

**St. Bridget’s C of E Primary Design and Technology Progression of Skills and Knowledge Overview**

*Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow.*

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| **Year Group** | | **Food and Nutrition**  **Year 1** | **Food and Nutrition**  **Year 2** | **Food and Nutrition**  **Year 3** | **Food and Nutrition**  **Year 4** | **Food and Nutrition**  **Year 5** | **Food and Nutrition**  **Year 6** |
|  | | Smoothies/Fruit Pots | Balanced Diet | Eating Seasonally | Adapting a recipe | Developing a recipe | Come dine with me |
| Skills | Design | Designing smoothie/fruit pot carton packaging by-hand. | Designing three wrap ideas based on a food combination which work well together. | Designing a recipe for a savoury tart. | Designing a biscuit within a given budget, drawing upon previous taste testing  judgements. | Adapting a traditional recipe, understanding that the nutritional value  of a recipe alters if you remove, substitute or add additional ingredients.  Writing an amended method for a recipe to incorporate the relevant  changes to ingredients.  Designing appealing packaging to reflect a recipe.  Researching existing recipes to inform ingredient choices | Writing a recipe, explaining the key steps, method and ingredients.  Including facts and drawings from research undertaken. |
| Make | Chopping fruit and vegetables safely to make a smoothie/fruit pot.  Juicing fruits safely to make a smoothie/fruit pot. | Chopping foods safely to make a wrap.  Constructing a wrap that meets a design brief.  Grating foods to make a wrap.  Snipping smaller foods instead of cutting. | Following the instructions within a recipe.  Tasting seasonal ingredients.  Selecting seasonal ingredients.  Peeling ingredients safely.  Cutting safely with a vegetable knife. | Following a baking recipe, including the preparation of ingredients.  Cooking safely, following basic hygiene rules.  Adapting a recipe to meet the requirements of a target audience. | Cutting and preparing vegetables safely.  Using equipment safely, including knives, hot pans and hobs.  Knowing how to avoid cross-contamination. Following a step by step method carefully to make a recipe. | Following a recipe, including using the correct quantities of each ingredient.  Adapting a recipe based on research.  Working to a given timescale.  Working safely and hygienically with independence. |
| Evaluate | Tasting and evaluating different food combinations.  Describing appearance, smell and taste.  Suggesting information to be included on packaging.  Comparing their own smoothie/fruit pot with someone else’s. | Describing the taste, texture and smell of fruit and vegetables.  Taste testing food combinations and final products.  Describing the information that should be included on a  label.  Evaluating food by giving a score. | Establishing and using design criteria to help test and review dishes.  Describing the benefits of seasonal fruits and vegetables and the impact on the environment.  Suggesting points for improvement when making a seasonal tart. | Evaluating a recipe, considering: taste, smell, texture and appearance.  Describing the impact of the budget on the selection of ingredients.  Evaluating and comparing a range of food products.  Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is  falling apart, so next time I will use less raisins). | Identifying the nutritional differences between different products and recipes.  Identifying and describing healthy benefits of food groups. | Evaluating a recipe, considering: taste, smell, texture and origin of the food group.  Taste testing and scoring final products.  Suggesting and writing up points of improvements when scoring others’ dishes,  and when evaluating their own throughout the planning, preparation and cooking process.  Evaluating health and safety in production to minimise cross contamination |
| Knowledge | | To know that a blender is a machine which mixes ingredients together into a smooth liquid.  To know that a fruit has seeds.  To know that fruits grow on trees or vines.  To know that vegetables can grow either above or below ground.  To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). | To know that ‘diet’ means the food and drink that a person or animal usually eats.  To understand what makes a balanced diet.  To know that the five main food groups are:  Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.  To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.  To know that ingredients’ means the items in a mixture  or recipe. | To know that not all fruits and vegetables can be grown in the UK.  To know that climate affects food growth.  To know that vegetables and fruit grow in certain seasons.  To know that cooking instructions are known as a ‘recipe’.  To know that imported food is food which has been brought into the  country.  To know that exported food is food which has been sent to another  country.  To know that eating seasonal foods can have a positive impact on the  environment.  To know that similar coloured fruits and vegetables often have similar  nutritional benefits.  To know that the appearance of food is as important as taste. | To know that the amount of an ingredient in a recipe is known as the ‘quantity.’  To know that safety and hygiene are important when cooking.  To know the following cooking techniques: sieving, measuring, stirring, cutting out  and shaping.  To understand the importance of budgeting while planning ingredients for biscuits.  To know that products often have a target audience. | To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed.  To know that recipes can be adapted to suit nutritional needs and  dietary requirements.  To know that I can use a nutritional calculator to see how healthy a  food option is.  To understand that ‘cross-contamination’ means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.  To know that coloured chopping boards can prevent  cross-contamination.  To know that nutritional information is found on food packaging.  To know that food packaging serves many purposes. | To know that ‘flavour’ is how a food or drink tastes.  To know that many countries have ‘national dishes’ which are recipes associated  with that country.  To know that ‘processed food’ means food that has been put through multiple changes in a factory.  To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.  To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork). |