DT Progression Map – Blandford St Mary Primary School

EYFS

Mechanisms	Structures	Food
Wheels and axles ***Design, make and evaluate a moving vehicle (this can include assembling from a kit)*** Assemble vehicles with moving wheels using construction kits. Explore moving vehicles through play. Develop some cutting, joining and finishing skills with card. Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.	**Exploring structures and construction kits** ***Design, make and evaluate a structure e.g. related to a story such as The Three Little Pigs.*** Build towers and walls including with construction kits, wooden building bricks, Lego and Duplo and junk modelling equipment. Experience of using of basic tools e.g. scissors or hole punchers with construction materials e.g. plastic, card. Experience of different methods of joining card and paper.	**Fruit and Veg snack** ***Design, make and evaluate a fruit or veg snack for break time.*** Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils.
BSM:	**BSM:**	**BSM:**

KS1

Year 1 – Mechanisms	Year 1 – Structures	Year 1 - Food	Year 2 - Mechanisms	Year 2 - Textiles	Year 2 - Food
Wheels and Axles ***Design, make and evaluate a product that uses wheels and axles to move and understand the distinction between fixed and freely moving axles.*** **Design ideas:** push/pull toys e.g. emergency service vehicle, carnival float, farm vehicle, clown's car, vehicle for imaginary/story, character, shopping trolley, other – specify. **Possible context**: imaginary, story-based, home, school, leisure, culture, local community, other – specify. **Purpose of product:** making work or everyday life easier, moving objects, toy vehicle to play with, solving a problem for a story character, other – specify.	**Free-standing Structures** ***Design, make and evaluate a free-standing structure understanding how to make it stiffer, stronger, more stable.*** **Design ideas:** enclosures for farm or zoo animals playground/park/garden furniture, bridge for Billy Goats Gruff, playground equipment furniture for the Three Bears, other – specify. **Possible context**: imaginary, story-based, classroom, school grounds, gardens, local community, leisure, health, environment, other – specify. **Purpose of product:** imaginary, role-play, pleasure, rest, recreation, health, leisure, other – specify.	**Preparing fruit and vegetables** ***Design, make and evaluate a healthy snack/treat that demonstrates an understanding of the basic principles of a healthy and varied diet.*** **Design ideas:** fruit salads, fruit yogurt, fruit drinks, fruit jelly, fruit smoothies, vegetable salads, fruit and vegetable kebabs, other – specify. **Possible context**: home, school, gardens, playgrounds, local community, culture, industry, other – specify. **Purpose of product:** picnic, celebration, party, school event, sports day, pleasure, café corner, other – specify	**Sliders and Levers** ***Design, make and evaluate a product using simple sliders and levers understanding that different mechanisms produce different movements.*** **Design ideas:** class/group, storybook, poster, display, greetings card, class/group information book, storyboard, other – specify. **Possible context**: imaginary, story-based, toys, games, people who help us, home, school, garden, playground, local community, environment, other – specify. **Purpose of product:** celebration, event, information, pleasure, interests, hobbies, educational, other – specify.	**Templates and joining techniques** ***Design, make and evaluate a product that joins two or more pieces of cut fabric.*** **Design ideas:** glove puppet, finger puppet, simple bag, clothes for teddy/soft toy/class doll, fabric placemat **Possible contexts** entertainment leisure home school recycling/reusing **Purpose of products** plays with puppets clothes for toys carrying and storing items protecting surfaces imaginary role-play	**Preparing fruit and vegetables** ***Design, make and evaluate a healthy snack/treat that demonstrates an understanding of the basic principles of a healthy and varied diet.*** **Design ideas:** fruit salads, fruit yogurt, fruit drinks, fruit jelly, fruit smoothies, vegetable salads, fruit and vegetable kebabs, other – specify. **Possible context**: home, school, gardens, playgrounds, local community, culture, industry, other – specify. **Purpose of product:** picnic, celebration, party, school event, sports day, pleasure, café corner, other – specify
BSM:	**BSM:**	**BSM:**	**BSM:**	**BSM:**	**BSM:**

LKS2

Year 3 - Mechanical systems	Year 3 - Structures	Year 3 - Food	Year 4 – Electrical Systems	Year 4 - Textiles	Year 4 - Food
Levers and linkages ***Design, make and evaluate a product using levers and linkages showing an understanding of the distinction between fixed and loose pivots.*** **Design ideas:** story book, poster, class display, greetings card, information book, storyboard, other. Could link to science or geography topic. **Possible context**: home, school, leisure, culture, enterprise, environment, local community, other – specify. **Purpose of product:** celebration, event, information, pleasure, interests, hobbies, campaign, educational, other – specify.	**Shell Structures** ***Design, make and evaluate a product using a net to make a 3D shape showing an understanding of the joining and strengthening of materials.*** **Design ideas** gift boxes/containers, desk tidy, disposable/recyclable lunchboxes, packaging, cool boxes, party boxes, keep safe boxes, mystery boxes **Possible contexts** home school culture enterprise local community wider environment other – specify **Purpose of products** celebration storage packaging protection marketing presentation display postage	**A healthy and varied diet** ***Design, make and evaluate part of a meal using a range of fresh and processed ingredients appropriate for their product*** **Design ideas:** sandwiches, wraps, rolls, pitta pockets, blinis, rice cakes, toasties, snack bar, salad snacks, other – specify. **Possible context**: home, school, off-site educational visits, leisure, culture, enterprise, industry, wider environment, health. **Purpose of product:** celebration, picnic, lunch boxes, sports day, religious festival, off-site visits, healthy living.	**Simple circuits and switches** ***Design, make and evaluate a product using simple circuits and switches.*** **Design ideas:** siren for a toy vehicle, reading light, noise making toy, nightlight, illuminated sign, torches, table lamp, lighting for display, hands-free head lamp, buzzer for school office **Possible context**: home, school, leisure, culture, enterprise, environment, sustainability, local community. **Purpose of product:** safety and security, hobbies and interests, utility, pleasure, advertising, gift, energy saving.	**2D Shape to 3D Product** ***Design, make and evaluate a product using stitching/joining techniques.*** **Design ideas** purse/wallet, soft toy/mascot, apron, fashion accessory, beach bag, shoe bag, pencil case, story sack **Possible contexts** School, home, leisure, enterprise, sustainability, outdoor environment **Purpose of products** Entertainment, hobbies, protection, celebration, pleasure, carrying things	**A healthy and varied diet** ***Design, make and evaluate part of a meal using a range of fresh and processed ingredients appropriate for their product*** **Design ideas:** sandwiches, wraps, rolls, pitta pockets, blinis, rice cakes, toasties, snack bar, salad snacks, other – specify. **Possible context**: home, school, off-site educational visits, leisure, culture, enterprise, industry, wider environment, health. **Purpose of product:** celebration, picnic, lunch boxes, sports day, religious festival, off-site visits, healthy living.
BSM:	**BSM:**	**BSM:**	**BSM:**	**BSM:**	**BSM:**

UKS2

Year 5 – Mechanical systems	Year 5 – Structures	Year 5 – Food	Year 6 – Electrical systems	Year 6 – Textiles	Year 6 – Food
Pulleys or gears ***Design, make and evaluate a product that uses either a pulley or gear system. The product must demonstrate an understanding that mechanical systems have an input, process and output.*** **Design ideas:** a shop display with moving parts e.g. lifting or rotating images of items for sale; a toy with oscillating, rotating or reciprocating movement; fairground ride with gears or pulleys e.g. carousel, Ferris wheel; controllable toy vehicle with gears or pulleys e.g. dragster, off-road vehicle, sports car, lorry; window display with moving parts e.g. lifting or turning items for sale **Possible context**: shops, home, school, local community, leisure, enterprise, wider environment, engineering, manufacturing **Purpose of product:** business, entertainment, pleasure, play, educational interests and hobbies, Festivals Celebrations, Travel and Tourism, Mini-enterprise, Forces and Motion, Outdoor adventure, Toys and Games, Our Community	**Frame structures** ***Design, make and evaluate a structure made of both a frame and an outer layer that demonstrates an understanding of how to strengthen, stiffen and reinforce 3-D frameworks.*** **Design ideas:** playground shelter, market stall, bus shelter, tent, play house, gazebo, bird hide, parasol, park furniture, adventure playground equipment, kite, other – specify. **Possible context**: home, school, gardens, leisure, culture, local community, wider environment. **Purpose of product:** safety, weather protection, play, pleasure, meeting place, business recreation	**Celebrating culture and seasonality** ***Design, make and evaluate a product which demonstrates an understanding of seasonality in relation to food products that includes an element of cooking on heat.*** **Design ideas:** bread, pizza, savoury biscuits, savoury scones, savoury muffin, cereal snack, soup. **Possible context**: home, school, leisure, culture, traditions, enterprise, healthy eating, local environment/community, sustainability, wider environment, global citizenship. **Purpose of product:** festival, celebration, special event, for sale, food for travel, picnic, visit	**More complex switches and circuits** ***Design, make and evaluate a product using more complex circuits and switches.*** **Design ideas:** vehicle alarm, security lighting system, alarm for valuable artefact, automatic nightlight, electrical board game, alarm for school shed **Possible contexts** Home, school, community, culture, leisure, enterprise, business **Purpose of products** Safety, protection, security, detection, warning, comfort, illumination, entertainment	**Combining different fabric shapes** ***Design, make and evaluate a product that uses different types of stitching and fasteners to make a bag.*** **Design ideas:** tablet case, mobile phone carrier, shopping bag, insulating bag, hat/cap, garden tool belt, slippers, sandals, fabric advent calendar, fabric door stop **Possible contexts** Home, school, leisure, culture, enterprise, environment, local community **Purpose of products** Celebration, educational, interests, hobbies, environmental, lifestyle, religious, protection	**Celebrating culture and seasonality** ***Design, make and evaluate a product which demonstrates an understanding of seasonality in relation to food products that includes an element of cooking on heat.*** **Design ideas:** bread, pizza, savoury biscuits, savoury scones, savoury muffin, cereal snack, soup. **Possible context**: home, school, leisure, culture, traditions, enterprise, healthy eating, local environment/community, sustainability, wider environment, global citizenship. **Purpose of product:** festival, celebration, special event, for sale, food for travel, picnic, visit
BSM:	**BSM:**	**BSM:**	**BSM:**	**BSM:**	**BSM:**

Additional Unit to be taught in Year 4 or 5

Year 4 or 5 – Electrical systems
Simple programming and control ***Design, make and evaluate a product incorporating the use of simple programming and control of an electrical circuit.*** **Design ideas:** illuminated sign, noise-making toy vehicle, nightlight, display lighting **Possible context**: home, school, leisure, culture, enterprise, environment, sustainability, local community. **Purpose of products** hobbies and interests, utility, pleasure, advertising, comfort, illumination
BSM:

Unused Units from Projects on a Page

Years 3 or 4 – Mechanical systems	Years 3 or 4 – Structures –	Years 5 or 6 – Mechanical systems	Years 5 or 6 – Electrical systems	Years 5 or 6 – Textiles
Pneumatics ***Design, make and evaluate a product using a pneumatic system*** **Design ideas:** tipper truck, jack-in-the-box, class display, moving creature, shop window display, moving toy, other – specify. **Possible context**: shop, home, school, leisure, culture, enterprise, environment, local community, other – specify. **Purpose of product:** celebration, event, information, educational, play, advertising, interests and hobbies, campaign, other – specify. **Prior learning:** Explored simple mechanisms, such as sliders and levers, and simple structures. Learnt how materials can be joined to allow movement. Joined and combined materials using simple tools and techniques.	**Shell structures using computer-aided design**	**Cams** ***Design, make and evaluate a product that uses a cam system. The product must demonstrate an understanding that mechanical systems have an input, process and output.*** **Design ideas:** a shop display with moving parts e.g. lifting or rotating images of items for sale; a vehicle incorporating cam-driven components; a toy with oscillating, rotating or reciprocating movement; fairground ride with gears or pulleys e.g. carousel, Ferris wheel; controllable toy vehicle with gears or pulleys e.g. dragster, off-road vehicle, sports car, lorry; window display with moving parts e.g. lifting or turning items for sale **Possible context**: shops, home, school, local community, leisure, enterprise, wider environment, engineering, manufacturing. **Purpose of product:** business, entertainment, pleasure, play, educational interests and hobbies, Festivals Celebrations, Travel and Tourism, Mini-enterprise, Forces and Motion, Outdoor adventure, Toys and Games, Our Community	**Monitoring and control** ***Design, make and evaluate a product that uses electrical systems applying an understanding of computer program, monitor and control to the product.*** **Design ideas:** cycle or vehicle alarm, security lighting system, alarm for valuable artefact, garden light, automatic nightlight, electronic moneybox, alarm for school shed. **Possible context**: home, school, community, culture, leisure, enterprise, business. **Purpose of product:** safety, protection, security, detection, warning, comfort, illumination, entertainment.	Using computer-aided design in textiles

Progression in skills and knowledge

Progression in Designing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding contexts, users and purposes	Say what to make. Say what the product is for. Say who a product is for (me, my mum, my dad, my friend etc.). Say what colours it will be. Point to what material will be used to make the product from a selection made available.	Say a sentence explaining what to make. Say how the product will be made. Explain who the product is for. Explain what the product is for. Explain how the product will work. Justify why certain materials have been chosen to make the product. Use the classroom success criteria to make a product.	Draw and label a design of the product Say who the intended user of the product is. Describe the purpose of the product. Explain how the product will be made e.g. by writing a set of simple instructions. Explain in detail how the product will work using technical vocabulary provided. Say why certain materials were chosen and why they are suitable for the intended user. Use simple design criteria to develop ideas.	Describe the purpose of the product. Identify the key design features of the products and explain how these will appeal to the intended users. Explain in detail how the product will work using technical language. Find out information to help design a product for a particular group of people. Develop a design criterion.	Describe the purpose of a products with increasing confidence, demonstrating that there has been careful thought about the purpose. Indicate the design features of a products that will appeal to the intended users. Explain how particular parts of a products work using technical language e.g. the rotary input will produce a linear output. Gather information about the needs and wants of particular individuals and groups the product is being designed for. Develop specific design criteria and use these to inform ideas.	Begin to carry out research to help with a design including collecting data through surveys and study of existing products. Identify the needs, wants or preferences of the intended user of the product. Develop a drawing of a design to guide thinking which includes detail about measurements, materials used etc.	Carry out research, using surveys, interviews, questionnaires and web-based resources where appropriate. Identify the needs, wants, preferences and values of particular individuals and groups of intended product users. Develop a simple design specification to guide thinking.
Generating, developing, modelling and communicating ideas	Talk about likes. Talk about things that are used (or played with). Draw ideas. Explore materials.	Talk about experiences of using different products. Talk about a range of different products. Begin to communicate ideas by talking and drawing. Explore materials and make templates and mock-ups. Share ideas with others.	Generate ideas by drawing on own experiences. Use knowledge of existing products to help come up with ideas. Develop and communicate ideas by talking and drawing. Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. Use information and communication technology, where appropriate, to develop and communicate ideas.	Begin to develop design ideas whilst thinking about the needs of the user. Make decisions about the materials that from a range that is available.	Generate realistic ideas, focusing on the needs of the user. Make design decisions that take account of the availability of resources.	Generate innovative ideas. Make decisions about designs taking some factors into account e.g. time.	Generate innovative ideas, drawing on research. Make design decisions, taking account of constraints such as time, resources and cost.

Progression in Making	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning	Begin to select materials with purpose in mind.	Explain what is being made and why. Consider the next steps in the making process. Select tools/ equipment to cut, shape, join, finish and explain choices.	Make suggestions about what to do next. Choose suitable materials and explain choices depending on characteristics. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Select appropriate materials, fit for purpose. Work through plan in order. Consider how good a product will be when considering the purpose.	Select appropriate materials, Fit for purpose; explain choices. Work through plan in order.	Produce suitable lists of tools, equipment/materials needed. Select appropriate materials, fit for purpose; explain choices, considering functionality. Create and follow detailed step by-step plan.	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. Create, follow, and adapt detailed step-by-step plans. Explain how product will

							appeal to audience; make changes to improve quality. Produce suitable lists of tools, equipment, materials needed, considering constraints.
Practical skills and techniques.	Construct with a purpose, using a variety of resources. Use simple tools and techniques. Build / construct with a wide range of objects. Select tools & techniques to shape, assemble and join. Replicate structures with materials/components. Discuss how to make an activity safe and hygienic. Record experiences by drawing, writing, voice recording. Understand different media can be combined for a purpose.	Measure, mark out, cut and shape, with support. Choose suitable materials and explain choices. Try to use finishing techniques to make product look good. Work in a safe and hygienic manner.	Explain what I am making and why it fits the purpose. Join materials/ components together in different ways. Measure, mark out, cut and shape materials and simple components independently. Use finishing techniques to make product look good and explain my choices. Work safely and hygienically.	Select suitable tools/equipment, explain choices; begin to use them accurately. Begin to measure, mark out, cut and shape materials/components with some accuracy. Begin to assemble, join and combine materials and components with some accuracy. Understand that some products are made of different components and that these each have a function. Begin to apply a range of finishing techniques with some accuracy.	Select suitable tools and equipment, explain choices in relation to required techniques and use accurately. Realise if product is going to be good quality. Measure, mark out, cut and shape materials/ components with some accuracy. Assemble, join and combine materials and components with some accuracy. Apply a range of finishing techniques with some accuracy .	Use selected tools/equipment with good level of precision. Explain how product will appeal to an audience. Mainly accurately measure, mark out, cut and shape materials/components. Mainly accurately assemble, join and combine materials/ components. Mainly accurately apply a range of finishing techniques. Use techniques that involve a small number of steps. Begin to be resourceful.	Use selected tools and equipment precisely. Accurately measure, mark out, cut and shape materials/components. Accurately assemble, join and combine materials/ components. Accurately apply a range of finishing techniques. Use techniques that involve a number of steps. Be resourceful with practical problems. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

Progression in Evaluating	**EYFS**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Evaluating	Adapt work if necessary. Dismantle, examine, talk about existing objects/structures. Consider and manage some risks. Practise some appropriate safety measures independently. Talk about how things work. Look at similarities and differences between existing objects / materials / tools. Show an interest in technological toys. Describe textures.	Talk about my work, linking it to what I was asked to do. Talk about existing products considering: use, materials, how they work, audience, where they might be used. Talk about existing products, and say what is and isn't good. Talk about things that other people have made. Begin to talk about what could make the product better. Describe what went well, thinking about design criteria. Talk about existing products considering: use, materials, how they work, audience, where they might be used and express personal opinion. Evaluate how good existing products are. Talk about what I would do differently if I were to do it again and why.		Look at design criteria while designing and making. Use design criteria to evaluate a finished product. Say what I would change to make the design better. Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose. Begin to understand by whom, when and where products were designed. Learn about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products. Refer to design criteria while designing and making. Use criteria to evaluate product. Begin to explain how I could improve original design. Research whether products can be recycled or reused.		Evaluate quality of design while designing and making. Evaluate ideas and finished product against specification, considering purpose and appearance. Evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose. Begin to evaluate how much products cost to make and how innovative they are. Research how sustainable materials are. Talk about some key inventors/designers/ engineers/chefs/manufacturers of ground-breaking products. Evaluate quality of design while designing and making; is it fit for purpose? Keep checking design is best it can be. Test and evaluate final product; explain what would improve it and the effect different resources may have had. Consider the impact of products beyond the

Design Brief for Each Phase

Progression in Technical Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structures	Use various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Join construction pieces together to build and balance.	Fold paper and card to create simple structures, making joins with masking tape where necessary, to explore the concepts of strength, stiffness and stability. Use construction kits to help develop understanding and include walls, buttresses, towers and frameworks. Create free standing structures e.g. a bird house using simple joining techniques.		Apply understanding of how to strengthen, stiffen and reinforce structures. Learn about the factors that can increase the strength and stiffness of **shell structures**, such as the properties of the material from which it is made, its shape and whether it has been reinforced in any way.		Create more complex structures that include a **frame** and outer skin e.g. tent frame	
Mechanisms and mechanical systems	Use construction kits that include leavers and hinges.	Know that simple mechanisms produce different types of movement. Simple mechanisms include sliders which move in a straight line, levers which move in a curve and wheels and axles which turn.		Know how mechanical systems such as levers and linkages or pneumatic systems create movement. Explain how simple pneumatic systems work.		Know how mechanical systems such as cams or pulleys or gears create movement. Be able to explain why the mechanical components are suitable for the product they are designing and making according to the type of movement they produce. Cams	
Textiles		Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.		Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances.		A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.	
Electronic systems				Focus on physically controlling 'output' devices, such as bulbs, buzzers, electric motors and light emitting diodes (LEDs). Learn to use text or create a flowchart to control a single device by turning it on and off according to a set of instructions. The idea of an 'endless loop' should also be introduced so that sequences of instructions can be repeated. N.B. In the primary classroom, LEDs with internal resistors should be used.		How to program a computer to monitor changes in the environment and control their products. Develop an understanding of 'monitoring' as well as control and the idea of 'input' as well as 'output'. Learn that it is possible to connect input devices such as light dependant resistors (LDRs), reed switches, push-to-make switches, pressure pads and toggle switches to an interface box or programmable micro-controller.	
Program, monitor and control				Know how to program a computer to control products they have designed and made; Focus on physically controlling 'output' devices, such as bulbs, buzzers, electric motors and light emitting diodes (LEDs); Learn to use text or create a flowchart to control a single device by turning it on and off according to a set of instructions. The idea of an 'endless loop' should also be introduced so that sequences of instructions can be repeated. N.B. In the primary classroom, LEDs with internal resistors should be used.			
Cooking and nutrition	Follow instructions given one at a time by an adult. Carry out instructions with support. Discuss appropriate use of senses when tasting certain foods. Begin to develop a food vocabulary using taste, smell, texture and feel. Explore familiar food products e.g. fruit and vegetables. Stir, spread, knead and shape a range of food and ingredients. Begin to work safely and hygienically. Start the think about the needs for a variety of foods in a diet.	Know that all food comes from plants or animals. Begin to recognise that everyone should eat five portions of fruit and vegetables a day. Sort into the five food groups, using the 'Eatwell Plate'. Know how to prepare simple dishes safely and hygienically without using a heat source. Understand hygiene rules when cooking. Know how to use techniques such as cutting, peeling and grating. Know that food has to be farmed, grown elsewhere or caught (Y2). Recognise that everyone should eat at least five portions of fruit or vegetables every day and they can consume more than this. Understand safety procedures for cooking with equipment (Y2). Assemble or cook healthy ingredients (Y2). Demonstrate how to use techniques such as cutting, peeling and grating (Y2).		Start to know (Y3) and develop understanding (Y4) that food is grown (such as tomatoes, wheat and potatoes) reared (such as pigs, chicken and cattle) and caught (such as fish) in the UK, Europe and the wider world. Begin to understand how to prepare and cook a variety of predominantly savoury dishes (Y3) and savoury and sweet (Y4) dishes safely and hygienically, including where appropriate the use of a hear source. Start to understand that (Y3) and know that (Y4) a healthy diet is made up from a variety and balance of different food and drink, depicted in the 'Eatwell Plate". Begin to understand that (Y3) and know that (Y4) to be active and healthy, food and drink are needed to provide energy for the body. Join and combine a range of ingredients. Analyse the taste, texture, smell and appearance of a range of food (Y4).		Know that food is grown (such as tomatoes, wheat and potatoes) reared (such as pigs, chicken and cattle) and caught (such as fish) in the UK, Europe and the wider world. Begin to understand (Y5) and know that (Y6) seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Understand and apply principles of a healthy and varied diet. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source. Demonstrate a range of baking and cooking techniques. Understand that recipes can be adapted to change appearance, taste, texture and aroma. Begin to understand, (Y5) and know (Y6) that different food and drink contain different substances- nutrients, water and fibre-that are needed for health. Understand the importance of correct storage and handling of ingredients (Y6).

	Measure and weigh food items, non-statutory measures, e.g. spoons, cups.		Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures (Y6). Develop understanding of (Y5) know how to (Y6) how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Measure accurately and calculate ratios of ingredients to scale up or down from a recipe (Y6).