

Skills Progression for Design Technology—Page 1

<u>Strand</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Design	<ul style="list-style-type: none"> Use knowledge of a existing products to inform plans and designs. Talk about and disassemble products and describe their function <p><u>Sandwich Boxes</u></p> <ul style="list-style-type: none"> Use given prototypes/models Create labelled sketches and provide simple instructions on plans and designs. Talk about ideas, plans and reasons for choices. <p><u>Sandwich Boxes & Catapult</u></p>	<ul style="list-style-type: none"> Use knowledge of a range of existing products and own research to develop & inform plans which fit a purpose Disassemble products and describe in detail their functions. and aesthetic appeal <p><u>Saxon Purses</u></p> <ul style="list-style-type: none"> Work through a variety of suggested strategies to develop own prototypes based on trail and error Create annotated sketches, cross-sectional or exploded diagrams and provide instructions on plans and designs Support discussions about ideas, plans and designs with relevant information. <p><u>European Landmarks</u></p>	<ul style="list-style-type: none"> Use knowledge of a range of products and own research to generate plans and designs that take account of the users' views and the intended purpose. Select products which can be redesigned and re-assembled to create new products with different functions whilst maintaining aesthetic appeal <p><u>Make-Da-&-Mend</u></p> <ul style="list-style-type: none"> Create own prototypes and designs based on knowledge of how mechanisms work Produce detailed designs and plans and diagrams that include accurate measurements and instructions for fixing Link discussions about ideas, plans and designs to the investigation, describing in detail their parts and their function. <p><u>Moon Rover</u></p>	<ul style="list-style-type: none"> Use knowledge of other existing products and own re-search to generate and justify plans and designs based on users views and intended purpose Use computing skills to design and create new products with a variety of functions whilst maintaining aesthetic appeal <p><u>Website Design. (Covered in computing lessons)</u></p> <ul style="list-style-type: none"> Create own prototypes and designs linked to knowledge of electrical components Produce detailed designs and plans and diagrams that include accurate measurements and instructions which include electrical circuits/scientific symbols Discuss ways in which ideas, plans and designs are formed and modify them to ensure that the design criteria are met effectively. <p><u>Light Boxes</u></p>

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Tracker targets specifically for Design

LKS2	UKS2
<ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for a purpose. 	<ul style="list-style-type: none"> • Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification.
<ul style="list-style-type: none"> • Use annotated sketches, prototypes, final product sketches and pattern pieces to develop and communicate ideas. 	<ul style="list-style-type: none"> • Design purposeful, functional and appealing products for the intended user that are fit for purpose based on a simple design specification.
<ul style="list-style-type: none"> • Disassemble products and describe in detail their functions. and aesthetic appeal 	<ul style="list-style-type: none"> • Create own prototypes and designs based on knowledge of how mechanisms work
	<ul style="list-style-type: none"> • Create own prototypes and designs linked to knowledge of electrical components
	<ul style="list-style-type: none"> • Produce detailed designs and plans and diagrams that include accurate measurements and instructions which include electrical circuits/scientific symbols
<p>VOCABULARY user, purpose, design, model, evaluate, prototype, annotate, function, investigate, label, drawing, planning, design criteria, annotated sketch, appealing, survey</p>	<p>VOCABULARY design criteria, decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, annotated sketch, prototype, purpose, innovation, research, functional, mock-up</p>

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<u>Strand</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Make	<ul style="list-style-type: none"> Use paper models, given nets and/or templates. Select pre-prepared materials and components based on known/demonstrated characteristics Select and use a range of tools to cut, shape and join materials and components. Make and use gluing tabs/techniques for joining materials <p><u>Sandwich Boxes & Greenhouses</u></p> <ul style="list-style-type: none"> Follow safety procedures Select an appropriate way to improve the appearance of a product. <p>ALL</p>	<ul style="list-style-type: none"> Make more detailed paper models, and create own simple templates. Select from and use a wide range of materials and components according to functional qualities Select and use tools and equipment to cut, shape, join and measure materials and components. (Maths link) Use simple techniques to join materials Use a ruler to measure and mark (Maths link) <p><u>Saxon Purses & European Landmarks</u></p> <ul style="list-style-type: none"> Follow and explain the need for safety procedures Select the most effective finish to enhance the appearance of a product. <p>ALL</p>	<ul style="list-style-type: none"> Make complex paper models and/or develop templates to create alterations/improvements to an existing design Select from and use a range of existing products and components according to functionality and aesthetic qualities Select and use tools and equipment to cut, shape, join measure, and mark out positions of components accurately. (Maths link) Use a variety of techniques to join and remodel materials Use ruler/tapes to measure and mark (Maths link) <p><u>Make-Do-&-Mend & Moon Rovers</u></p> <ul style="list-style-type: none"> Create, understand and follow simple safety procedures to suit the task Produce a well-finished product that fulfils the functional and aesthetic design criteria. <p>ALL</p>	<ul style="list-style-type: none"> Make and adapt where necessary complex mock-ups and templates. Select from and use a variety of products which combine to create a functional and aesthetically pleasing product Select a range of appropriate tools to cut, shape, join, measure, mark out, fold, score and attach a variety of materials and components with accuracy and precision. (Maths link) Use and combine a range of materials and components using the most effective permanent and temporary ways. Use a variety of tools for measuring and marking (ruler, protractors etc.) (Maths link) <p><u>Light Boxes & Anatomical Models</u></p> <ul style="list-style-type: none"> Create, follow and adapt safety procedures to the task in hand Identify and apply an appropriate finishing technique to ensure a high quality end product which functions and meets the design criteria. <p>ALL</p>

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Tracker targets specifically for Make

LKS2	UKS2
<p>Cutting: Begin to cut materials accurately and safely using scissors to a marked line (paper scissors and textile/felt scissors)</p>	<p>Cutting: Cut materials precisely and accurately selecting appropriate tools (scissors, junior hacksaw) Refine the finish with appropriate tools (sandpaper)</p>
<p>Shaping: Using premade nets of cubes/cuboids to create shapes of objects.</p>	<p>Shaping: Creating nets of complex shapes/models to make shapes of objects and looking at how to make the base of structures more stable.</p>
<p>Joining: demonstrate a range of joining techniques such as gluing and taping to create a stable structure as-well as strengthening a frame using diagonal struts.</p>	<p>Joining: Join/combine materials using appropriate methods, with temporary, fixed or moving joints using glue guns with safe precision.</p>
<p>Measuring: measure and mark out accurately using a ruler to the nearest cm/mm.</p>	<p>Measuring: Measure and mark out precisely and accurately to the nearest 1mm using a range of tools such as rulers, tape measure, protractor and compasses.</p>
<p>Mechanisms:</p> <ul style="list-style-type: none"> Understand and use mechanical structures in a product- gears, pulleys and levers. Create series and parallel circuits using an ICT control model (Y4) 	<p>Mechanisms:</p> <ul style="list-style-type: none"> Attach cams to create up and down rotary movements, as well as pneumatically movements through air pressure. Create circuits that employ a number of components (such as LED's, resistors and transistors (Y6)
<p>VOCABULARY: cut, measure, join, glue, tape, mark out</p>	<p>VOCABULARY: cut, refine, stability, join, joints, glue, precision, rule, temporary, permanent</p>

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<u>Strand</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
Evaluate	<ul style="list-style-type: none"> Investigate and compare a range of similar existing products. State similarities and differences of products with the same function. Evaluate ideas and products against design criteria; and suggest ways in which they can be improved. <p>ALL</p>	<ul style="list-style-type: none"> Investigate and begin to analyse a range of existing products. Use knowledge of similarities and differences between products with the same function to support identification of most effective design elements Evaluate ideas and products against own design criteria, suggest ways of improvement taking into account the views of others. <p>ALL</p>	<ul style="list-style-type: none"> Investigate and use analysis of existing products and suggest adaptations to improve it. Identify from a range of the key features and functions needed to identify what makes an effective and efficient working product. Evaluate and give reasons, supported by factual evidence for the success of the different aspects of a product. <p>ALL</p>	<ul style="list-style-type: none"> Use analysis of existing designs supported by accurate factual information to inform own work. Test and evaluate own designs to identify the components which may affect the function of it. Evaluate and give reasons, supported by factual evidence for the success of different aspects of a product and provide considered solutions to resolve the parts that could be improved. <p>ALL</p>	
	Gain an understanding of the way in which the work of famous inventors, designers, engineers, and manufacturers have impacted on the development of product design and function				
	<p>Link Sandwich boxes to products from modern supermarkets</p> <p>Link Greenhouses to modern designs on www and in catalogues (e.g. Argos)</p> <p>Link Catapults to past designers e.g. Romans (<i>History link</i>)</p>	<p>Link Purses to both past (Saxon) and present designs (Chanel/Gucci etc.) to compare (<i>History link</i>)</p> <p>Link European Landmarks to real landmark designs e.g. Eiffel Tower, Leaning Tower of Pisa—discuss successes & ‘faults’ (<i>Geography link</i>)</p> <p>Link Gallows design to past designers (Tudors <i>History link</i>) and discuss successes & faults/errors</p>	<p>Link Make-Do-&-Mend products to WW2 and explain reasons for them (<i>History link</i>)</p> <p>Link Moon Rovers design to book ‘Curiosity’ based on ‘real life’ space product (<i>Science link</i>)</p>	<p>Link Light Boxes products to a variety of other light producing products on the market, discuss preferences, and functionality (<i>Science link</i>)</p> <p>Link Anatomical Models to scientific theory and understanding—discuss how own models reflect actual scientific facts (<i>Science link</i>)</p>	

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Tracker targets specifically for Design

LKS2	UKS2
<ul style="list-style-type: none"> Investigate and evaluate a range of products including the ingredients, materials, components and techniques that are used 	<ul style="list-style-type: none"> Continually evaluate and modify the working features of the product to match the initial design specification
<ul style="list-style-type: none"> Test and evaluate their own product against the original design criteria and the intended user and purpose 	<ul style="list-style-type: none"> Critically compare and evaluate their product against their design specification, views of their peers intended user and purpose, identifying strengths and areas for development and carrying out appropriate tests,
<ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria, the views of others and identify areas for improvement in their work 	<ul style="list-style-type: none"> Test their system (cams, pneumatics) to demonstrate its effectiveness for the intended user and purpose.
<p>VOCABULARY: evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, design criteria, innovative, appealing, appealing, annotated sketch, sensory evaluation's.</p>	<p>VOCABULARY: function, innovative, design specification, design criteria, design brief, user, purpose, prototype, annotated sketch, research, function, annotated, mock-up, prototype, appealing,</p>

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<u>Strand</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Structures</p>	<p>(Cardboard Structures) (<i>Maths link</i>)</p> <ul style="list-style-type: none"> Deconstruct and investigate the nets of a simple boxes (cubes and cuboids) Construct cuboids from a net/ create own net using squared paper Explore the use of glue tabs with support Construct a cube/cuboid using the correct tools and joining methods Add design features to make the product aesthetically pleasing <p>Sandwich Boxes (Wooden Structures)</p> <ul style="list-style-type: none"> Practically investigate how to join strips of wood to create structures Design/make a 3D structure using pre-cut wood strips (lolly sticks) - Make rectangular frames from pre-cut wood Use tools safely to join 2D frames to create 3D structures. Investigate and strengthen 2D frames by adding diagonal bracing struts where necessary <p>Greenhouse & Catapult (See also Mechanics/levers)</p>	<p>(Towering/Weight Baring Structures) (<i>Maths link</i>)</p> <ul style="list-style-type: none"> Investigate the designs of existing tower structures (Eiffel, Blackpool, Pisa etc.) and discuss the successes and potential problems with them Investigate practically (using drinking straws, sticks, tooth-picks, pasta etc.) how to join parts to create structures- prototype Investigate practically which shapes create the strongest structures (triangles) Design a structure using wire- which will hold a given weight and be over a specific height using knowledge gained from practical sessions Build the structure using suitable joining techniques Test, evaluate and adapt the design explaining how and why this is necessary. Use a range of methods to strengthen 3D structures and frames. Explain with some details why some famous structures fail. <p>European Landmarks</p>	<p>(Advanced Wooden Structures) (<i>Maths link</i>)</p> <ul style="list-style-type: none"> Investigate and plan how to make a cuboid structure from wooden strips Design/make a 3D structure using carefully annotated measurements Make rectangular frames, by carefully measuring and cutting wood Use a range of tools safely to cut and join wooden 2D frames to create 3D structures Investigate & predict where 2D frames will require strengthening and design ways to do this Explore ways to adapt the design to create improvements in the structure <p>Moan Rover (Also See Mechanics/Cams)</p>	<p>(Advanced Wooden Structures) (<i>Maths link</i>)</p> <ul style="list-style-type: none"> Construct and investigate a range of boxes from wooden strips (prisms, pyramids, cylinders etc.) Design and create a more complex 3D shape (tri/pent/hex prism) using accurate measurements with a ruler and protractor Use a range of tools safely to cut and join wooden 3D structures Add further components to give the product a specific purpose Add design features to make the product both functional and aesthetically pleasing <p>Light Up Boxes (Also link to Mechanics/Electrical)</p>

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Tracker targets specifically for Structures

<ul style="list-style-type: none"> LKS2 	<ul style="list-style-type: none"> UKS2
<ul style="list-style-type: none"> Construction: Make rectangular frames from pre-cut wood (lolly sticks) or other pre-cut materials (straws, pasta etc). Construct cuboids from a net/create own net using squared paper (y4) 	<ul style="list-style-type: none"> Construction: make rectangular frames, by carefully measuring and cutting strip wood. Construct a cube/cuboid using the correct tools and joining methods modifying and adapting the design to improve it where required.
<ul style="list-style-type: none"> Design: Design/make 3D structures using measurements to the nearest cm/mm. 	<ul style="list-style-type: none"> Design: Design/make a 3D structure using carefully annotated measurements to the nearest 1mm. Design and create a net of a more complex shape (tri/pent/hex prism) using accurate measurements.
<ul style="list-style-type: none"> Investigate: Practically investigate how to join strips of pre-cut wood/materials to create structures 	<ul style="list-style-type: none"> Investigate: investigate and plan how to make a structure from wooden strips, wire
<ul style="list-style-type: none"> Investigate and strengthen 2D frames by adding diagonal card bracing struts where necessary 	<ul style="list-style-type: none"> Investigate & predict where 2D frames will require strengthening and design ways to do this
<ul style="list-style-type: none"> Use tape, glue sticks and PVA glue to join 2D frames to create 3D structures. 	<ul style="list-style-type: none"> Use glue guns and hacksaws safely to cut and join wooden 2D frames to create 3D structures
<ul style="list-style-type: none"> Explore: Explore the use of glue tabs of nets with support 	<ul style="list-style-type: none"> Explore: Ensure glue tabs are added to the net—check using a prototype that they are correctly placed
<ul style="list-style-type: none"> VOCABULARY: shell structure, three-dimensional shape, net, cube, prism, vertex, edge, face, length, width, marking out, scoring, shaping tabs, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, lettering, font 	<ul style="list-style-type: none"> VOCABULARY frame structure, stiffen, strengthen, reinforce, stability, shape, join, temporary, permanent, prism, vertex, length, width, assemble, accuracy, precision

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<u>Strand</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Mechanisms (Levers, pulleys, gears, axles, cams, pneumatics and electrical components)</p>	<ul style="list-style-type: none"> Observe, explore and evaluate items which contain levers (e.g. catapult, seesaw, 'Pie Face' Game, garden gate fasteners, shed door catches, etc.) Explain in simple terms how levers work Explore how levers work using simple everyday items e.g. ruler/rubber Attach a lever to a product which will successfully lift a weight Attach a fixed axle to a chassis and add wheels ensuring that they can move freely. <p>Catapult -Levers (Link to Structures)</p>	<ul style="list-style-type: none"> Observe and explain the effectiveness of how cogs and gears work in connection with each other using everyday items (e.g. clocks, 'Downfall' Game, bike, window blinds etc.) Explain using the correct terminology how cogs and gears work independently and together Explore through trial and error how the number of teeth of a gear affects the speed of rotation. Attach cogs & gears to a model using construction kits to create moving parts <p>Gallows—Pulleys & gears</p> <p>Use a computer programming device to switch lights on and off (Covered in Computing/Light Boxes Unit)</p>	<ul style="list-style-type: none"> Observe, explain and evaluate the relationship between a simple cam and follower, and other shaped cams Explain how a cam changes rotary motion into linear motion using technical terms Explore using a simple homemade model how 2 different cams and followers respond Design and build a product which contains at least one cam and follower as part of its functionality Attach a fixed axle to a chassis and add wheels ensuring that they can move freely—also add a cam to create another movement on the product <p>Moon Rover—Cams (Link to structures)</p> <ul style="list-style-type: none"> Explore of to vary the position of the pivot point to efficiently lift a heavy load using a lever <p>Covered in Science/Forces (Science link)</p>	<ul style="list-style-type: none"> Analyse and evaluate way pneumatic systems work Explain how pneumatic systems work using technical language and demonstrate pros and cons of the systems Explore and create pneumatic systems through trail and error explaining how to improve own design Design & construct a pneumatic model with a range of moving parts. Ensure the scientific parts of the model are anatomically correct/placed <p>Anatomical Model—Pneumatics</p> <ul style="list-style-type: none"> Discuss in depth the hazards and safety issues associated with electricity. Apply appropriate safety measures when constructing circuits. Practically investigate how to construct efficient circuits, which control light, using bulbs and switches Explore and describe how switches can be used in a range of circuits to control components Design and make a lighting up product for an intended purpose Evaluate design and consider how the circuit can be hidden inside the product Improve design of product to make it functional and aesthetically pleasing <p>Light up boxes—Electrical (Science link) (Link to structures)</p>

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Tracker targets specifically for Mechanisms

LKS2	UKS2
<ul style="list-style-type: none"> Understand and use lever and linkage mechanisms. 	<ul style="list-style-type: none"> Understand that mechanical and electrical systems have an input, process and an output.
<ul style="list-style-type: none"> Distinguish between fixed and loose pivots. 	<ul style="list-style-type: none"> Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> Know and use technical vocabulary relevant to the project.
<p>VOCABULARY mechanism, lever, pulley, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating</p>	<p>VOCABULARY pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit</p>

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<u>Strand</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Textiles		<ul style="list-style-type: none"> • Select appropriate materials to create a product • Select appropriate fastening and joining materials • Make and use a simple paper pattern. • Join and fasten fabrics in simple ways • Sew using basic stitching techniques to join and secure • Use a range of simple finishing techniques to create an aesthetically pleasing product <p><u>Saxon Purses</u></p>	<ul style="list-style-type: none"> • Select appropriate materials from a range of other products and give reasons for choices • Select from a variety of fastening and joining materials stating reasons for choices • Make and design a pattern for a product which has accurately measured parts (<i>Maths link</i>) • Join and create fastenings for fabrics in a variety of ways • Sew using a range of stitches to join, secure add aesthetically pleasing elements • Recycle & reuse other products to create new functional items <p><u>Make Do & Mend</u></p>	

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Tracker targets specifically for Textiles

LKS2	UKS2
Stitches- Join textiles using a running stitch	Stitches- Join textiles using a range of stitches (cross stitch, back stitch chain stitch)
Decoration- Select the most appropriate techniques to decorate textiles to create an aesthetically pleasing product.	Decoration- Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as soft decoration for comfort on a pillow or clothing) which are aesthetically pleasing.
Joins- Begin to independently select appropriate fastening and joining materials and explain reasons for choices.	Joins- Independently select appropriate fastening and joining materials and justify reasons for their choice
VOCABULARY: join, fabric, template, stitch, seam, compartment, felt, fastening	VOCABULARY: Seam, seam allowance, cross stitch, hem, back stitch, chain stitch, pattern pieces, decorate, durability, materials, fabric, sustainability

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<u>Strand</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Food Technology	<ul style="list-style-type: none"> • Talk about how to work safely and hygienically. • Name the different food groups e.g. proteins, carbohydrates, fats etc. and give some examples of each type (Science link) • Measure and weigh using scales marked in standard units—with support (Maths link) • Understand the vocabulary associated with cooking methods (mix, stir, chop, knead, fold, batter, paste etc.) (English link) • Demonstrate a range of skills to prepare foods • Demonstrate a range of skills to cook and bake foods 	<ul style="list-style-type: none"> • Talk about and give reasons for the need to work safely and hygienically. • Sort foods into different food groups e.g. proteins, carbohydrates, fats etc. and give some health benefits of each type (Science link) • Measure and weigh using scales marked in standard units—independently (Maths link) • Understand the vocabulary associated with a variety of cooking methods (English link) and use scientific terms to describe the changes in state which occurs during heating and cooling (Science link) • Demonstrate an understanding of how to follow a recipe • Demonstrate skills for cleaning and tidying the workspace 	<ul style="list-style-type: none"> • Talk what needs to be done in order to work safely and hygienically and identify possible hazards • Explain the ways in which specific food groups combine to create the principles of a healthy and varied diet. (Science link) • Measure and weight using a variety of equipment (scales, jugs, spoons, cups etc.) for both standard and non-standard units (Maths link) • Understand the vocabulary associated with a variety of cooking methods (English link) including the use of scientific terms to explain how heating and cooling causes reversible/irreversible changes (Science link) • Demonstrate how to plan a balanced meal • Demonstrate an understanding of how to substitute ingredients in a recipe (e.g. for allergies etc.) 	<ul style="list-style-type: none"> • Talk about, understand and carry out (independently) safe and hygienic kitchen practices • Explain how a meal combines food from different food groups to create a healthy diet—discuss what improvements could be made to improve the meal (Science link) • Measure and weight using a variety of equipment (scales, jugs, spoons, cups etc.) for both standard and imperial units of measure (Maths link) • Understand the vocabulary associated with a variety of cooking methods (English link) including geographical knowledge of where foods come from (Geography link) • Talk about the impact of changing proportions within a recipe and use knowledge of food and cooking to generate own recipes. • Demonstrate how to adapt recipes for smaller/larger amounts (e.g. doubling/halving amounts) • Demonstrate an understand of seasonality and how foods are made available all year

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Tracker targets specifically for Food Technology

LKS2	UKS2
<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. 	<ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food.
<ul style="list-style-type: none"> Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. 	<ul style="list-style-type: none"> Understand about seasonality in relation to food products and the source of different food products.
<ul style="list-style-type: none"> Use cup measures to accurately measure ingredients 	<ul style="list-style-type: none"> Choose and use a variety of equipment to measure out ingredients spoon, cup, scales.
<ul style="list-style-type: none"> Use a range of tools safely to cut a range of foods. Blunt knives 	<ul style="list-style-type: none"> Use a range of tools safely to cut a range of foods. Serrated knives
<ul style="list-style-type: none"> Know and use relevant technical and sensory vocabulary. 	<ul style="list-style-type: none"> Know and use relevant technical and sensory vocabulary.
<p>VOCABULARY name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, measure, knife, knives, cups</p>	<p>VOCABULARY ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, serrated knife, scales</p>