



## Hoyland Springwood Primary - Progression in Design and Technology



Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, 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. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

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.

		Foundation Stage	Year 1/2	Year 3/4	Year 5/6
<b>Design</b>		<p>Pupils should be taught to:</p> <p>Explain what they are making and which materials they are using.</p> <p>Select materials from a limited range that will meet simple design criteria e.g. shiny.</p> <p>Select and name the tools needed to work the materials e.g. scissors for paper.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	
	<b>Contexts, Uses and Purposes</b>	<p>Describe simple <i>models</i> or <i>drawings</i> of ideas and intentions.</p>	<p>Explore materials, make templates and mock ups</p> <p>Y1</p> <p>Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make.</p> <p>Y2</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses. Use software to design.</p> <p>Start to generate ideas by drawing on their own and other people's experiences.</p>	<p>Gather information about the needs and wants of particular individuals and groups</p> <p>Develop their own design criteria and use these to inform their ideas</p> <p>Research designs</p>	<p>Carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>Identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Develop a simple design specification to guide their thinking</p> <p>Recognise when their products have to fulfil conflicting requirements</p>
		<p><i>Models, drawings, ideas</i></p>	<p><i>materials, make templates, design, make.</i></p>	<p><i>needs and wants, design criteria, Research designs</i></p>	<p><i>needs, wants, preferences, values, design specification</i></p>
<b>Ideas</b>	<p>Explore ideas by rearranging materials.</p>	<p>Generate own ideas for design by drawing on own experiences or from reading</p> <p>Y1</p> <p>Develop their design ideas applying findings from their earlier research.</p>	<p>Share and clarify ideas through discussion</p> <p>Model their ideas using prototypes and pattern pieces</p> <p>Use annotated sketches, cross-sectional drawings and diagrams</p> <p>Use computer-aided design</p> <p>Y3</p> <ul style="list-style-type: none"> <li>• Children to research 'what do we know about this already?'</li> <li>• With growing confidence generate ideas for an item, considering its purpose and the user/s.</li> </ul>	<p>Generate innovative ideas, drawing on research from previous inventions/designs.</p> <p>Make design decisions, taking account of constraints such as time, resources and cost and develop prototypes</p> <p>Y5:</p> <ul style="list-style-type: none"> <li>• Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD.</li> <li>• Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that</li> </ul>	

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			<ul style="list-style-type: none"> <li>• Start to order the main stages of making a product.</li> <li>• Identify a purpose and establish criteria for a successful product.</li> <li>• Know to make drawings with labels when designing.</li> <li>• When planning explain their choice of materials and components including function and aesthetics</li> </ul>	<p>are fit for purpose.</p> <ul style="list-style-type: none"> <li>• Draw up a specification for their design- link with Mathematics and Science.</li> <li>• Use results of investigations, information sources, including ICT when developing design ideas.</li> <li>• With growing confidence select appropriate materials, tools and techniques.</li> </ul>
		Design ideas, research, experiences	Model, prototypes, annotated sketches, cross-sectional drawings, computer-aided design, purpose, successful product, function, aesthetics	Innovative ideas, design decisions, time, resources, cost, development, model, communicate, discussion, exploded diagrams, prototypes, pattern pieces, CAD, functional, fit for purpose, sources.
	Y2	<ul style="list-style-type: none"> <li>• Begin to develop their design ideas through discussion, observation, drawing and modelling.</li> <li>• Identify a purpose for what they intend to design and make.</li> <li>• Understand how to identify a target group for what they intend to design and make based on a design criteria.</li> </ul>	Y4 <ul style="list-style-type: none"> <li>• Children to research 'what do we know about this already?'</li> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently</li> <li>• Use software to design and represent product designs</li> </ul>	Y6 <ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Use prototypes, cross-sectional diagrams, and computer aided designs to represent designs.</li> </ul>
		discussion, observation, drawing and modelling, purpose, intention, target group, design criteria.	Research, design, purpose, opportunities, efficiently, software, product design.	User, motivation, service, profit, prototypes, cross-sectional diagrams

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Make	Planning	<p><i>Experience of using construction kits to build walls, towers, and frameworks.</i></p> <p><i>Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</i></p> <p><i>Experience of different methods of joining card and paper.</i></p> <p><i>Joins construction pieces together to build and balance.</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</li> <li>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><i>Realises tools can be used for a purpose.</i></p> <p><i>Understands that different media can be combined to create new effects.</i></p> <p><i>Manipulates materials to achieve a planned effect.</i></p> <p><i>Constructs with a purpose in mind, using a variety of resources.</i></p> <p><i>Uses simple tools and techniques competently and appropriately.</i></p> <p><i>Selects appropriate resources and adapts work where necessary.</i></p>	<p><i>Select from a range of tools and equipment explaining their choices</i></p> <p><i>Select from a range of materials and components according to their characteristics</i></p> <p>Y1</p> <p><i>Model their ideas in card and paper.</i></p> <p><i>Mark out materials to be cut using a template.</i></p> <p><i>With help measure, mark out, cut and shape a range of materials.</i></p> <p><i>Explore using tools e.g. scissors and a hole punch safely.</i></p> <p><i>Selects tools and techniques needed to shape, assemble and join materials they are using.</i></p>	<p><i>For instance:</i></p> <p><i>Select tools and equipment suitable for the task</i></p> <p><i>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</i></p> <p><i>Select materials and components suitable for the task</i></p> <p><i>Explain their choice of materials and components according to functional properties and aesthetic qualities</i></p> <p><i>Order the main stages of making</i></p> <p><i>Produce detailed lists of tools, equipment and materials that they need</i></p>	
		<p><i>Construction, build, tools, materials, joining, balance, purpose, media, effects, resources</i></p>	<p><i>Model, template, measure, mark out, cut, shape, tools</i></p> <p>Y2</p> <p><i>Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.</i></p>	<p><i>Tools, equipment, skills, techniques, materials, components, functional properties, aesthetic qualities, stages of making</i></p>	
Make	Practical Skills and Techniques		<p><i>Drawings, labels, templates</i></p>		
			<p><i>Follow procedures for safety</i></p> <p><i>Use and make own templates</i></p> <p><i>Measure, mark out, cut out and shape materials and components</i></p> <p><i>Assemble, join and combine materials and components</i></p> <p><i>Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples</i></p> <p>Y1</p> <p><i>Make vehicles with construction kits which contain free running wheels.</i></p> <p><i>Cut materials safely using tools provided.</i></p> <p><i>Attach wheels to chassis on a model using an axle.</i></p> <p><i>With support cut strip wood/dowel using a hacksaw.</i></p> <p><i>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</i></p>	<p><i>Follow procedures for safety</i></p> <p><i>Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</i></p>	
			<p><i>Procedures, safety, templates, measure, mark out, cut out, shape materials, components, assemble, join combine, fixing materials, temporary, permanent, wheels, attach, chassis, axle, strip wood/dowel, hacksaw</i></p> <p><i>assemble, join, combine, components</i></p>	<p><i>Measure, mark out, cut and shape materials and components with some accuracy</i></p> <p><i>Assemble, join and combine materials and components with some accuracy.</i></p> <p>Y3</p> <ul style="list-style-type: none"> <li><i>Measure and mark out accurately.</i></li> <li><i>Cut materials accurately and safely by selecting appropriate tools.</i></li> <li><i>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</i></li> </ul>	<p><i>Accurately measure to nearest mm, mark out, cut and shape materials and components</i></p> <p><i>Accurately assemble, join and combine materials/ components</i></p> <p><i>Accurately apply a range of finishing techniques, including those from art and design</i></p> <p><i>Use techniques that involve a number of steps that demonstrate resourcefulness, e.g. make refinements</i></p> <p>Y5</p> <ul style="list-style-type: none"> <li><i>Cut materials with precision.</i></li> <li><i>Cut accurately and safely to a marked line.</i></li> <li><i>Join/combine materials with temporary, fixed or</i></li> </ul>

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			<ul style="list-style-type: none"> <li><i>moving joints.</i></li> <li><i>• Use a glue gun with close supervision.</i></li> <li><i>• Join materials using appropriate methods. Use hand drill to drill tight and loose fit holes.</i></li> </ul>
	<p><b>Y2</b>  <i>Cut materials safely using tools provided.</i>  <i>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</i>  <i>Demonstrate a range of joining techniques (such as gluing, hinges, or combining materials to strengthen).</i>  <i>With help measure, cut and score to the nearest centimetre</i>  <i>Learn to use hand tools safely and appropriately.</i>  <i>Start to assemble, join and combine materials in order to make a product.</i></p>	<p><i>Measure, mark out, cut, shape materials, components, Assemble, join, combine, components, accuracy, appropriate tools, perimeter.</i></p>	<p><i>Accurate, measure, mm, mark out, cut, shape materials, components, assemble, join, combine, components finishing techniques, refine, precision. temporary, fixed or moving joints, glue gun, hand drill, tight and loose fit holes</i></p>
	<p><i>Safely, cutting, shaping techniques, tearing, cutting, folding, curling, joining techniques such as gluing, hinges, or combining materials to strengthen, measure, cut, score, nearest centimetre, assemble, join, combine.</i></p>	<p><b>Y4</b>  <i>Cut materials accurately and safely by selecting appropriate tools.</i>  <i>Measure and mark out to the nearest millimetre.</i>  <i>Create nets and select appropriate joining techniques.</i></p> <p><i>Select appropriate tools and techniques for making their product Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</i></p> <p><i>Join and combine materials and components accurately in temporary and permanent ways</i></p>	<p><b>Y6</b>  <i>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</i>  <i>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</i>  <i>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</i></p>
		<p><i>Cut, accurately, appropriate tools, measure, mark, millimetre, nets, joining techniques.</i></p>	<p><i>Precision, refine, appropriate tools, sanding, cutting, quality drilling, screwing, nailing, gluing, filling.</i></p>

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		Foundation Stage	Year 1/2	Year 3/4	Year 5/6	
Evaluate	Own Ideas and Products		Pupils should be taught to: <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>		
		Select materials from a limited range that will meet simple design criteria e.g. shiny, smooth, stretchy etc) Select and name the tools needed to work the materials e.g. scissors for paper. Select appropriate sizes of material for purpose. Use adhesives to join material. Discuss their work as it progresses. Discuss possible changes and improvements they would make in the future.	Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved Evaluating products and components used . Y1 Look and talk about what they have produced, describing simple techniques and media used. Y2 Evaluate their work against their design criteria. Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them.	For instance: Identify the strengths and weaknesses of their ideas and products Consider the views of others, including intended users, to improve their work Refer back to their design criteria as they design and make Use their design criteria to evaluate their completed products	Identify the strengths and weaknesses of their ideas and products Consider the views of others, including intended users, to improve their work	Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make Compare their ideas and products to their original design specification
		shiny, smooth, stretchy, material, changes, improvements	Evaluate, design criteria, changes, strengths, like, dislike	Strengths, weaknesses, user	Evaluate, quality, manufacture, purpose, design specification	
	Existing Products	To operate simple equipment (programmable toys, remote controls, recordable devices).	For instance: Investigate - what products are, who they are for, how they are made and what materials are used Y1 Use appropriate language to describe colours, media, equipment, and textures.	Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused Y3 Understand how well products have been designed, made, what materials have been used and the construction technique. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. Start to understand whether products can be recycled or reused. Identify changes they might make or how their work could be developed further.	Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are Y5 Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. With growing confidence apply a range of finishing techniques, including those from art and design	
		Operate, programmable toys, remote controls, recordable devices	Investigate, products, materials, colours, media, equipment, textures.	Investigate, designed, products, when, where, recycled reused, construction technique inventors, designers, engineers, chefs, manufacturers, ground-breaking, changes developed.	Cost, innovative products, sustainable, impact, intended purpose, finishing techniques.	

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			<p>Y2</p> <p><i>Look at a range of existing products explain what they like and dislike about products and why.</i></p>	<p>Y4</p> <p><i>Refine work and techniques as work progresses, continually evaluating the product design.</i></p> <p><i>Choose suitable techniques to construct products or to repair items.</i></p>	<p>Y6</p> <p><i>Ensure products have a high quality finish, using art skills where appropriate.</i></p> <p><i>Make products through stages of prototypes, making continual refinements.</i></p>
			<p><i>Range, existing products, like, dislike</i></p>	<p><i>Refine, evaluate, construct, repair</i></p>	<p><i>High quality finish, prototypes, refinements</i></p>

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		Foundation Stage	Year 1/2	Year 3/4	Year 5/6
Technical Knowledge	Making Products Work		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products</li> </ul>	
		<p>Early experiences of working with paper and card to make simple flaps and hinges.</p> <p>Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners, and masking tape.</p> <p>Assemble vehicles with moving wheels using construction kits- Lego and Kinects.</p> <p>Explores and uses ready-made mechanisms such as flaps, sliders, knobs, pulleys and levers.</p>	<p>For instance:</p> <p>Understand about the simple working characteristics of materials and components</p> <p>Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2)</p> <p>Understand that food ingredients should be combined according to their sensory characteristics</p> <p>Know the correct technical vocabulary for the projects they are undertaking</p>	<p>For instance:</p> <p>Understand how to use learning from science and maths to help design and make products that work know that materials have both functional properties and aesthetic qualities</p> <p>Know that materials can be combined and mixed to create more useful characteristics know that mechanical and electrical systems have an input, process and output</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	
			<p>Y1</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p>	<p>Understand how levers and linkages or pneumatic systems create movement</p> <p>Understand how simple electrical circuits and components can be used to create functional products</p> <p>Understand how to program a computer to control their products</p> <p>Know how to make strong, stiff shell structures</p> <p>Know that a single fabric shape can be used to make a 3D textiles product</p> <p>Know that food ingredients can be fresh, pre-cooked and processed</p> <p>Y3</p> <p>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys, and gears).</p> <p>Create series circuits.</p> <p>Know how simple electrical circuits and components can be used to create functional products.</p> <p>Start to understand that electrical systems have an input, process and output.</p> <p>Strengthen frames using diagonal struts.</p>	<p>Understand how more complex electrical circuits and components can be used to create functional products</p> <p>Understand how to program a computer to monitor changes in the environment / control their products</p> <p>Know how to reinforce/strengthen a 3D framework</p> <p>Know that a 3D textiles product can be made from a combination of fabric shapes</p> <p>Know that a recipe can be adapted a by adding or substituting one or more ingredients</p> <p>Y5</p> <p>Control a model using an ICT control model.</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p>Know how to write a simple program to control a product.</p> <p>Use the correct technical vocabulary for the project.</p>
	<p>Paper, card, flaps, hinges, cutting, shaping, joining, scissors, glue, paper fasteners, masking tape, assemble, Lego, Kinects. Mechanisms, sliders, knobs, pulleys, levers.</p>	<p>Wheels, axles,</p>	<p>Levers, linkages, pneumatic systems, movement, electrical circuits, components, strong, stiff shell structures single fabric shape,3D textiles product fresh, pre-cooked, processed, transference of forces levers, winding mechanisms, pulleys, gears, series circuits, functional products, input, process, output, diagonal struts.</p>	<p>complex electrical circuits, components, create functional products, program, monitor changes, reinforce/strengthen, 3D framework, fabric shapes, recipe, adapted,substituting, control model, innovative combinations, electronics, mechanics, simple program.</p>	

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		<p>Y2</p> <p><i>Build structures, exploring how they can be made stronger, stiffer, and more stable.</i></p> <p><i>Create products using levers, wheels and winding mechanisms.</i></p> <p><i>Diagnose faults in battery operated devices (such as low battery, water damage)</i></p>	<p>Y4</p> <p><i>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</i></p> <p><i>Create series and parallel circuits.</i></p> <p><i>Strengthen materials using suitable techniques.</i></p> <p><i>Control and monitor models using software designed for this purpose.</i></p>	<p><i>Understand how cams, pulleys and gears create movement</i></p> <p>Y6</p> <p><i>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</i></p> <p><i>Use innovative combinations of electronics (or computing) and mechanics in product designs.</i></p>
		<p><i>structures, stronger, stiffer, stable, levers, wheels, winding mechanisms, faults, battery operated devices, low battery, water damage</i></p>	<p><i>Transference, mechanisms ,levers, winding mechanisms, pulleys ,gears ,series, parallel circuits, strengthen</i></p>	<p><i>cams, pulleys, gears, circuits, components, LEDs, resistors, transistors, chips innovative combinations electronics, mechanics ,product designs.</i></p>

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Cooking and Nutrition	Where Food Comes From	<p>Begin to develop a food vocabulary using <i>taste, smell, texture, and feel</i>.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	
			<p>For instance:</p> <p>Know where food comes from</p>	<p>For instance:</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 that seasons may affect the food available</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking</p>	
Cooking and Nutrition	Food Preparation, Cooking and Nutrition	<p><i>Stir, spread, knead</i>, and shape a range of food and ingredients.</p> <p>Begin to work safely and <i>hygienically</i>- children know to wash hands before touching and eating food.</p> <p><i>Measure</i> and <i>weigh</i> food items, non-statutory measures e.g. spoons, cups.</p>	<p>Use appropriate equipment to weigh and measure ingredients</p> <p>Prepare simple dishes safely and hygienically, without using a heat source</p> <p>Use techniques such as cutting safely</p> <p>Name and sort foods into the five groups of the 'eat well' plate</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day</p>	<p>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>	
			<p>Y1</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source such as a fruit salad.</p> <p>Know how to use techniques such as <i>cutting, peeling, and grating</i> with support from an adult.</p>	<p>Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate</p> <p>Know that to be active and healthy, food is needed to provide energy for the body</p> <p>Measure using grams</p> <p>Follow a recipe</p> <p>Y3</p> <p>Understand how to prepare and cook a variety of predominantly <i>savoury</i> dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Begin to understand how to use a range of techniques such as <i>peeling, chopping, slicing, grating, mixing, spreading, kneading</i> and <i>baking</i>.</p>	<p>Know that recipes can be adapted to change the appearance, taste, texture and aroma</p> <p>Know that different foods contain different substances - nutrients, water and fibre - that are needed for health</p> <p>Understand the need for correct storage Measure accurately</p> <p>Work out ratios in recipes</p> <p>Y5</p> <p>Understand 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 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 <i>savoury</i> dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>Start to understand how to use a range of techniques such as <i>peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking</i>.</p>
			<p>Weigh, measure, ingredients, hygienically, heat source, five groups 'eat well', five portions, cutting, peeling, grating.</p>	<p>healthy diet, variety, balance 'eat well' plate, active, healthy, energy, grams, recipe, prepare, cook, savoury peeling, chopping, slicing, grating, mixing, spreading, kneading, baking.</p>	<p>Grown, reared, caught, process, ingredients, savoury, peeling, chopping, slicing, grating, mixing, spreading, kneading, baking.</p>

## Hoyland Springwood Primary - Progression in Design and Technology

		<p><i>Stir, spread, knead, ingredients, hygienically, wash hands, measure, weigh</i></p>	<p>Y2</p> <p><i>Cut, peel, or grate ingredients safely, hygienically and give opportunities to do this independently.</i></p> <p><i>Measure or weigh using measuring cups or electronic scales.</i></p> <p><i>Assemble or cook ingredients such as baking.</i></p>	<p>Y4</p> <p><i>Prepare ingredients hygienically using appropriate utensils.</i></p> <p><i>Measure ingredients to the nearest gram accurately.</i></p> <p><i>Follow a recipe.</i></p> <p><i>Assemble or cook savoury dishes (controlling the temperature of the oven or hob, if cooking).</i></p> <p><i>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking.</i></p>	<p>Y6</p> <p><i>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</i></p> <p><i>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</i></p> <p><i>Demonstrate a range of baking and cooking techniques, savoury and sweet dishes.</i></p> <p><i>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</i></p>
			<p><i>Cut, peel, grate measure, weigh, measuring cups, electronic scales, assemble, cook, ingredients, baking.</i></p>	<p><i>Utensils, measure, gram, recipe, control, temperature, peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking.</i></p>	<p><i>Storage, micro-organisms, measure accurately, calculate, ratios, savoury, sweet dishes, create, refine recipes, ingredients, methods, cooking times, temperatures.</i></p>