



Design and Technology Subject Progression Document RWPA

Developing, Planning and Communicating Design Ideas

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Contexts, Users and Purposes						
Know how to select materials from a limited range that will meet a simple design criteria e.g. shiny	Know how to draw on their own experience to help generate ideas and research conducted on design criteria.	Know how to generate design ideas by drawing on their own and other people's experiences.	Explain how existing products have been designed, made, what materials have been used and the construction techniques. Know how to sketch and annotate these to support analysis.	Know how to generate design ideas, considering the purposes and users for which they are designing- link with mathematics and science and art.	Know how to use research and develop their own design criteria to inform the design of innovative, functional, appealing products that are fit for user and purpose.	Know how to use research (including market research) to develop their own design criteria to inform the design of innovative, functional, appealing products that are fit for user and purpose.
	Know about the development of existing products: Explain what they are for, how they work, what materials have been used.	Know about how existing products have been designed, made, what materials have been used and the construction techniques. Know how to draw and label existing products.	Know about relevant inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products (linked to areas of study -pneumatic systems and levers and linkages)	Know about relevant inventors, designers, engineers, manufacturers who have developed ground-breaking products. (linked to areas of study - textiles structures and electrical systems)	Know about relevant inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. (linked to areas of study - textiles structures and electrical systems) Cooking and nutrition (The Sustainable Chef- Attica Restaurant)	Know about relevant inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. (linked to areas of study/cam mechanisms pulley systems structures and electrical systems)
	Know how to identify a target group for what they intend to design and make based on a design criteria.	Know how to develop their own ideas, from given starting points, using pictures and words to convey what they want to design and make.	Know how to identify a purpose/user and establish design criteria for a successful product.	Know how to identify a purpose/ user and establish design criteria for a successful product.	Know how to draw up a specification for their design (link with mathematics and science and art) Use results of investigations, information sources,	Know how to draw up a specification for their design (link with mathematics and science and art) Use market research to inform plans.

					including ICT when developing design ideas.	
Generating, Developing, Modelling and Communicating ideas						
<p>Begin to show accuracy when drawing a product they would like to make.</p>	<p>Start to suggest ideas and explain what they are going to do.</p> <p>Know how to develop their ideas through talk and simple drawings.</p>	<p>Know how to develop their ideas further through discussion, observation.</p> <p>Know how to make drawings with labelled parts and materials.</p> <p>Know how to annotate designs to explain intentions.</p>	<p>With growing confidence generate ideas for an product, considering its purpose and the user/s.</p> <p>Know how to make drawings with labels and annotations (materials, techniques, tools to be used) when designing.</p>	<p>Know how to make labelled drawings with annotations from different views showing specific features. Develop more than one design or adaptation of an initial design.</p>	<p>Know how to generate, develop and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams,</p>	<p>Know how to generate, develop and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, and presentations.</p>
<p>Explore ideas by rearranging materials.</p> <p>Describe simple models or drawings of ideas and intentions.</p>	<p>Make templates and mock-ups of their ideas in card and paper.</p>	<p>Make templates and mock-ups to model their ideas in card and paper or using ICT (if relevant).</p>	<p>Make templates and mock-ups to model their ideas in card and paper or using ICT (if relevant).</p>	<p>Start to generate, develop, model and communicate their ideas through use of prototypes, pattern pieces and CAD/Tinkercad.</p> <p>When designing, consider the ideas and views of others (including intended users) to improve their work.</p>	<p>Start to generate, develop, model and communicate their ideas through use of prototypes, pattern pieces and CAD/Tinkercad.</p>	<p>Generate, develop, model and communicate their ideas through use of prototypes, pattern pieces and CAD/Tinkercad.</p>
<p>Select and name the tools needed to work the materials e.g. scissors for paper.</p> <p>Explain what they are making and which materials they are using.</p> <p>Discuss their creations as they progress, explaining the process they have used.</p>	<p>Communicate with others about how they want to construct their product, describing models and labelled drawings of ideas and intentions (verbal plan). Select and name the appropriate materials and tools needed from a limited range</p> <p>Explain how they intend to join simple materials.</p>	<p>Begin to explain why they chose a certain material, taking into consideration design criteria.</p> <p>Select appropriate tools needed to work the material and use them safely.</p> <p>Explain how they intend to join materials.</p>	<p>Start to order the main stages of making a product.</p> <p>Start to understand whether products can be recycled or reused and understand the importance of this.</p> <p>When planning, explain their choice of materials and components according to function and aesthetics.</p> <p>Put together a step-by-step</p>	<p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>When planning, consider the ideas and views of others (including intended</p>	<p>Use previous knowledge to select appropriate materials, tools and techniques.</p> <p>With growing confidence apply a range of finishing techniques, including those from art and design.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and</p>	<p>Use market research to inform plans</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Suggest alternative methods of making, if the first attempts fail.</p>

			<p>plan which shows the order and also what materials, equipment and tools and processes they need.</p>	<p>users) to improve their work.</p> <p>When planning explain their choice of materials and components according to function and aesthetics.</p> <p>Produce a plan and explain it to others.</p> <p>Consider how to present their product in an interesting way.</p>	<p>the impact products have beyond their intended purpose.</p> <p>Produce a detailed step-by-step plan. Suggest some alternative plans and say what the good points and drawbacks are about each.</p> <p>Explain how their product will appeal to the intended audience.</p>	<p>Identify the strengths and areas for development in their ideas and products. Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Convincingly justify their plan to someone else.</p> <p>Follow and refine their initial plan if necessary</p> <p>Show consideration to culture and society in a design.</p> <p>Explain how their product should be stored, justifying with reasons.</p> <p>Suggest ideas about how their product could be sold.</p> <p>Work within a given budget.</p>
<p>New Vocabulary</p> <p>design model, tools draw, materials, join safely</p>	<p>New Vocabulary</p> <p>existing products, planning, investigating, templates, mock-ups, evaluate, make, user, purpose, ideas, product,</p>	<p>New Vocabulary</p> <p>annotate, design intentions, function,</p>	<p>New Vocabulary</p> <p>prototype, annotated sketch, functional, innovative, function, components, aesthetics, appealing, construction techniques, equipment, processes generate ideas,</p>	<p>New Vocabulary</p> <p>design brief, planning, annotated sketch, initial design, adaptation, intended users, finishing techniques CAD (Computer aided design)</p>	<p>New Vocabulary</p> <p>model, communicate, design decisions, functionality, authentic, design specification, design brief, innovative, annotate, mock-up, prototype cross sectional /exploded diagrams, pattern pieces,</p>	<p>New Vocabulary</p> <p>market research refine, culture, society, stored, sold, cost, budget</p>

			inventors, designers, engineers, chefs, manufacturers develop, ground, -breaking products, stages, recycle, reuse. sensory, evaluations		sustainable, impact, intended purpose/audience	
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Working with tools, equipment, materials and components to make quality products

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know how to create their design using basic materials, tools and techniques.	Know how to make their design using appropriate materials, tools and techniques.	Know how to select appropriate tools, materials and techniques; use correct vocabulary to name and describe them.	Select a wider range of materials, tools and techniques for making their product i.e. construction materials and kits, food ingredients, mechanical components.	Select a wider range of materials, tools and techniques for making their product safely i.e. construction materials and kits, textiles and electrical components.	Use previous knowledge and understanding to select appropriate materials, components, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.	Use knowledge and understanding of tools, materials, components and techniques to confidently select those appropriate to the Design and Make Challenges.
<p>Select appropriate resources and tools for their building projects.</p> <p>Explain what they are making and which materials they are using.</p> <p>Use simple technical vocabulary when appropriate.</p> <p>Select and name the tools needed to work the materials e.g. scissors for paper.</p> <p>Begin to use scissors safely, to cut straight and curved edges.</p>	<p>Explore using tools e.g. scissors and a hole punch safely.</p> <p>Select appropriate resources and tools for their building projects</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools and equipment safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary</p>	<p>Know how to join things (materials/components) together in different ways.</p> <p>With help measure, cut and score with some accuracy.</p> <p>Know how to measure materials to use in a model or structure.</p> <p>Know how to assemble, join and combine materials in order to make a product.</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they intend to use.</p> <p>Know how to measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Know how to work safely and accurately with a range of simple tools and equipment.</p> <p>Work accurately to make cuts and holes - e.g. to measure and then use equipment to cut.</p>	<p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Measure carefully and show initiative to check so as not to make mistakes</p> <p>Know how to join and combine materials and components accurately in temporary and permanent ways.</p> <p>Use a glue gun with close supervision (one to one)</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Know how to measure and mark out more accurately to ensure that everything is precise.</p> <p>With growing confidence cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately.</p>	<p>Know how to cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Know what is required to achieve a quality product.</p> <p>Use a wide range of tools and equipment expertly, demonstrating safety and accuracy.</p>

Safely use a hole punch to punch holes.	methods e.g. glues or masking tape.				Use a glue gun with close supervision	
Explore using/ holding basic tools such as a saw or hammer safely.						

Structures

Start to build structures, joining components together.	Begin to build structures, explaining how they joined the materials	Build structures, exploring how they can be made stronger, stiffer and more stable.	Build more complex structures exploring how they can be made stable.	Apply knowledge and understanding of how to strengthen, stiffen and reinforce structures/ frameworks to create a product using card and square section wood.	Apply knowledge and understanding of how to strengthen, stiffen and reinforce structures to design and make more complex structures.	Know how to build, reinforce and strengthen a 3D framework. Know how to construct products using permanent joining techniques.
New Vocabulary cut, fold, join, fix structure, wall, tower, wood, plastic, metal	New Vocabulary base, top, underneath, side, edge, surface, corner, point, straight, curved, circle, triangle, square, rectangle,	New Vocabulary weak, stronger, thicker, thinner, framework, cuboid, cube, cylinder	New Vocabulary marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, corrugating, ribbing, laminating,	New Vocabulary shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity	New Vocabulary frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent	

Mechanical and Electrical Systems

Look at simple hinges, wheels and axles.	Explore and make simple lever and slider mechanisms. Know how lever and slider mechanisms work. Know how to make a product which moves using a lever and a slider mechanism.	Know how wheels and axles work and make a functioning product attaching working wheels and axles.	Know how mechanical systems such as levers and linkages and pneumatic systems create movement. Know how to create and use levers and linkages Know that mechanical systems have an input, process and output. Know how pneumatic systems work.	Know how simple electrical circuits and components can be used to create functional products. Build models incorporating circuits with buzzers and bulbs Know how to incorporate switches into models made to turn them on and off	Know about and explain how mechanical systems such as pulleys create movement. Know how to build a model which incorporates a motor. Know that mechanical and electrical systems have an input process and output.	Know about and explain how mechanical systems incorporating cams create movement. Know how to assemble components to make working models. Know how to incorporate switches into models made to turn them on and off Know that mechanical and electrical systems
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			<p>Know how to incorporate a pneumatic system in a product to add movement.</p> <p>Know how to make products which use mechanical components.</p>	<p>Know that electrical systems have an input, process and output.</p> <p>Know how to program a computer to monitor changes in the environment and control their products.</p>	<p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to control their products.</p>	<p>have an input process and output.</p> <p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>Know how to incorporate switches into models made to turn them on and off</p>
<p>New Vocabulary card, masking tape, join, push, pull, up, down,</p>	<p>New Vocabulary slider, lever, pivot, slot, bridge/guide, straight, curve, forwards, backwards</p>	<p>New Vocabulary vehicle, wheel, axle, dowel, axle holder, chassis, body, cab mechanism winding mechanism, axle, dowel, pulley (grooved wheel) handle</p>	<p>New Vocabulary linkage, pivot, slot, input, process, output linear, rotary, oscillating, reciprocating, motion</p> <p>Mechanism: pneumatic system, components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight linear, rotary, oscillating, reciprocating, constraints, investigate</p>	<p>New Vocabulary <u>Electrical Systems</u> series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device</p>	<p>New Vocabulary drive belt, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams,</p> <p><u>Electrical Systems</u> reed switch, (LDR), tilt switch, light emitting diode (LED) USB cable,</p>	<p>New Vocabulary rotary, linear, reciprocating, hand drill, bradawl, frameworks, <u>Electrical Systems</u> control, program, system, input device, output device, series circuit, parallel circuit</p>
Textiles						

		<p>Use basic sewing techniques.</p> <p>Join fabric using a running stitch, glue and tape</p>		<p>Know how to sew using a range of different stitches (back stitch, oversewing, blanket stitch, running stitch)</p> <p>Know how to create and use a simple pattern to cut out pieces of fabric for a textile product.</p> <p>Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Use applique and embroidery to decorate a product</p> <p>Make a fastening using a button or press stud.</p>	<p>With confidence, demonstrate how to pin, sew and stitch materials together to create a full size textile product</p> <p>Know how to create and use more complex patterns to cut out pieces of fabric for a textile product.</p> <p>Create a textile product, applying their previous knowledge and skills and using a range of materials and sewing techniques.</p> <p>Combine fabrics to make a high quality product for a purpose.</p>	
<p>New Vocabulary join, decorate, needle, fabrics. thread</p>		<p>New Vocabulary components, template/ pattern pieces, mark out, join, decorate, finish</p>		<p>New Vocabulary names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, seam, seam allowance</p>	<p>New Vocabulary wadding, reinforce, right side, wrong side, hem, fastenings used,</p>	
Iterative Process (making, evaluating, refining and improving)						
	<p>Attempt to make their model stronger if it needs to be.</p>	<p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p>	<p>Try alternative ways of fixing something if the first attempt is not successful.</p>	<p>Persevere with their product even though their original idea might not have worked.</p>	<p>Demonstrate motivation/ perseverance to refine and improve their products.</p>	<p>Demonstrate an ability to make modifications while working through the design process.</p>
Finishing Techniques						

Explore, colour, design, texture, form and function.	Begin to use simple finishing techniques to improve the appearance of their product.	Start to choose and use appropriate finishing techniques based on their own ideas.	Make choices of material both for its appearance and qualities Attempt to make sure that their product looks attractive	Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.	Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.	Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT
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Evaluating Processes and Products

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Discuss their work as it progresses.</p> <p>Say what they like and do not like about items they have made and attempt to say why.</p> <p>Begin to talk about their designs as they develop and identify good and bad points.</p> <p>Start to talk about changes made during the making process.</p> <p>Discuss how closely their finished products meet their design criteria.</p>	<p>When looking at existing products explain what they like and dislike about the products and begin to explain why.</p> <p>Know how to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make next time.</p>	<p>Look at a range of existing products. Explain what they like and dislike about the products and say why.</p> <p>Evaluate their work against their design criteria.</p> <p>Start to evaluate their own products as they are developed, identifying what went well and possible changes they might make next time.</p> <p>Talk about their ideas with increasing confidence.</p>	<p>Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Know how to evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Know how to suggest some improvements and say what was good and not so good about their original design.</p> <p>Begin to evaluate how the key designs of individuals in design and technology have helped shape the world.</p>	<p>Be able to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Know how to evaluate their work both during and at the end of the Design and Make Challenge.</p> <p>Evaluate their products carrying out appropriate tests.</p> <p>Suggest some improvements and say what was good and not so good about their original design.</p> <p>Begin to explain how they can improve their original designs.</p> <p>Evaluate their product, thinking of both appearance and the way it functions.</p> <p>Evaluate how the key designs of individuals in design and technology</p>	<p>Start to evaluate a product against the original design specification and by carrying out tests.</p> <p>Know how to evaluate their work both during and at the end of the assignment.</p> <p>Begin to seek evaluation from others.</p> <p>Evaluate appearance and function against original criteria.</p> <p>Evaluate how the key designs of individuals in design and technology have helped shape the world.</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Know how to evaluate their work both during and at the end of the assignment.</p> <p>Seek evaluation from others.</p> <p>Record their evaluations using drawings with labels and annotations.</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved.</p> <p>Evaluate how the key designs of individuals in design and technology have helped shape the world.</p>

				have helped shape the world.		Justify why they selected specific materials and components
New Vocabulary	New Vocabulary existing products, evaluate, user, purpose, product, strengths, changes	New Vocabulary function, improve	New Vocabulary disassemble, views, intended purpose, original design/criteria improvements	New Vocabulary appropriate tests, appearance, function	New Vocabulary design specification	New Vocabulary areas for development, justify

Cooking and Nutrition

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to develop a food vocabulary using taste, smell, texture and feel.</p> <p>Explore familiar food products e.g. fruit and vegetables.</p> <p>Stir, spread, knead and shape a range of food and ingredients.</p> <p>Begin to work safely and hygienically.</p> <p>Start to think about the need for a variety of foods in a diet. Understand the importance of healthy food choices.</p> <p>Know how to measure and weigh food items using non-statutory measures e.g. spoons, cups.</p>	<p>Begin to understand that all food comes from plants or animals.</p> <p>Explore common food sources (e.g. from plants or animals)</p> <p>Start to understand how to name and sort foods into the five groups in (e.g. use the 'The Eatwell Guide')</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day (check current guidelines!)</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p> <p>Know how to measure and weigh food items</p>	<p>Know that all food comes from plants or animals.</p> <p>Develop understanding of where different foods come from (e.g. foods which are farmed, grown elsewhere (e.g. home) or caught) and also food from native to different countries.</p> <p>Know how to name and sort foods into the five groups in (e.g. use 'The Eatwell Guide')</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day (check current guidelines!)</p> <p>Recognise the need for a variety of food in a diet.</p> <p>Demonstrate how to prepare simple dishes</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a variety of dishes including experience of using a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know how a healthy diet is made up from a variety and balance of different food and drink.</p> <p>Begin to know that to be active and healthy, food and drink are needed to</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes, including experience of using a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know how to measure and weigh ingredients appropriately.</p> <p>Know about and explain why a healthy, varied diet is important. Know that to be active and healthy, food and</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Start to understand that seasons may affect the food available.</p> <p>Know how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes including the use of a heat source.</p> <p>Demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>Know and explain how ingredients were grown, reared and caught.</p> <p>Know that seasons may affect the food available.</p> <p>Know and explain how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source.</p> <p>Know and demonstrate how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know that different food and drink contain different substances</p>

	<p>using non-standard measures (e.g. spoons and cups).</p>	<p>safely and hygienically, without using a heat source.</p> <p>Know and demonstrate how to use techniques such as cutting, peeling and grating.</p> <p>Make dishes from other countries (if relevant to learning theme).</p>	<p>provide energy for the body (and begin to distinguish healthy, high energy foods)</p> <p>Be able to identify foods which come from the UK and other countries in the world.</p>	<p>drink are needed to provide energy for the body and identify healthy, high energy foods.</p> <p>Know what to do to be hygienic and safe.</p> <p>Become familiar with some of the processes that foods go through to preserve them/make them more appealing.</p>	<p>spreading, kneading and baking.</p> <p>Evaluate a meal and consider if they contribute towards a balanced diet.</p> <p>Know that different food and drink contain different substances (nutrients, water and fibre) that are needed for health.</p> <p>Know what times of year particular foods are eaten in.</p> <p>Know what to do to be hygienic and safe.</p> <p>Know how to appropriate tools and equipment, weighing and measuring with scales.</p>	<p>(nutrients, water and fibre) that are needed for health.</p> <p>Know how to use appropriate tools and equipment, weighing and measuring with scales.</p> <p>Plan a healthy and affordable diet.</p>
<p>New Vocabulary</p> <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,</p>		<p>New Vocabulary</p> <p>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</p>		<p>New Vocabulary</p> <p>ingredients, 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</p>		