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Food and Nutrition							
FS1	**FS2**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Begin to understand and follow a range of instructions. • Begin to use a range of cooking utensils to prepare food. • Begin to try an increasing range of food, discussing textures, tastes, likes and dislikes. • Begin to discuss foods from around the world.	• Understand and follow a range of instructions. • To use a range of cooking utensils to prepare food. • To try an increasing range of food, discussing textures, tastes, likes and dislikes. • Discuss foods from around the world. • Understand the importance	• Designing smoothie carton packaging by-hand. • Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie. • Tasting and evaluating different food combinations. • Describing appearance, smell and taste.	• Designing three wrap ideas based on a food combination which work well together. • 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.	• Designing a recipe for a savoury tart. • Following the instructions within a recipe. • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Peeling ingredients safely. • Cutting safely with a vegetable knife. • Establishing and using	• Designing a biscuit, drawing upon previous taste testing judgements. • 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.	• 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	• Writing a recipe, explaining the key steps, method and ingredients. • Including facts and drawings from research undertaken. • Following a recipe, including using the correct quantities of each ingredient. • Adapting a recipe based on research.

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• Begin to understand the importance of a healthy diet. • Begin to know the importance of clean hands when preparing food.	of a healthy diet. • To know the importance of clean hands when preparing food.	• Suggesting information to be included on packaging. • Comparing their own smoothie with someone else's. • 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	• 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. • To know that 'diet' means the food and drink that a person or animal usually eats.	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. • To know that not all fruits and vegetables can be grown in the UK.	• Evaluating a recipe, considering: taste, smell, texture and appearance. • 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). • To know that the amount of an ingredient in a recipe is known as the 'quantity.'	packaging to reflect a recipe. • Researching existing recipes to inform ingredient choices. • 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	• Working to a given timescale. • Working safely and hygienically with independence. • 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

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		or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	• 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 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	• To know that safety and hygiene are important when cooking. • To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. • To know that products often have a target audience.	carefully to make a recipe. • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups. • 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	throughout the planning, preparation and cooking process. • Evaluating health and safety in production to minimise cross contamination. • 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

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			• To know that 'ingredients' means the items in a mixture or recipe.	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.		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.	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).

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						• 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.	

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Textiles							
FS1	**FS2**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Begin to explore different materials. • Begin to understand how to join things together. • begin to use a needle and thread and can confidently follow 'pinch, push, pull' method to sew. • Begin to know how to safely use a range of	• Explore different materials. • Understand how to join things together. • Use a needle and thread and can confidently follow 'pinch, push, pull' method to sew. • To know how to safely use a range of equipment e.g. needles for sewing.	• Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials. • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique)	• Using a template to create a design for a puppet. • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction. • Reflecting on a finished product, explaining likes and dislikes.	• Designing a pouch. • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a	• Designing and making a template from an existing cushion and applying individual design criteria. • Following design criteria to create a cushion. • Selecting and cutting fabrics with ease using fabric scissors. • Threading needles with greater	• Writing design criteria for a product, articulating decisions made. • Designing a personalised book sleeve. • Making and testing a paper template with accuracy and in keeping with the design criteria. • Measuring, marking and cutting fabric	• Designing a stuffed toy, considering the main component shapes required and creating an appropriate template. • Considering the proportions of individual components. • Creating a 3D stuffed toy from a 2D design. • Measuring, marking and cutting fabric

equipment e.g. needles for sewing.		with a variety of materials. • Using a prepared needle and wool to practise threading. • Reflecting on a finished product and comparing to their design. • To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object.	• To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes.	template. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why. • To know that sewing is a method of joining fabric. • To know that different stitches can	independence. • Tying knots with greater independence. • Sewing cross stitch to join fabric. • Decorating fabric using appliqué. • Completing design ideas with stuffing and sewing the edges. • Evaluating an end product and thinking of other ways in which to create similar items. •To know that applique is a	using a paper template. • Selecting a stitch style to join fabric. • Working neatly by sewing small, straight stitches. • Incorporating a fastening to a design. • Testing and evaluating an end product against the original design criteria. • Deciding how many of the criteria should be met for the product to be considered successful.	accurately and independently. • Creating strong and secure blanket stitches when joining fabric. • Threading needles independently. • Using appliqué to attach pieces of fabric decoration. • Sewing blanket stitch to join fabric. • Applying blanket stitch so the spaces between the stitches are

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			• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.	be used when sewing. • To understand the importance of tying a knot after sewing the final stitch.	way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. •To know that when two edges of fabric have been joined together it is called a seam. •To know that it is important to leave space on the fabric for the seam. •To understand that some products are turned inside	• Suggesting modifications for improvement. • Articulating the advantages and disadvantages of different fastening types. • To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. • To know that different fastening	even and regular. • Testing and evaluating an end product and giving point for further improvements . • To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. • To understand that it is easier to finish simpler designs to a high standard.

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					out after sewing so the stitching is hidden.	types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions.	• To know that soft toys are often made by creating appendages separately and then attaching them to the main body. • To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.

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Structures, Mechanisms and Electrical Systems.							
FS1	**FS2**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Begin to explore simple differences between materials, in order to create models. •Begin to build using a range of construction materials. • Begin to build with a purpose. • Begin to build independently or as part of a team. •Begin to evaluate designs.	• Explore simple differences between materials, in order to create models. • Build using a range of construction materials. • Build with a purpose. • Build independently or as part of a team. • Evaluate designs.	• Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design. • Making stable structures from card, tape and glue. • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and	• Creating a class design criterion for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria. • Making linkages using card for levers and split pins for pivots. • Experimenting	• Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design. • Measuring, marking, cutting and assembling	• Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies	• Designing a stable structure that is able to support weight. • Creating a frame structure with a focus on triangulation. • Making a range of different shaped beam bridges. • Using triangles to create truss bridges that span a given	• Designing a steady hand game - identifying and naming the components required. • Drawing a design from three different perspectives. • Generating ideas through sketching and discussion. • Modelling ideas through prototypes. • Understanding the purpose of products

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		assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements.	with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly. • Evaluating own designs against design criteria. • Using peer feedback to modify a final design. • To know that mechanisms are a collection of moving parts that work together as a machine to	with increasing accuracy. • Making a model based on a chosen design. • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. • To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that	the target user. • Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product.	distance and support a load. • Building a wooden bridge structure. • Independently measuring and marking wood accurately. • Selecting appropriate tools and equipment for particular tasks. • Using the correct techniques to saws safely. • Identifying where a structure needs reinforcement and using card corners	(toys), including what is meant by 'fit for purpose' and 'form over function'. • Constructing a stable base for a game. • Accurately cutting, folding and assembling a net. • Decorating the base of the game to a high quality finish. • Making and testing a circuit. • Incorporating a circuit into a base. • Testing own and others

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		• To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make	produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is	something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance.	• Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a	for support. • Explaining why selecting appropriate materials is an important part of the design process. • Understanding basic wood functional properties. • Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary. • Suggesting points for improvements	finished games, identifying what went well and making suggestions for improvement. • Gathering images and information about existing children's toys. • Analysing a selection of existing children's toys. • To know that batteries contain acid, which can be dangerous if they leak. • To know the names of the components in a basic series

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		parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together.	made up of a series of levers.		set of instructions to build a product. • To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.	for own bridges and those designed by others. • To understand some different ways to reinforce structures. • To understand how triangles can be used to reinforce bridges. • To know that properties are words that describe the form and function of materials. • To understand why material	circuit, including a buzzer.

					• To know a motorised product is one which uses a motor to function.	selection is important based on properties. • To understand the material (functional and aesthetic) properties of wood.	