

**Aims for the Design and Technology Curriculum in KS1 and KS2**

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

	<b>KS1 DT National Curriculum Subject Content</b>		<b>LKS2 DT National Curriculum Subject Content</b>		<b>UKS2 DT National Curriculum Subject Content</b>	
	When designing and making, pupils should be taught to: <b>Design</b> <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		When designing and making, pupils should be taught to: <b>Design</b> <input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.		When designing and making, pupils should be taught to: <b>Design</b> <input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
	Year 1	Year2	Year3	Year4	Year 5	Year 6
Designing	<ul style="list-style-type: none"> <li>• I can create a simple design for my product</li> <li>• I can use pictures and words to describe what I want to do.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design useful, pleasing products for myself and others based on a simple design brief.</li> <li>• I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my knowledge of existing products to design my own functional product.</li> <li>• I can create designs using annotated sketches, cross sectional diagrams and simple computer programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</li> <li>• I can create designs using exploded diagrams.</li> <li>• I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my research into existing products and my market research to inform the design of my own innovative product.</li> <li>• I can create prototypes to show my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use research I done about famous designers and inventors to inform my designs.</li> <li>• I can generate, model, develop and communicate my ideas in a variety of ways such as discussion, annotated sketches, cross sections, exploded diagrams, prototypes, pattern pieces and Computer Aided Design (CAD).</li> </ul>

	<b>KS1 DT National Curriculum Subject Content</b>		<b>LKS2 DT National Curriculum Subject Content</b>		<b>UKS2 DT National Curriculum Subject Content</b>	
	When designing and making, pupils should be taught to: <b>Evaluate</b> <input type="checkbox"/> explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria		When designing and making, pupils should be taught to: <b>Evaluate</b> <input type="checkbox"/> investigate and analyse a range of existing products <input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world		When designing and making, pupils should be taught to: <b>Evaluate</b> <input type="checkbox"/> investigate and analyse a range of existing products <input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world	
	Year 1	Year2	Year3	Year4	Year 5	Year 6
Evaluating	<ul style="list-style-type: none"> <li>• I can ask simple questions about existing products and those I have made.</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate and assess existing products</li> <li>• I can evaluate and assess products that I have made using a design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• I can investigate and analyse existing products and those I have made, considering a wide range of factors.</li> </ul>	<ul style="list-style-type: none"> <li>• I can consider how existing products and my own might be improved.</li> <li>• I can consider how well existing products and my own meet the needs of the intended user.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make detailed evaluations about existing products, and my own, considering the views of others to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my knowledge of famous designs to further explain the effectiveness of existing products and products I have made.</li> </ul>

	<b>KS1 DT National Curriculum Subject Content</b>	<b>LKS2 DT National Curriculum Subject Content</b>	<b>UKS2 DT National Curriculum Subject Content</b>
	<p>When designing and making, pupils should be taught to:</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li><input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> build structures, exploring how they can be made stronger, stiffer and more stable</li> <li><input type="checkbox"/> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p>When designing and making, pupils should be taught to:</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li><input type="checkbox"/> 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</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li><input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li><input type="checkbox"/> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li><input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>When designing and making, pupils should be taught to:</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li><input type="checkbox"/> 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</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li><input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li><input type="checkbox"/> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li><input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.</li> </ul>

	Year 1	Year2	Year3	Year4	Year 5	Year 6
Making	<ul style="list-style-type: none"> <li>• I can select from and use a range of tools and equipment to perform practical tasks eg. Cutting, shaping, joining, finishing.</li> <li>• I can use a range of simple tools to cut, join and combine materials and components safely.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose tools I would like to use and select materials based on my knowledge of their properties.</li> <li>• I can safely measure, mark out, cut and shape materials and components using a range of tools.</li> </ul>	<ul style="list-style-type: none"> <li>• I can safely measure, mark out, cut, assemble and join with some degree of accuracy.</li> <li>• I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use techniques which require more accuracy to cut shape join and finish my work, EG, cutting internal shapes and slots.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can make careful, precise measurements so that joins, holes and openings are in exactly the right place.</li> <li>• I can produce step by step plans to guide my making.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my knowledge of materials and techniques to refine and rework my product.</li> <li>• I can use my technical knowledge and accurate skills to problem solve during the making process.</li> </ul>
Technical Knowledge Structures	<p><b><u>Build a Lighthouse or a Windmill.</u></b></p> <ul style="list-style-type: none"> <li>• I can build structures, exploring how a variety of materials can be made stronger, stiffer and more stable.</li> <li>• I know that the shape of materials can be changed to improve the strength of structures.</li> <li>• I know cylinders are a strong type of structure (often used for windmills and lighthouses).</li> <li>• I can identify natural and man-made structures.</li> <li>• I know that structures with wide flat bases or legs are the most stable structures.</li> <li>• I can build a strong and stiff structure by folding paper.</li> <li>• I can use vocabulary: strength, stiffness and stability.</li> </ul> <p><b><u>Focus Materials and tools</u></b> Scissors Rulers Sticky tapes Cardboard Paper – different varieties</p>		<p><b><u>Build a Roman Villa</u></b></p> <ul style="list-style-type: none"> <li>• I can apply techniques I have learned to strengthen structures and explore my own ideas.</li> <li>• I know the difference between a frame and a shell structure.</li> <li>• I can identify suitable materials to be selected and used for a structure (EG. Roman Villa) considering weight, compression and tension elements.</li> <li>• I can extend my knowledge of wide and flat based objects being more stable.</li> <li>• I know that architects consider light, shadow and pattern when designing.</li> <li>• I can build a frame structure and consider how it can be strengthened using struts.</li> <li>• I can use the vocabulary: strut, tie, span, beam</li> </ul> <p><b><u>Focus Materials and tools</u></b> As year 1 plus; Junior hack saw Bench hook 1cm<sup>2</sup> Strip wood Goggles</p>		<p><b><u>Build a Bridge</u></b></p> <ul style="list-style-type: none"> <li>• I can build more complex 3d structures.</li> <li>• I can explore how to create a strong beam.</li> <li>• I can identify different types of bridges E.G. arch bridge, beam bridge</li> <li>• I can identify stronger and weaker structures.</li> <li>• I can explore and find different ways to reinforce structures such as triangles,</li> <li>• I can explore manipulating materials and shapes to strengthen structures.</li> <li>• I can identify examples of frame and shell structures.</li> <li>• I can use the vocabulary: beam, arch, truss and suspension bridges.</li> </ul> <p><b><u>Focus Materials and tools</u></b> As year 3 plus; Tech strips and rivets Tapes String Dowelling,</p>	

	Year 1	Year2	Year3	Year4	Year 5	Year 6
Mechanisms	<p><b><u>Make a Story Book with sliders and levers</u></b></p> <ul style="list-style-type: none"> <li>I can use mechanisms such as sliders and levers in my products.</li> <li>I know that levers and sliders are mechanisms to make things move.</li> <li>I know that a lever is somethings which turns on a pivot.</li> <li>I can distinguish between a lever and a slider.</li> <li>I can use the vocabulary: up, down, left, right, diagonally, around, lever, pivot, slider.</li> </ul> <p><b><u>Focus materials and tools</u></b> Cardboard Hold punches Split pins Lollipop sticks Glue Sticky tapes Straws</p>	<p><b><u>Make a vehicle for..</u></b></p> <ul style="list-style-type: none"> <li>I know that mechanisms are a collection of moving parts working together in a machine.</li> <li>I know that spinners are mechanisms.</li> <li>I can explore spinners, wheels and axel mechanisms in my products.</li> <li>I know for a wheel to work it needs an axle.</li> <li>I know there must be an input and an output for something to move. EG, pushes and pulls.</li> <li>I can use the vocabulary: push, pull, rotate, forward, backward, wheel, axle, spinner, spin</li> </ul> <p><b><u>Focus materials and tools</u></b> As year 1 plus; Dowelling – pre-cut to lengths Wheels Junk boxes</p>	•	<p><b><u>Design and make a moving toy</u></b></p> <ul style="list-style-type: none"> <li>I understand how levers and linkages create movement as mechanical systems.</li> <li>I know that a linkage system is a series of levers which are connected by pivots.</li> <li>I understand how pneumatic systems create movement as mechanical systems.</li> <li>I understand that pneumatic systems force air over a distance to create movement.</li> <li>I can use the vocabulary: vertical, horizontal, linkage system, pneumatic, air.</li> </ul> <p><b><u>Focus materials and tools</u></b> As years 1 and 2 plus (where appropriate); Plastic tubing Syringes Tech card boxes and strips and rivets Decoration materials</p>		<p><b><u>Design and make a moving toy using cams, pulleys and/or gears</u></b></p> <ul style="list-style-type: none"> <li>I know that kinetic energy is the energy that something has while it is in motion.</li> <li>I know that all moving things have kinetic energy.</li> <li>I know that mechanisms control movement.</li> <li>I know that mechanisms can change one kind of motion into another.</li> <li>I can explore the use of gears, pulleys and cams.</li> <li>I can use the vocabulary: cam, pulley, gears,</li> </ul> <p><b><u>Focus materials and tools</u></b> Selection of cogs, gears, cams, pulleys Dowelling Bench hooks Junior hacksaws Goggles Lengths of paper or other suitable surface</p>
Electrical Systems	•	•	•	<p><b><u>Design and make a torch for an explorer/coal miner</u></b></p> <ul style="list-style-type: none"> <li>I know that generate static electricity can make objects move in a desired way.</li> <li>I can identify electrical products.</li> <li>I know what electrical conductors and insulators are.</li> <li>I know that a battery contains stored electricity and can be used to power products.</li> <li>I can make a simple circuit with a battery, bulb and switch.</li> <li>I can identify the features of electrical products EG, power source, lightbulb, battery, switch, circuit.</li> <li>I can use the vocabulary: electricity, static, switch, bulb, battery, wire, conductor, insulator, circuit,</li> </ul> <p><b><u>Focus materials and tools</u></b> Electrical components - bulbs, wire, switches, batteries Balloons</p>	<p><b><u>Design and make a steady hand buzzer game</u></b></p> <ul style="list-style-type: none"> <li>I can make more complex circuits containing batteries, buzzers, bulbs, wires, switches etc.</li> <li>I know the difference between serial and parallel circuits.</li> <li>I know that is a circuit is broken, it will not work.</li> <li>I know that batteries contain acid, which can be dangerous if they leak.</li> </ul> <p><b><u>Design, program and demonstrate making a lego machine</u></b></p> <ul style="list-style-type: none"> <li>I can apply my understanding of computing to program, monitor and control my products E.G. Using Lego WeDo</li> </ul> <p><b><u>Focus materials and tools</u></b> Electrical components - bulbs, wire, switches, batteries Metal wire Lego WeDo equipment and ipads</p>	•

	Year 1	Year2	Year3	Year4	Year 5	Year 6
				Cardboard/tubes Tapes		
Textiles	<ul style="list-style-type: none"> <li></li> </ul>	<p><b><u>Design and make a child's puppet</u></b></p> <ul style="list-style-type: none"> <li>I can explore different techniques for cutting and joining fabrics such as felt or cotton E.G. gluing, sewing, pinning, stapling,</li> <li>I can sew a simple running stitch to join pieces of fabric.</li> <li>I can thread a needle with a large eye.</li> <li>I can neatly pin and cut fabric using a template.</li> </ul> <p><b><u>Focus materials and tools</u></b></p> <p>Paper Felt fabric Cotton fabrics Dress pins/clips Staplers Glue Scissors Sewing needles Threads</p>	<p><b><u>Design and make a pouch with a fastener for a device.</u></b></p> <ul style="list-style-type: none"> <li>I can thread a needle with greater independence.</li> <li>I can tie knots in thread.</li> <li>I understand that fabrics can be layered for effect.</li> <li>I can sew a simple cross stitch.</li> <li>I can attach a piece of applique using running stitch or cross stitch.</li> <li>I know there are different types of fastening.</li> <li>I can attach a fastening to my pouch.</li> </ul> <p><b><u>Focus materials and tools</u></b></p> <p>As year 2 plus: Buttons Ribbon/thick thread Press studs</p>	<ul style="list-style-type: none"> <li></li> </ul>		<p><b><u>Design and make a soft toy for a child.</u></b></p> <ul style="list-style-type: none"> <li>I can make a pattern for a soft toy.</li> <li>I can pin and cut out my patten in fabric.</li> <li>I can sew using a blanket stitch to join pieces of fabric together.</li> <li>I can sew using other decorative stitches such as chain stitch, cross stitch, back stitch.</li> <li>I can stuff my toy and sew the opening closed.</li> <li>I can sew accurately and evenly.</li> <li>I can thread needles with different sized eyes.</li> <li>I can add decorations such as buttons, applique, ribbons, etc to finish my product.</li> </ul> <p><b><u>Focus materials and tools</u></b></p> <p>As year 3 plus; Stuffing materials Embroidery threads Needles with various sized eyes</p>

One lesson in each term will look at the following famous engineers and designers

Famous inventors or designers linked to topics chosen.	<ul style="list-style-type: none"> <li>Steve Jobs – Summer – Stand alone – most children are familiar with I pads – so will link to their knowledg</li> <li>Zaha Hadid Spring – Architecture – linked to making structures.</li> <li>Walt Disney- Autumn – Animation – Moving Pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Stephanie Kwolek – invented Kevlar <b>Autumn Materials</b></li> <li>Nikola Tesla – Spring - <b>Electricity</b></li> <li>Leonardo Da Vinci – artist and designer (designed helicopter) <b>Summer Transport</b></li> </ul>	<ul style="list-style-type: none"> <li>Dick Keltly – Modern Backpacks and Michael Kors – Bags (comparing and contrasting between both)</li> <li>Edgar Purnell Hooley – Tarmac – Compare modern roads with Roman roads</li> <li>James Brindley – Canal systems – Links to local history study</li> </ul>	<ul style="list-style-type: none"> <li><b>Thomas Edison – Inventor (light bulb, motion picture camera )</b></li> <li>Ruth Handler – invented the Barbie doll</li> <li>Alexander Graham Bell - telephone</li> <li>Caroline Haslett – electrical engineer</li> </ul>	<ul style="list-style-type: none"> <li>Autumn- Isambard Kingdom Brunel- link to differences between modern day and ancient engineering (link to Ancient Egyptians)</li> <li>Spring- Elon Musk (link to Space topic</li> <li>Summer- Mary Quant (link to Birmingham unit/ fashion- Birmingham Art Gallery)</li> </ul>	<ul style="list-style-type: none"> <li><b>Autumn - The Wright Brothers – designed air craft/ R. J. Mitchell - English aeronautical engineer who designed the spitfire. Linking to WWII and RAF trip</b></li> <li>Spring – Gabrielle Bonheur ‘Coco’ Chanel – fashion designer . Linking to WWII as she was a Nazi spy.</li> <li>Summer - Norman Foster – Architect. Linking to Mayans – comparing modern day architecture and Mayan architecture</li> </ul>
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Yellow Highlights show Twinkl information available

	KS1 DT National Curriculum Subject Content		LKS2 DT National Curriculum Subject Content		UKS2 DT National Curriculum Subject Content	
	<p><b>Cooking and nutrition</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <p><b>Key stage 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use the basic principles of a healthy and varied diet to prepare dishes</li> <li><input type="checkbox"/> understand where food comes from.</li> </ul>		<p><b>Cooking and nutrition</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <p><b>Key stage 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and apply the principles of a healthy and varied diet</li> <li><input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li><input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>		<p><b>Cooking and nutrition</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <p><b>Key stage 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and apply the principles of a healthy and varied diet</li> <li><input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li><input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	
	Year 1	Year2	Year3	Year4	Year 5	Year 6
Cooking and Nutrition	<p><b><u>Design and make fruit smoothies/milkshakes</u></b></p> <ul style="list-style-type: none"> <li>• I can talk about what I eat at home.</li> <li>• I can begin to discuss what healthy foods are.</li> <li>• I know the difference between fruits and vegetables.</li> <li>• I can say where some food comes from and give examples.</li> <li>• I can work hygienically with food preparation and cooking.</li> <li>• I can use simple tools with help to prepare food safely <i>such as...</i></li> </ul> <p><b><u>Focus equipment and ingredients</u></b> Blender (hand or processor) Knives to chop fruit/veg Peelers Drinking cups Chopping boards</p> <p>Variety of fruits and vegetables Yoghurt/milk</p>	<p><b><u>Design and make healthy wraps</u></b></p> <ul style="list-style-type: none"> <li>• I can understand the need for variety of food in a diet.</li> <li>• I understand that all food has to be grown, caught or farmed</li> <li>• I know where to find the nutritional information on food packaging.</li> <li>• I can work hygienically with food preparation and cooking.</li> <li>• I can use a wider range of cookery techniques to prepare food safely <i>such as...</i></li> </ul> <p><b><u>Focus equipment and ingredients</u></b> Chopping boards Knives Graters Mixing bowls Plates</p> <p>Salad, vegetables, Wraps Healthy dressings/sauces</p>	<p><b><u>Design and make a fruit crumble and/or savoury scones.</u></b></p> <ul style="list-style-type: none"> <li>• I can talk about the different food groups and name examples from each.</li> <li>• I understand that food can be farmed, caught or grown in Europe and the Wider World.</li> <li>• I can work hygienically with food preparation and cooking.</li> <li>• I can combine a wider variety of ingredients using different techniques to prepare them <i>such as ...</i></li> </ul> <p><b><u>Focus equipment and ingredients</u></b> Chopping boards Knives Spoons Saucepan Portable stove/oven Cutters Baking tray Baking dish Scales</p> <p>Apples/pears/blackberries etc Flour Sugar Butter/spread</p> <p>Eggs Flour Sugar Cheese – grated Milk</p>	<p><b><u>Design, budget for and make a simple biscuit and/or fruit skewers with a plum/raspberry sauce</u></b></p> <ul style="list-style-type: none"> <li>• I understand what makes a healthy and balanced diet, and that different foods and drinks provide substances the body needs to be healthy and active</li> <li>• I understand seasonality and the advantages of eating seasonal and locally produced foods.</li> <li>• I can understand the importance of budgeting when purchasing food.</li> <li>• I can work hygienically with food preparation and cooking.</li> <li>• I can read and follow simple recipes which involve several processes, skills and techniques <i>such as...</i></li> </ul> <p><b><u>Focus equipment and ingredients</u></b> Scales Mixing bowls Butter/dinner knives Skewers Knives to chop fruit Chopping boards Baking tray Fork Saucepan Large spoons Portable oven/hob</p> <p>Butter, Flour, Sugar Fruits, Plums/raspberries or suitable fruit to make sauce, Sugar/honey</p>	<p><b><u>Making Bolognese &amp; Garlic bread</u></b></p> <ul style="list-style-type: none"> <li>• I understand the main food groups and the different nutrients that are important for health.</li> <li>• I understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat.</li> <li>• I can compare the nutritional values of different types of food.</li> <li>• I can work hygienically with food preparation and cooking.</li> <li>• I can select appropriate ingredients and use a wide range of techniques to combine them.</li> </ul> <p><b><u>Focus equipment and ingredients</u></b> Chopping board Knives to chop onions Saucepan x2 Large spoon Baking tray Small spoons/knives to spread and mix butter Drainer – for optional pasta</p> <p>Minced beef, Onions, Stock, Tinned tomatoes, Garlic, Carrots, Mushrooms, mixed herbs, tomato paste, (pasta optional) Stick bread, butter or spread, fresh garlic or garlic powder.</p>	<p><b><u>Research and make a recipe for a savoury starter, meat/veg main and a fruit dessert.</u></b></p> <ul style="list-style-type: none"> <li>• I can confidently plan a series of healthy meals based on the principles of a healthy and varied diet.</li> <li>• I can plan a meal using a budget.</li> <li>• I can use information on food labels to inform choice when planning a meal/menu.</li> <li>• I can work hygienically with food preparation and cooking.</li> <li>• I can research, plan and prepare/cook a savoury dish applying my knowledge of ingredients and technical skills.</li> </ul> <p><b><u>Focus equipment and ingredients</u></b> All available equipment on the cooking trolley</p> <p>Ingredients to be planned by pupils from a choice given initially by the teacher.</p>