











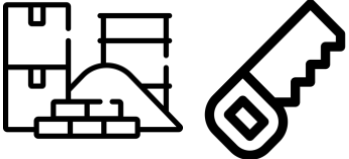












Year A



	<p>Year A</p> 	
<p>Bunnies Pre School</p> 	<p>Personal, Social and Emotional Development</p> 	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p>
	<p>Physical Development</p> 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	<p>Understanding the World</p> 	<ul style="list-style-type: none"> • Explore how things work.
	<p>Expressive Arts and Design</p> 	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>

Rabbits Reception	Physical Development 		Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design 		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
3- 5 skills	Food skills 		Bridge knife technique, using spoons and cups, use balance scales, sieve, kneading, shaping, cutting out rolled pastry, glazing, tearing, crumbling, arranging ingredients/toppings, spreading with the back of a spoon, scooping, using a lemon squeezer, beating ingredients together, garnishing and decorating.
ELG	Physical Development 	Fine Motor Skills 	Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design 	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.

	Autumn	Spring	Summer
--	--------	--------	--------

<p>Y1/2</p> 	 <p>Mechanical Systems Sliders and Levers</p> <p>Key learning in design and technology</p>  <p><u>Prior learning</u></p> <ul style="list-style-type: none"> • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.  <p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they 	 <p>Structures Free Standing structures</p> <p>Key learning in design and technology</p>  <p><u>Prior learning</u></p> <ul style="list-style-type: none"> • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper.  <p><u>Designing</u></p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they 	 <p>Food Preparing Fruit and Vegetables</p> <p>Key learning in design and technology</p>  <p><u>Prior learning</u></p> <ul style="list-style-type: none"> • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils.  <p><u>Designing</u></p> <ul style="list-style-type: none"> • Design appealing products for a particular user based on simple design criteria.
---	--	--	--

could make.
 • Develop, model and communicate their ideas through drawings and mock-ups with card and paper.



Making

- Plan by suggesting what to do next.
- Select and use tools, explaining their choices, to cut, shape and join paper and card.
- Use simple finishing techniques suitable for the product they are creating.



Evaluating

- Explore a range of existing books and everyday products that use simple sliders and levers.
- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

could make.
 • Develop, model and communicate their ideas through talking, mock-ups and drawings.



Making

- Plan by suggesting what to do next.
- Select and use tools, skills and techniques, explaining their choices.
- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.



Evaluating

- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and

• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
 • Communicate these ideas through talk and drawings.






Making





- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.



Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

	 <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project 	<p>whether it meets the original design criteria.</p>  <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 	 <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.
	<p>Moving Books</p>	<p>House or Tower</p>	<p>Fruit Salad</p>

<p>Y3/4</p> 	 <p>Electrical Systems Circuits and Switches</p>	 <p>Structures Shell Structures</p> <p>Key learning in design and</p>	 <p>Food</p> <p>Healthy and Varied Diet</p> <p>Key learning in design and</p>
---	---	---	---

Key learning in design and technology



Prior learning

- Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.
- Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.



Designing

- Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional

technology



Prior learning

- Explored and used mechanisms such as flaps, sliders and levers.
- Gained experience of basic cutting, joining and finishing techniques with paper and card.



Designing

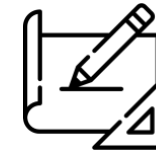
- Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.

technology



Prior learning

- Know some ways to prepare ingredients safely and hygienically.
- Have some basic knowledge and understanding about healthy eating and The eatwell plate.
- Have used some equipment and utensils and prepared and combined ingredients to make a product.



Designing

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.
- Use annotated sketches and appropriate

and exploded diagrams.



Making

- Order the main stages of making.
- Select from and use tools and equipment to cut, shape, join and finish with some accuracy.
- Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.



Evaluating

- Investigate and analyse a range of existing battery-powered products.
- Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.



Making

- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
- Select from and use finishing techniques suitable for the product they are creating.



Evaluating

- Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.

information and communication technology, such as web-based recipes, to develop and communicate ideas.






Making

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.



Evaluating

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Evaluate the ongoing work and the final product

	 <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project. 	 <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	<p>with reference to the design criteria and the views of others.</p>  <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately.
	Lighthouses	Packaging	Pizza

Y5/6



Food

Celebrating Culture and Seasonality

Key learning in design and technology



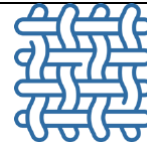
Prior learning

- Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.
- Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.



Designing

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.



Textiles

Combining Different Fabric Shapes

Key learning in design and technology



Prior learning

- Experience of basic stitching, joining textiles and finishing techniques.
- Experience of making and using simple pattern pieces.



Designing

- Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.
- Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computeraided design.

- Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.



Making

- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose.



Evaluating

- Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.



Making

- Produce detailed lists of equipment and fabrics relevant to their tasks.
- Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.



Evaluating

- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.



Technical knowledge and understanding

- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.

- Investigate and analyse textile products linked to their final product.
- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.



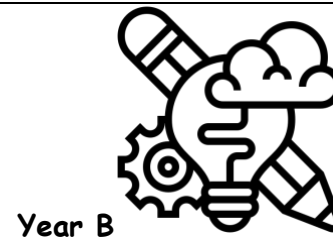
Technical knowledge and understanding




- A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
- Fabrics can be strengthened, stiffened and reinforced where appropriate.

Celebration Biscuits

Sandals

STEM FOCUSED DAY




<p>Bunnies Pre School</p>	<p>Personal, Social and Emotional Development</p> 	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p>
<p>Physical Development</p> 	<p>Physical Development</p>	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
<p>Understanding the World</p> 	<p>Understanding the World</p>	<ul style="list-style-type: none"> • Explore how things work.
<p>Expressive Arts and Design</p>	<p>Expressive Arts and Design</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials</p>

			to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	
Rabbits Reception	Physical Development 		Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	
	Expressive Arts and Design 		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	
3- 5 skills	Food skills 		Bridge knife technique, using spoons and cups, use balance scales, sieve, kneading, shaping, cutting out rolled pastry, glazing, tearing, crumbling, arranging ingredients/toppings, spreading with the back of a spoon, scooping, using a lemon squeezer, beating ingredients together, garnishing and decorating.	
	ELG	Physical Development	Fine Motor Skills	Use a range of small tools, including scissors, paintbrushes and cutlery.
Expressive Arts and Design		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.	
		Autumn	Spring	Summer
Y1/2				
	 Textiles		 Mechanical Systems	


Templates and Joining

Key learning in design and technology



Prior learning

- Explored and used different fabrics.
- Cut and joined fabrics with simple techniques.
- Thought about the user and purpose of products.




Designing

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.


Wheels and Axles

Key learning in design and technology



Prior learning

- Assembled vehicles with moving wheels using construction kits.
- Explore moving vehicles through play.
- Gained some experience of designing, making and evaluating products for a specified user and purpose.
- Developed some cutting, joining and finishing skills with card.




Designing

- Generate initial ideas and simple design criteria through talking and using own experiences.
- Develop and communicate ideas through drawings and mock-ups.

Food


Preparing vegetables and sandwiches

Key learning in design and technology



Prior learning

- Experience of vegetables, types of breads and healthy fillings undertaking sensory activities i.e. appearance taste and smell.
- Experience of cutting vegetables using appropriate utensils.



Designing

- Design appealing products for a particular user based on simple design criteria.
- Generate initial ideas and design criteria through investigating a variety of sandwich types and fillings,
- Communicate these ideas through talk and



Making

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.



Evaluating

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Evaluate their ideas throughout and their final products against original design criteria.



Making

- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.



Evaluating

- Explore and evaluate a range of products with wheels and axles.
- Evaluate their ideas throughout and their products against original criteria.



Making




drawings.

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of vegetables, breads and fillings according to their characteristics e.g. colour, texture and taste to create a chosen product.



Evaluating

- Taste and evaluate a range of vegetables, breads and fillings to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

	 <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. 	 <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. 	 <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand where a range of vegetables, breads and fillings come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how vegetables, breads and fillings are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.
	Puppet	Vehicles	Picnic

Y3/4



Mechanical systems
Levers and Linkages

Key learning in design and technology



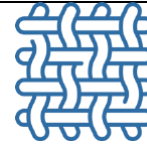
Prior learning

- Explored and used mechanisms such as flaps, sliders and levers.
- Gained experience of basic cutting, joining and finishing techniques with paper and card.



Designing

- Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.



Textiles

2D Shape to 3D product Textiles

Key learning in design and technology



Prior learning

- Have joined fabric in simple ways by gluing and stitching.
- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.



Designing

- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated sketches, prototypes, final product sketches and pattern pieces.



Food

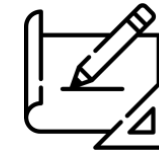
Healthy and Varied Diet

Key learning in design and technology



Prior learning

- Know some ways to prepare ingredients safely and hygienically.
- Have some basic knowledge and understanding about healthy eating and The eatwell plate.
- Have used some equipment and utensils and prepared and combined ingredients to make a product.



Designing

- Generate and clarify ideas through discussion with peers and adults to develop design criteria



Making

- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
- Select from and use finishing techniques suitable for the product they are creating.



Evaluating

- Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.



Making

- Plan the main stages of making.
- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.



Evaluating

- Investigate a range of 3-D textile products relevant to the project.
- Test their product against the original design criteria and with the intended user.
- Take into account others' views.
- Understand how a key event/individual has influenced the development of the chosen product and/or fabric.

including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.

- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.



Making

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.



Evaluating



Technical knowledge and understanding

- Understand and use lever and linkage mechanisms.
- Distinguish between fixed and loose pivots.
- Know and use technical vocabulary relevant to the project.



Technical knowledge and understanding

- Know how to strengthen, stiffen and reinforce existing fabrics.
- Understand how to securely join two pieces of fabric together.
- Understand the need for patterns and seam allowances.
- Know and use technical vocabulary relevant to the project.



Technical knowledge and understanding

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

- Know how to use appropriate equipment and utensils to prepare and combine food.
- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Know and use relevant technical and sensory vocabulary appropriately.

Rapunzel's Tower

Pencil Cases

Rock Buns

Y5/6



Mechanical Systems
Pulleys or Gears

Key learning in design and technology



Prior learning

- Experience of axles, axle holders and wheels that are fixed or free moving.
- Basic understanding of electrical circuits, simple switches and components.
- Experience of cutting and joining techniques with a range of materials including card, plastic and wood.
- An understanding of how to strengthen and stiffen structures.



Designing

- Generate innovative ideas by carrying out



Structures

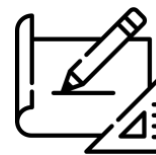
Frame Structures

Key learning in design and technology



Prior learning

- Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials.
- Basic understanding of what structures are and how they can be made stronger, stiffer and more stable.



Designing

- Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.
- Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources



Food
Bread

Reversible and Irreversible Changes
Warburtons link

Key learning in design and technology



Prior learning

- Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.
- Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.



Designing

- Generate innovative ideas through research and discussion with peers and adults to develop a

research using surveys, interviews, questionnaires and web-based resources.

- Develop a simple design specification to guide their thinking.
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.



Making

- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

and cost.

- Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.



Making

- Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.
- Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.

design brief and criteria for a design specification.

- Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.



Making

- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose.



- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.
- Investigate famous manufacturing and engineering companies relevant to the project.



Technical knowledge and understanding

- Understand that mechanical and electrical systems have an input, process and an output.

- Use finishing and decorative techniques suitable for the product they are designing and making.



- Investigate and evaluate a range of existing frame structures.
- Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.
- Research key events and individuals relevant to frame structures.




- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.



Technical knowledge and understanding

- Know how to use utensils and equipment including heat sources to prepare and cook food.

Design and Technology - Knowledge Learning and Skill Progression Curriculum

	<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. • Know and use technical vocabulary relevant to the project. 	<div style="text-align: center;">  <p><u>Technical knowledge and understanding</u></p> </div> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. 	<ul style="list-style-type: none"> • Understand about seasonality in relation to food products and the source of different food products.
	<p>Fairground Rides</p>	<p>Anglo Saxon Settlement</p>	<p>Bread</p>

Additional Information. (recipes located in one drive folder - also on DT and computing Padlet)

RECIPE INDEX

Why not grow a soup from scratch as a class project?

This index helps you plan which of the 32 recipes in this pack to cook with your pupils. They're grouped by age and eating occasion – look at each recipe card to see which skills they involve.

	BREAKFAST	SOUP	BAKED	SALAD/VEG	MAIN	PUDDING		
<h2>3-5+</h2> <p>Recipes 1-8 are suitable for pupils aged from 3-5 with adult preparation, assistance and supervision.</p>	 <p>1. Open-Top Banana Sandwich</p>	 <p>2. Broccoli & Basil Soup</p>	 <p>3. Leek & Mushroom Croustades</p>	 <p>4. New Potato Salad with Chives and Mint</p>	 <p>5. Secret Garden Salad</p>	 <p>6. Cheesy Seedy Courgettes</p>	 <p>7. Chilli Bean Potatoes</p>	 <p>8. Caribbean Fruit Salad</p>
<h2>5-7+</h2> <p>Recipes 9-16 are suitable for pupils aged from 5-7 with adult preparation, assistance and supervision.</p>	 <p>9. Mini Breakfast Frittatas</p>	 <p>10. Pea & Mint Soup</p>	 <p>11. Mini Pitta Pockets</p>	 <p>12. Pasta Salad with Roasted Veg</p>	 <p>13. Jumping Bean Couscous Salad</p>	 <p>14. Summer Vegetable Coca</p>	 <p>15. Glamorgan Sausages</p>	 <p>16. Berried Treasure</p>
<h2>7-9+</h2> <p>Recipes 17-24 are suitable for pupils aged from 7-9 with adult preparation, assistance and supervision.</p>	 <p>17. Fruit & Muesli Breakfast Pots</p>	 <p>18. Leek & Potato Soup</p>	 <p>19. Butternut & Thyme Scones</p>	 <p>20. Ratatouille</p>	 <p>21. Spicy Chickpea Pot</p>	 <p>22. Fantastic Fish Pie</p>	 <p>23. Brilliant American Burgers</p>	 <p>24. Chocolate Courgette Cake</p>
<h2>9-11+</h2> <p>Recipes 25-32 are suitable for pupils aged from 9-11 with adult preparation, assistance and supervision.</p>	 <p>25. Berry Breakfast Pancakes</p>	 <p>26. Carrot & Coriander Soup</p>	 <p>27. Tomato & Basil Bread</p>	 <p>28. Spicy Potato Wedges</p>	 <p>29. Beetroot, Apple & Onion Chutney</p>	 <p>30. Smoked Paprika Sausage Hotpot</p>	 <p>31. Tuna & Broccoli Pasta Bake</p>	 <p>32. Scots Berry Baskets</p>

COOKING SKILLS CHECKLIST

This shows which taught skills children can generally achieve without pre-preparation of ingredients at each age group.



KNIFE SKILLS		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
1	Bridge knife technique – soft foods e.g. strawberry, cherry tomato		•	•	•	•	•	•	•
2	Bridge knife technique – harder foods e.g. apple				•	•	•	•	•
3	Claw knife technique – soft foods e.g. cucumber			•	•	•	•	•	•
4	Claw knife technique – harder foods e.g. carrot					•	•	•	•
5	Simple combination of bridge and claw e.g. onion							•	•
6	Fine chopping of herbs								•
7	Snipping herbs in a jug using scissors			•	•	•	•	•	•
8	Hedgehog a mango cheek with a round-bladed knife				•	•	•	•	•
9	Coring an apple							•	•
10	Peeling soft vegetables e.g. courgette					•	•	•	•
11	Peeling e.g. carrot								•
12	Grating soft foods e.g. courgette, cheese				•	•	•	•	•
13	Grating harder foods e.g. carrot, apple						•	•	•
14	Finer grating e.g. Parmesan cheese, nutmeg							•	•
WEIGHING AND MEASURING		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
1	Using measuring spoons and cups		•	•	•	•	•	•	•
2	Using a jug to measure liquids				•	•	•	•	•
3	Using balance scales		•	•	•	•	•	•	•
4	Using digital or spring balance scales					•	•	•	•
BAKING SKILLS		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
1	Sieving e.g. flour		•	•	•	•	•	•	•
2	Cutting fat into flour				•	•	•	•	•
3	Cracking an egg				•	•	•	•	•
4	Separating an egg					•	•	•	•
5	Beating an egg			•	•	•	•	•	•
6	Rubbing fat into flour				•	•	•	•	•

BAKING SKILLS CONT.		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
7	Adding liquid to flour					•	•	•	•
8	All-in-one cake mixing			•	•	•	•	•	•
9	Creaming fat and sugar						•	•	•
10	Folding flour into creamed mixture						•	•	•
11	Scraping out a bowl with spatula			•	•	•	•	•	•
12	Dividing mixture into tins e.g. muffins			•	•	•	•	•	•
13	Mixing to form a bread dough				•	•	•	•	•
14	Kneading		•	•	•	•	•	•	•
15	Shaping e.g. bread rolls		•	•	•	•	•	•	•
16	Handling and folding filo pastry		•	•	•	•	•	•	•
17	Handling and rolling puff pastry				•	•	•	•	•
18	Handling and rolling shortcrust pastry						•	•	•
19	Cutting out rolled pastry		•	•	•	•	•	•	•
20	Glazing e.g. brushing with egg, milk, oil		•	•	•	•	•	•	•
OTHER SKILLS		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
1	Tearing e.g. herbs		•	•	•	•	•	•	•
2	Crumbling cheese eg feta cheese		•	•	•	•	•	•	•
3	Arranging ingredients/toppings		•	•	•	•	•	•	•
4	Spreading with the back of a spoon e.g. pizza topping		•	•	•	•	•	•	•
5	Spreading with a table knife e.g. butter				•	•	•	•	•
6	Scooping eg removing mango flesh from hedgehogged shell, or baked potato from its jacket		•	•	•	•	•	•	•
7	Mashing			•	•	•	•	•	•
8	Crushing garlic				•	•	•	•	•
9	Using a lemon squeezer		•	•	•	•	•	•	•
10	Beating ingredients together e.g. salad dressing		•	•	•	•	•	•	•
11	Shaping e.g. fishcakes/burgers				•	•	•	•	•
12	Coating e.g. with egg and breadcrumbs					•	•	•	•
13	Using the hob (only with adult supervision) e.g. to sweat vegetables for soup							•	•
14	Whisking e.g. egg whites or cream							•	•
15	Shelling a hard boiled egg					•	•	•	•
16	Garnishing and decorating		•	•	•	•	•	•	•
17	Seasoning to taste						•	•	•
18	Draining through a sieve or colander					•	•	•	•



Design and Technology - Knowledge Learning and Skill Progression Curriculum