid cross-contamination • Following a step-by-step method carefully to make a recipe 	<ul style="list-style-type: none"> • Following a recipe, including using the correct quantities of each ingredient • Adapting a recipe based on research • Working to a given timescale • Working safely and hygienically with independence



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Evaluate	<ul style="list-style-type: none"> • Tasting and evaluating different food combinations • Describing appearance, smell and taste • Suggesting information to be included on packaging 	<ul style="list-style-type: none"> • Describing the taste, texture and smell of fruit and vegetables • Taste testing food combinations and final products • Describing the information that should be included on a label • Evaluating which grip was most effective 	<ul style="list-style-type: none"> • Establishing and using design criteria to help test and review dishes • Describing the benefits of seasonal fruits and vegetables and the impact on the environment • Suggesting points for improvement when making a seasonal tart 	<ul style="list-style-type: none"> • Evaluating a recipe, considering: taste, smell, texture and appearance • Describing the impact of the budget on the selection of ingredients • Evaluating and comparing a range of products • Suggesting modifications 	<ul style="list-style-type: none"> • Identifying the nutritional differences between different products and recipes • Identifying and describing healthy benefits of food groups 	<ul style="list-style-type: none"> • Evaluating a recipe, considering: taste, smell, texture and origin of the food group • Taste testing and scoring final products • Suggesting and writing up points of improvements in productions •
Technical Understanding	<ul style="list-style-type: none"> • Understanding the difference between fruits and vegetables • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber) • To know that a blender is a machine which mixes ingredients together into a smooth liquid • To know that a fruit has seeds and a vegetable does not • To know that fruits grow on trees or vines • To know that vegetables can grow either above or below ground • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber) 	<ul style="list-style-type: none"> • To know that 'diet' means the food and drink that a person or animal usually eats • To understand what makes a balanced diet • To know where to find the nutritional information on packaging • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group • To know that nutrients are substances in food that all living things need to make energy, grow and develop • To know that 'ingredients' means the items in a mixture or recipe • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy • To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars' 	<ul style="list-style-type: none"> • To know that not all fruits and vegetables can be grown in the UK • To know that climate affects food growth • To know that vegetables and fruit grow in certain seasons • To know that cooking instructions are known as a 'recipe' • To know that imported food is food which has been brought into the country • To know that exported food is food which has been sent to another country. • To understand that imported foods travel from far away and this can negatively impact the environment • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health • To know safety rules for using, storing and cleaning a knife safely 	<ul style="list-style-type: none"> • To know that the amount of an ingredient in a recipe is known as the 'quantity' • To know that it is important to use oven gloves when removing hot food from an oven • To know the following cooking techniques: sieving, creaming, rubbing method, cooling • To understand the importance of budgeting while planning ingredients for biscuits 	<ul style="list-style-type: none"> • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues • To know that I can adapt a recipe to make it healthier by substituting ingredients • To know that I can use a nutritional calculator to see how healthy a food option is • To understand that 'cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects 	<ul style="list-style-type: none"> • To know that 'flavour' is how a food or drink tastes • To know that many countries have 'national dishes' which are recipes associated with that country • To know that 'processed food' means food that has been put through multiple changes in a factory • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork)