

Claycots Primary School



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DT Team

Mrs Ansari is our DT Leader at Claycots





The vision for DT

"Design is not just what it looks like and feels like. Design is how it works." Steve Jobs, Co-founder of Apple. Inc

Our vision for pupils at Claycots Primary School, is to create a learning environment that is designed to equip students with the skills, knowledge, and confidence they need to succeed in the 21st century. We will emphasise the use of technology and innovation to promote creativity, collaboration, and problem-solving. In design and technology, we aim to develop children's skills and knowledge in design, structures, mechanisms, electrical control, programming, textiles and a range of materials, including food.

By engaging in technological activity, children can explore, investigate and evaluate a range of existing products, and analyse the work of past and present designers and technologies. This helps them to develop a critical understanding of the impact of design and technology on daily life and the wider world as well as preparing them for future STEM related careers. At Claycots we provide teachers with the necessary training and support to ensure they are comfortable using the newest technologies and can effectively integrate them into their classrooms. Ultimately, our goal is to create a learning environment that will foster a culture of innovation and collaboration, enabling students to develop the skills and knowledge needed to thrive in the 21st century.



DT Intent

At Claycots Primary School, we aim for our pupils to be innovative, creative and critical thinkers. Our objective is for them to master Design and Technology to such an extend that they can go onto have careers in this field and apply the knowledge to their everyday lives. Using creativity, imagination and drawing on inspiration from existing products/designs, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

We hope for the pupils to appreciate the iterative design cycle consisting of design, make and evaluate through their work at Claycots. The DT curriculum has been designed with clear progression of skills and sequential learning where the pupils have the opportunity to build on their previous learning. Through our carefully designed bespoke curriculum, the pupils at Claycots will have an awareness of the impact of DT on our lives and be encouraged to become resourceful, enterprising and innovative citizens who will gain skills to make further progress in the subject as well as their contribution to the wider world. At Claycots the DT curriculum enables pupils to meet the end of key stage attainment targets in the national curriculum and aims to develop their investigative and problem-solving skills.



How we teach DT

At Claycots Primary School, we follow a broad and balanced DT curriculum that builds on previous learning. The five strands within the National curriculum are clearly outlined within our progression of skills document which outlines the knowledge gained across all year groups. The pupils at Claycots have exposure to all areas of the Design and Technology curriculum which include: Mechanisms/mechanical systems, structures, textiles, cooking and nutrition (Food) and Electrical systems and programming. Each of the areas taught follows the iterative process (design, make and evaluate) and has a carefully selected theme or topic from the additional knowledge or cooking and nutrition section of the curriculum. Children have the opportunity to work both independently as well as collaboratively to research, design, make and evaluate.

All areas of DT have been allocated evenly so the children have access to a broad and balanced curriculum. Year 1 – Year 6 have at least three units allocated on the timetable throughout the year. Over the half-term when DT is being taught, 7-8 hours of DT must be covered and each lesson must be taught in sequence in line with the provided planning. The DT curriculum is enhanced further with STEM related workshops. All year groups are provided with the units of works and have an opportunity to work closely with the subject leader prior to the teaching of the unit.



DT overview

				1		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Junk Modelling (part of continuous provision throughout the year)	Hibernation Box		Easter egg decoration	<mark>Ginger Breadman</mark> <mark>biscuits</mark>	Coloured Pasta bracelets
YR R	Тоу Вох	Xmas- Xmas tree using sticks (Decorations)		Loose play and construction: constructing farms	Flower threading	Floating and sinking-
	Sandwiches: jam, butter, honey	Cupcakes: Baking and decorating		Exploring vegetables and fruits- healthy food	•	Boats
Year 1			Food Making fruit and vegetable smoothies (Superheroes)	Structures Constructing windmills	<u>Mechanics and</u> <u>Mechanisms</u> Making Fire engines	
Year 2		<u>Mechanisms</u> Moving dragons (pivots, levers & linkages)			<u>Textiles</u> Puppets	<u>Food</u> A balanced diet- healthy picnic
Year 3	<u>Structures</u> Photograph Frames			<u>Textiles</u> Pouches		<u>Food</u> Seasonal foods
Year 4	<u>Food</u> Indian food			Electrical systems Torches/light sources		<u>Mechanisms and</u> <u>mechanical systems</u> Storybooks
Year 5	Pulleys and gears to make a vehicle		Lego programming workshop Garden			Food Bread - adapting recipes
Year 6	<u>Textiles</u> Bags	<u>Structures</u> Bridges		Programming Pioneers		



How we measure progress

- □ At Claycots, we measure progress in DT in a variety of ways:
- At the beginning of the unit, we ask the pupils to recall all previous learning undertaken within the strand and discuss the future learning with them.
- □ At the end of each session through the iterative process, we provide children with time to selfevaluate their progress against the learning intention as well as reflect on ways they can improve.
- Teachers use specific targeted questioning to assess the children's understanding of skills and content.
- We monitor, moderate samples from each class in the year group to measure progress within the project under study.
- Collaborative work and discussion play an important role in DT throughout the design, make evaluate stages in the projects, so we provide children opportunities to discuss their views and reach decisions.
- We are currently working on creating a whole school portfolio for DT that can be used as a reference point when assessing children against end of Y2, Y4 and Y6 National Curriculum criteria.

Workshops and Experiences



Lego Programming Workshop











Examples of Learning





Baking and Decorating in EYFS



Plan and Build in EYFS





Exploring construction and stability of bridge





Fine motor and junk modelling







Exploring of wheels and how they can be used to move structures

Children explore and discover a range of skills in EYFS through their continuous provision which they will build on in the following years in DT.

Examples of learning

Textiles: Pouches/bags





Tuesday 21st March 2023





















Examples of learning



Wh: 27th March 2023 I/AS LI: To evaluate my project and adapt my dealgn





Year 1 made free standing windmills with a rotating turbine using an axle



W2. 2728 March 2023

Estrucure can stord

or my wind mill structure





THE OTS SCHOOP

Year 3 photo frames









Year 6 testing and designing a prototype of a bridge for a power station based on the given design criteria

Examples of Learning

Food: Cooking and Nutrition













Year 1 learnt about different parts of the plant and which parts are edible. They then evaluated which fruits and vegetables they preferred before designing and making their own superhero smoothies.





Examples of Learning



Design Criteria from KS1 from Moving dragons





Design

Design criteria

Evaluation sheet



Pupil voice



"I liked tasting the fruits and vegetables because I had did not even know what beetroot was! I did not use it in my superhero smoothie because I didn't like it. I enjoyed using a blender to make my own smoothie as I have never used a blender..." – Faith, Year 1

"I made a jewellery box for my mum for mothers day. I used tape, scissors and junk modelling." EYFS

"I loved the Lego programming workshop, it was the best day ever. I learnt how to use gears, cams, levers, sensors along with creating an algorithm in scratch to design and make a dancing monkey." Jonild, Year 5

"When we were studying The Plague, we went on a trip to Southwark. During this trip we saw lots of different bridges that we were learning about in our DT unit on bridges. It was so much fun to use different materials, especially kennex to create prototypes before testing their strength..." Yusuf, Year 6

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Pupil voice

"I always have samosas at home but didn't know they are this easy to make. I had to be careful when cutting the potatoes and making the samosa strip" – Year 4

"I made a fire breathing dragon with levers, linkages and pivots. When I close the dragon it becomes longer and open it mouth with the fire sticking out. I used thick card and scissors. I drew out my design and cut it out and made it work." Hashim, Year 2

" It was hard to do the running stitch at first but I drew a line with a ruler. It was easy to then do this. I made a pouch for my stationary. I put my pencil in it and it worked, next time I would like to add a button or a zip." Anvita, Year 3

Structures		EYFS Junk Modelling	EYFS Boats	Year 1 (Stable structures)	Year 2	Year 3 (Photo Frames)	Year 4
	Design	 Making verbal plans and material choices. Developing a junk model. To say who they are making / building / constructing for To talk about what materials, they are going to use when making / building / constructing 	 Designing a junk model boat. Using knowledge from exploration to inform design 	 Designing a stable structure that can stand Build structures, exploring how they can be made stronger, stiffer and more stable 		 Design a photograph frame for a particular purpose Draw and label the frame, considering how they will ensure it is strong, stable and free-standing. Design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours 	
Skills	Make	 Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. To build / construct structures that are tall or strong. To know that tape and glue can join materials together and can make structures stronger. Describing their junk model, and how they intend to put it together. To know that tape and glue can join materials together and can make structures 	• Making a boat that floats and is waterproof, considering material choices	 Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 		 Making a structure according to design criteria. Creating joints and structures from paper/card/other materials and tape. Building a strong and stiff structure by folding paper. Creating special features for individual designs. 	
	Evaluate	 To know there are a range to different materials that can be used to make a model and that they are all slightly different. To talk about their constructions / products, and what they are pleased with and simple suggestions of how they can improve their models 	 Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best. Testing their design and reflecting on what could have been done differently. Investigating the how the shapes and structure of a boat affect the way it moves. 	•Explore and evaluate a range of existing products •Evaluate their ideas and products against design criteria Explore and evaluate a range of existing products		 Evaluating own and the work of others based on the aesthetics of the finished products as well as functionality. Suggesting points for modification of the individual designs. Describing what characteristics of a design and construction made it the most effective. 	



Year 5	Year 6 (Bridges)
	 Designing a stable structure that is able to support weight Creating frame structure with focus on triangulation
	 Making a range of different shaped beam bridges Using triangles to create truss bridges that span a given distance and supports 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 for support Explaining why selecting appropriating 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 for own bridges and those designed by others

Knowledge	Technical	• To know that 'waterproof' materials are those which do not absorb water.	 Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 	 To understand the importance of strength and stiffness in structures. To know that a 'free-standing' structure is one which can stand on its own. 	
	Additional	 To know that some objects float and others sink. To know the different parts of a boat. 	•Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	 To know that aesthetics is how a product looks To know that a product's function means its purpose. To understand that the target audience means the person or group of people a product is designed for. 	



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 selection is important based on their properties • To understand the material (functional and aesthetic) properties of wood
 To understand the difference between arch, beam, truss and suspension bridges To understand how to carry and use a saw safely To know that a prototype is a cheap model to test a design idea.

Mechanisms/		Year 1	Year 2		Year 4	Year 5	
mechanical		(Moving Vehicles: wheels and	(Moving dragons	Year 3	(Story Books)	(Making Toys using cams)	Year 6
systems		axles)	Levers, pivots)				
Skills	Design	 Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. Creating clearly labelled drawings that illustrate movement 	 Creating a class design- criteria for a moving monster. Designing a moving monster for a specific audience in accordance with a design criteria 		 Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book. 	 Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. Understanding how linkages change the direction of a force. Making things move at the same time. Understanding and drawing cross-sectional diagrams to show the inner-workings of my design. 	
	Make	 Adapting mechanisms, when: they do not work as they should. to fit their vehicle design. to improve how they work after testing their vehicle. 	 Making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly 	 Following a design brief to make a pop-up book, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce movement. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. Understanding that for the frame to functio the components must be cut accurately and the joints of the frame secu- angles. Selecting appropriate materials based on th being joined and the speed at which the glue needs to dry/set. 		 Measuring, marking and checking the accuracy of the jelutong and dowel pieces required. Measuring, marking and cutting components accurately using a ruler and scissors. Assembling components accurately to make a stable frame. Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles. Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set. 	
	Evaluate	 Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move. 	 Evaluating own designs against design criteria. Using peer feedback to modify a final design. 		 Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement. 	 Evaluating the work of others and receiving feedback on own work. Applying points of improvement to their toys. Describing changes, they would make/do if they were to do the project again. 	
Knowledge	Technical	 To know that wheels need to be round to rotate and move. To understand that for a wheel to move it must be attached to a rotating axle. To know that an axle moves within an axle holder which is fixed to the vehicle or toy. To know that the frame of a vehicle (chassis) needs to be balanced. 	 To know that mechanisms are a collection of moving parts that work together as a machine to 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 made up of a series of levers 		 To know that mechanisms control movement. To understand that mechanisms can be used to change one kind of motion into another. To understand how to use sliders, pivots and folds to create paper-based mechanisms. 	 To understand that the mechanism in an automata uses a system of cams, axles and followers. To understand that different shaped cams produce different outputs. 	



	 To know some real-life items that use 	To know some real-life objects that	• To know that a design brief is a description	• To kno
	wheels such as wheelbarrows, hamster	contain mechanisms.	of what I am going to design and	mechani
	wheels and vehicles.		make.	• To kno
			• To know that designers often want to hide	workings
			mechanisms to make a product	• To und
			more aesthetically pleasing.	• To kno
				angles
Additional				

Electrical systems and programming (KS2 only)		Year 1 Year 2	Year 3	Year 4 (Light sources/torches)	Year 5 (Programmable Modelling using cru
	Design			• Designing a light source, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas	 Design ideas using annotated sketches, detail 3-D and mathematical modelling, oral and digit presentations and computer-based tools Develop specifications to inform the design o innovative, functional, appealing products that needs in a variety of situations.
Skills	Make			 Making a light source with a working electrical circuit and switch (Link to their knowledge of conductors and insulators from Science) Using appropriate equipment to cut and attach materials Assembling a product according to the design and success criteria 	• To use specialist tools, techniques, processes, equipment and machinery precisely, including aided manufacture
	Evaluate			 Evaluating electrical products Testing and evaluating the success of a final product 	• Evaluating the functionality of their products providing feedback to others
Knowledge	Technical			 To understand that electrical conductors are materials which electricity can pass through To understand that electrical insulators are materials which electricity cannot pass through To know that a battery contains stored electricity that can be used to power products To know that an electrical circuit must be complete for electricity to flow To know that a switch can be used to complete and break an electrical circuit 	 To apply computing and use electronics to enintelligence in products that respond to the respondent of the respondent of



- ow that an automata is a hand powered ical toy.
- ow that a cross-sectional diagram shows the inner gs of a product.
- derstand how to use a bench hook and saw safely. ow that a set square can be used to help mark 90°

Year 6 (Programming pioneers)

	Additional		 To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison 	• apply their understanding of computing to programming, monitor and control their products	
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Textiles		EYFS	Year	Year 2	Year 3	Year 4	Year 5	Year 6
	Design	 Designing a simple pattern (Easter egg decorations) Discussing what a good design should have 	1	(Puppets) • Using a template to create a design for a puppet.	(Pouches) • Designing a pouch for an intended user with a clear functionality.			 (Hats/Caps) Design and generate creative ideas through an iterative process to reach a deign solution that meets specified design criteria focused on users needs and fitness for purpose. Communicate ideas using sketching, labelling, exploded diagrams as well as using simple CAD-presenting these orally to others.
Skills	Make	 Develop threading and weaving skills Develop fine motor skills with threading and weaving so that they can use a range of tools competently, safely and confidently. To use thread or wool to practise threading (Easter egg decoration 		 Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. Begin to sew with a running stitch or over stitch. 	 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 template. Sewing cross-stitch to join fabric. Decorating fabric using appliqué. 			 •To use templates to mark out, cut, shape, join combine and assemble hats/caps for heir users. •To build on different stitches learnt in KS1 as well as blanket stitching to join fabric. • Threading needles independently. • Using appliqué to attach pieces of fabric decoration. • Applying blanket stitch so the spaces between the stitches are even and regular.
	Evaluate	 To talk about their finished product (Egg decoration, flower threading, coloured pasta bracelets) To compare their product to the designs 		• Reflecting on a finished product, explaining likes and dislikes.	 Troubleshooting scenarios posed by teacher. 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. 			 Pupils will explore existing products for their aesthetics and functionality. Evaluate their own and others design ideas against the design criteria Evaluate the function and the views of their intended user Look at ways of how to improve further following feedback from others.



	.	•		
	Products are made after they	• To know that 'joining technique' means	To know that sewing is a method of joining	
	have been planned	connecting two	fabric.	
	 To know the motions of 	pieces of material together.	• To know that different stitches can be used	
	threading, a movement of the	 To know that there are various temporary 	when	
	thread from one side of the	methods of	sewing.	
	thread to another.	joining fabric by using staples. glue or pins.	• To understand the importance of tying a	
		 To understand that different techniques 	knot	
		for joining	after sewing the final stitch.	
		materials can be used for different purposes.	 To know that a thimble can be used to 	
		• To understand that a template (or fabric	protect my	
		pattern) is used	fingers when sewing	
		to cut out the same shape multiple times.	•To know that applique is a way of mending	
Knowledge		 To know that drawing a design idea is 	or decorating a textile by applying	
		useful to see how	smaller pieces of fabric to larger pieces.	
		an idea will look.	•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 out after sewing so the	
			stitching is hidden.	

Cooking and nutrition		EYFS Baking	Year 1 (Making smoothies)	Year 2 (Balanced diet- picnic)	Year 3 (Seasonal foods)	Year 4 (Healthy Varied Diet)	Year 5 (Bread- Adapting recipes)	Year 6
Skills	Design	 Design packaging for food items Design and plan for decorations for gingerbread man biscuits, cupcakes and Easter eggs. 	 Designing smoothie carton packaging by-hand or on ICT software Designing a healthy wrap based on a food combination which work well together 		• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.	 Designing an Indian snack within a given budget, drawing upon previous taste testing Judgements and tasting of existing products. 	 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. 	
	Make	 Practise chopping and cutting with a knife using playdough safely Marking and cutting using templates for gingerbread man Develop small motor skills so that they can use a range of tools competently, safely and confidently. To follow simple instructions 	 Chopping fruit and vegetable smoothie Identifying if a food is a fruit Learning where and how frui Slicing food safely using the I Constructing a wrap that me 	es safely to make a or a vegetable ts and vegetables grow oridge or claw grip ets a design brief	 Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. Following the instructions within a recipe. 	 Following a baking recipe, from start to finish, including the preparation of ingredients. Cooking safely, following basic hygiene rules. Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet or vice versa). 	 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. 	
	Evaluate	• To discuss why different packaging may be used for	 Tasting and evaluating differ food combinations Describing appearance, smel 	ent I and taste	• Establishing and using design criteria to help test and review dishes.	• Evaluating a recipe, considering: taste, smell, texture and appearance.		



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.
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.

		different foods (shapes,	Suggesting information to be	• Describing the benefits of seasonal fruits	• Describing the impact of the budget on	 Identifying the nutritional 	
ma		materials)	included on packaging	and vegetables and the impact on	the selection of ingredients.	differences between different	
	• To verbally ta		• Describing the taste, texture and smell of fruit and	the environment.	 Evaluating and comparing a range of 	products and	
	packaging and aesthe		vegetables	 Suggesting points for improvement when 	food products.	recipes.	
	finished product		 Taste testing food combinations 	making a seasonal tart.	 Suggesting modifications to a recipe 	 Identifying and describing 	
		 To say what they are pleased 	and final products		(e.g. This biscuit has too many raisins, and	healthy benefits of food groups.	
		about	 Describing the information that 		it is		
			should be included on a label		falling apart, so next time I will use less		
			 Evaluating which grip was most effective. 		raisins).		
		 To recognise different foods as 	 Understanding the difference between fruits and 	 To know that not all fruits and vegetables 	 To know that the amount of an 	 To understand where meat 	
		either healthy or unhealthy	vegetables	can be grown in the UK.	ingredient in a recipe is known as the	comes from - learning that beef is	
		 To explore fruits and 	• To understand that some foods typically known as	 To know that climate affects food growth. 	'quantity.'	from cattle and	
		vegetables and the differences	vegetables are actually fruits (e.g. cucumber)	 To know that vegetables and fruit grow in 	 To know that it is important to use oven 	how beef is reared and processed,	
		between them.	• To know that a blender is a machine which mixes	certain seasons.	gloves when removing hot food from an	including key welfare issues.	
		 To use adjectives to describe 	ingredients together into a smooth liquid	 To know that cooking instructions are 	oven.	 To know that I can adapt a 	
		how fruits and vegetables look,	• To know that a fruit has seeds and a vegetable does	known as a 'recipe'.	 To know the following cooking 	recipe to make it healthier by	
		feel, smell and taste	not	 To know that imported food is food which 	techniques: sieving, creaming, rubbing	substituting	
		 To know that vegetables are 	 To know that fruits grow on trees or vines 	has been brought into the country.	method,	ingredients.	
		grown	• To know that vegetables can grow either above or	 To know that exported food is food which 	cooling.	 To know that I can use a 	
		 To know different packaging 	below ground	has been sent to another country.	 To understand the importance of 	nutritional calculator to see how	
		that is used to sell food items.	 To know that vegetables can come from different 	 To understand that imported foods travel 	budgeting while planning ingredients for	healthy a food	
			parts of the plant (e.g. roots: potatoes, leaves: lettuce,	from far away and this can	biscuits.	option is.	
			fruit: cucumber)	negatively impact the environment.		 To understand that 'cross- 	
			• To know that 'diet' means the food and drink that a	 To know that each fruit and vegetable 		contamination' means bacteria	
			person or animal usually eats	gives us nutritional benefits because		and germs have	
Knowledge			• To understand what makes a balanced diet	they contain vitamins, minerals and fibre.		been passed onto ready-to-eat	
			• To know where to find the nutritional information on	• To understand that vitamins, minerals and		foods and it happens when these	
Cooking and Nut	rition		packaging	fibre are important for energy,		foods mix	
			• To know that the five main food groups are:	growth and maintaining health.		with raw meat or unclean objects.	
			Carbonydrates, fruits and vegetables, protein, dairy	 To know safety rules for using, storing and elegning a lugify apple. 			
			and toods nigh in fat and sugar	cleaning a knife safely.			
			• To understand that I should eat a range of different	IO KNOW that similar coloured fruits and			
			cosh food group	vegetables often have similar			
			• To know that putriants are substances in food that				
			• To know that nutrients are substances in food that				
			develop				
			• To know that 'ingredients' means the items in a				
			mixture or recipe				
			• To know that I should only have a maximum of five				
			teaspoons of sugar a day to				
			stav healthy				
			• To know that many food and drinks we do not				
			expect to contain sugar do; we call these 'hidden				
			sugars'				
			 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 nutrients are substances in food that all living things need to make energy, grow and develop To know that 'ingredients' means the items in a mixture or recipe To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars' 	 cleaning a knife safely. To know that similar coloured fruits and vegetables often have similar nutritional benefits. 			

