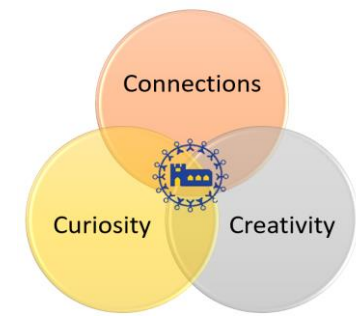


DT – Knowledge and Skills Progression



Intent

At Lyne and Longcross Primary School our intention - through DT teaching - is to provide children with a real-life context for learning. As an inspiring and practical subject, we intend to prepare children to deal with an ever-changing technological world, encouraging them to become creative and resourceful problem solvers, working both independently and as members of a team. We teach them to be inspired by real world opportunities and relevant problems, identifying needs and developing a range of ideas and solutions in a variety of contexts. By researching past and present technologies, where possible meeting real industry workers (TGIF) and applying knowledge learnt across other areas of the curriculum, children build their confidence, resilience, practical and analytical skills. Furthermore, they learn to overcome challenges and improve designs and products, all the while finding motivation and meaning for their learning.

Children at Lyne and Longcross learn skills in product research, disassembling and building products, making prototypes, testing, designing and evaluating. Food technology is a big focus of our DT curriculum and we have a dedicated room for all classes to use. When possible, we provide additional cooking experience throughout the year. In all lessons, the children are encouraged to cook nutritious food from scratch, setting them up for a healthy future beyond the classroom.

It is our intent that DT is taught in all year groups in either discrete or cross-curricular projects. By the time children reach Year 6, they would have had experience of food tech, textiles, design and construction; they should be confidently performing everyday tasks and applying their knowledge, understanding and an increased level of skills as they progress through the school. They will be on the way to becoming risk takers and innovators and will have used a range of tools, resources and materials, including the use of IT, to create effectively constructed and aesthetically pleasing results. This, along with a strong focus on the importance of evaluation, allows children to adapt and improve their work, providing them with not only a sense of achievement but a strong foundation for the next step of their learning and a key skill for life

Implementation

The Design Technology teaching throughout Lyne and Longcross Primary School follows the National Curriculum design, make and evaluate cycle. Through this they acquire a broad range of technical knowledge and vocabulary whilst also drawing on disciplines such as Mathematics, Science, Engineering, Computing and Art. Each of these elements should be given equal weight and taught to a high standard. Evidence of each of these strategies should be found in books/folders and photographs and should show clear progression across the Key Stages.

Design

Rooted in real-life, relevant contexts, children design products with a purpose and an intended user of the products in mind. They use research and develop design criteria to inform the design of innovative, functional, appealing and fit-for-purpose products. Planning should be through appropriate formats ie. annotated sketches, patterns/templates, communicating ideas verbally and prototypes/'mock-ups'. In some cases, designs will be computer aided.

Make

Whilst making, children will be given a wide range of tools, materials and components including textiles, construction equipment and ingredients. They build and apply a repertoire of knowledge, understanding and skills (ie. cutting, shaping, joining and finishing) in order to make high-quality prototypes and products for a range of users.

Evaluate



Children at Lyne and Longcross learn to critique, evaluate and test their ideas and products as well as the work of others. They investigate and analyse a range of existing products to understand how individuals and key events have shaped design and technology globally. In addition, they learn to evaluate their work against their own design criteria and consider the views of others in order to improve their work

Impact

What will this look like at Lyne and Longcross Primary School?

Assessment of children's learning in Design Technology takes the form of ongoing monitoring of children's understanding, knowledge and skills using key questioning skills built into lessons by the class teacher. Child-led assessment such as success criteria and evaluation grids are also used to inform the differentiation, support and challenge required by the children. Summative assessment is conducted termly by class teachers across each year group and is aimed at targeting next steps in learning as well as informing the subject leader of progress and skills/knowledge still to be embedded.

Design Technology is also monitored by the subject leader throughout the year in the form of collection of evidence (photos), book monitoring, looking at outcomes measured against age-based progression and pupil interviews to discuss their learning. This tangible evidence aids understanding and establishes the impact of the teaching taking place.

The impact of using the full range of tools and resources, will be seen across the school with an increase in the profile of Design and Technology. Children will know more, remember more and understand more about DT. Children will retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning. It is our intention that the learning environment across the school will be more consistent with design and technology technical vocabulary displayed, spoken and used by all learners.

By the time children leave our school they will have:

- An excellent attitude towards learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop a detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using a range of materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge and skills accurately.
- The ability to manage risks, be resourceful, innovative and enterprising to manufacture products safely and hygienically.
- A passion for the subject.

Children will be equipped with skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as a capable citizen in the wider world.

Children should be taught to: (Key Stage 1 and Key Stage 2)

Design	<ul style="list-style-type: none"> - To design purposeful, functional, appealing products for themselves and other users based on design criteria - To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - To 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 - To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
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Make	<ul style="list-style-type: none"> - To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - To 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
Evaluate	<ul style="list-style-type: none"> - To explore and evaluate a range of existing products evaluate their ideas and products against design criteria - To investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - To understand how key events and individuals in design and technology have helped shape the world
Technical Knowledge	<ul style="list-style-type: none"> - To build structures, exploring how they can be made stronger, stiffer and more stable - To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. - To apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - To apply their understanding of computing to program, monitor and control their products.
Cooking and Nutrition	<ul style="list-style-type: none"> - To use the basic principles of a healthy and varied diet to prepare dishes - To understand where food comes from. - To understand and apply the principles of a healthy and varied diet - To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

EYFS

Unlike the National Curriculum objectives outlined above, EYFS outcomes and objectives can be delivered through the seven areas of learning rather than being a discrete subject. The below statements are examples of how children in the Early Years develop so that they can build and develop their geographical knowledge and understanding in preparation for the National Curriculum.

Expressive Arts and Design	<ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	
Being Imaginative	<ul style="list-style-type: none"> • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 	



	Year 1 Eat more fruit and vegetables Moving minibeasts Stable Structures	Year 2 Puppets Vehicles Perfect Pizzas	Year 3 British Inventors Seasonal food Storybook	Year 4 Seasonal stockings Light up signs Making mini greenhouses	Year 5 Fashion and Textiles Building Bridges Chinese Inventions	Year 6 Programming Pioneers Bird House Buildings Burgers
Design	<p>I have my own ideas.</p> <p>I can explain what I want to do.</p> <p>I can explain what my product is for, and how it will work</p> <p>I can use pictures and words to plan, begin to use models</p> <p>I can design a product for myself following design criteria</p> <p>I can research similar existing products</p>	<p>I have own ideas and plan what to do next</p> <p>I can explain what I want to do and describe how I may do it.</p> <p>I can explain purpose of product, how it will work and how it will be suitable for the user</p> <p>I can describe design using pictures, words, models, diagrams, begin to use ICT</p> <p>I can design products for myself and others following design criteria I can choose best tools and materials, and explain choices</p> <p>I can use knowledge of existing products to produce ideas</p>	<p>I am beginning to research others' needs</p> <p>I can show my design meets a range of requirements I can describe purpose of product</p> <p>I can follow a given design criteria</p> <p>I can have at least one idea about how to create product</p> <p>I can create a plan which shows order, equipment and tools</p> <p>I can describe design using an accurately labelled sketch and words</p> <p>I can make design decisions *explain how product will work I can make a prototype</p> <p>I can begin to use computers to show design</p>	<p>I can use research for design ideas</p> <p>I can show design meets a range of requirements and is fit for purpose</p> <p>I am beginning to create own design criteria</p> <p>I have at least one idea about how to create products and suggest improvements for design.</p> <p>I can produce a plan and explain it to others</p> <p>I can say how realistic the plan is.</p> <p>I can include an annotated sketch I can make and explain design decisions considering availability of resources</p> <p>I can explain how product will work</p> <p>I can make a prototype</p> <p>I can begin to use computer-aided designs.</p>	<p>I can use internet and questionnaires for research and design ideas</p> <p>I can take a user's view into account when designing.</p> <p>I can begin to consider the needs/wants of individuals/groups when designing and ensure the product is fit for purpose.</p> <p>I can create own design criteria</p> <p>I can have a range of ideas.</p> <p>I can produce a logical, realistic plan and explain it to others.</p> <p>I can use cross-sectional planning and annotated sketches</p> <p>I can make design decisions considering time and resources.</p> <p>I can clearly explain how parts of the product will work.</p> <p>I can model and refine design ideas by making prototypes and using pattern pieces.</p> <p>I can use computer-aided designs</p>	<p>I can draw on market research to inform design</p> <p>I can use research of user's individual needs, wants, requirements for design</p> <p>I can identify features of design that will appeal to the intended user</p> <p>I can create my own design criteria and specification</p> <p>I can come up with innovative design ideas</p> <p>I can follow and refine a logical plan.</p> <p>I can use annotated sketches, cross sectional planning and exploded diagrams</p> <p>I can make design decisions, considering, resources and cost I can clearly explain how parts of design will work, and how they are fit for purpose</p> <p>I can independently model and refine design ideas by making prototypes and using pattern pieces</p> <p>I can use computer-aided designs.</p>
Make	<p>I can explain what I'm making and why</p> <p>I can consider what I need to do next</p> <p>I can select tools/equipment to cut, shape, join, finish and explain choices</p> <p>I can measure, mark out, cut and shape, with support</p> <p>I can choose suitable materials and explain choices</p>	<p>I can explain what I am making and why it fits the purpose</p> <p>I can make suggestions as to what I need to do next.</p> <p>I can join materials/components together in different ways</p> <p>I can measure, mark out, cut and shape materials and components, with support.</p> <p>I can describe which tools I'm using and why</p>	<p>I can select suitable tools/equipment, explain choices; begin to use them accurately</p> <p>I can select appropriate materials, fit for purpose.</p> <p>I can work through plan in order</p> <p>I can consider how good product will be</p>	<p>I can select suitable tools and equipment, explain choices in relation to required techniques and use accurately</p> <p>I can select appropriate materials, fit for purpose; explain choices</p>	<p>I can use selected tools/equipment with good level of precision</p> <p>I can produce suitable lists of tools, equipment/materials needed *select appropriate materials, fit for purpose; explain choices, considering functionality</p>	<p>I can use selected tools and equipment precisely</p> <p>I can produce suitable lists of tools, equipment, materials needed, considering constraints</p> <p>I can select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics</p>



	<p>I can try to use finishing techniques to make product look good I can work in a safe and hygienic manner</p>	<p>I can choose suitable materials and explain choices depending on characteristics. I can use finishing techniques to make product look good I can work safely and hygienically</p>	<p>I can begin to measure, mark out, cut and shape materials/components with some accuracy I can begin to assemble, join and combine materials and components with some accuracy I am beginning to apply a range of finishing techniques with some accuracy</p>	<p>I can work through the plan in order. I can realise if product is going to be good quality I can measure, mark out, cut and shape materials/component s with some accuracy I can assemble, join and combine materials and components with some accuracy I can apply a range of finishing techniques with some accuracy</p>	<p>I can create and follow detailed step by-step plan I can explain how product will appeal to an audience I can mainly accurately measure, mark out, cut and shape materials/components I can mainly accurately assemble, join and combine materials/components I can mainly accurately apply a range of finishing techniques I can use techniques that involve a small number of steps I am beginning to be resourceful with practical problems</p>	<p>I can create, follow, and adapt detailed step-by-step plans I can explain how product will appeal to audience; make changes to improve quality I can accurately measure, mark out, cut and shape materials/components I can accurately assemble, join and combine materials/components I can accurately apply a range of finishing techniques I can use techniques that involve a number of steps I can be resourceful with practical problems</p>
Evaluate	<p>I can talk about my work, linking it to what I was asked to do I can talk about existing products considering: use, materials, how they work, audience, where they might be used I can talk about existing products, and say what is and isn't good I can talk about things that other people have made I am beginning to talk about what could make product better</p>	<p>I can describe what went well, thinking about design criteria I can talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion I can evaluate how good existing products are I can talk about what I would do differently if I were to do it again and why</p>	<p>I can look at design criteria while designing and making I can use design criteria to evaluate finished product I can say what I would change to make design better I am beginning to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose I am beginning to understand by whom, when and where products were designed I can learn about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products</p>	<p>I can refer to design criteria while designing and making I can use criteria to evaluate product I am beginning to explain how I could improve original design I can evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose I can discuss by whom, when and where products were designed I can research whether products can be recycled or reused I know about some inventors/designers/ engineers/chefs/man</p>	<p>I can evaluate quality of design while designing and making I can evaluate ideas and finished product against specification, considering purpose and appearance. I can test and evaluate final product I can evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose I am beginning to evaluate how much products cost to make and how innovative they are I can research how sustainable materials are I can talk about some key inventors/designers/</p>	<p>I can evaluate quality of design while designing and making; is it fit for purpose? I can keep checking design is best it can be. I can evaluate ideas and finished product against specification, stating if it's fit for purpose. I can test and evaluate final product; explain what would improve it and the effect different resources may have had Thorough evaluations of existing products, I can considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose I can evaluate how much products cost to make and how innovative they are I can research and discuss how sustainable materials are I can consider the impact of</p>



				ufacturers of ground-breaking products	engineers/ chefs/manufacturers of groundbreaking products	products beyond their intended purpose I can discuss some key inventors/designers/ engineers/ chefs/manufacturers of groundbreaking products
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Technical Knowledge						
Inventions and Achievements			<p>British Inventors</p> <ul style="list-style-type: none"> • I can explain about the invention of the mackintosh. • I can investigate ways of making fabric waterproof. • I can explain about the invention of the world wide web. • I can describe how the invention of the internet has changed the world. 		<p>Chinese Inventions</p> <ul style="list-style-type: none"> • I can explain how the invention of paper helped shape the world. • I can explain the traditional method for making paper. • I can test a variety of types of paper for strength, absorbency, opacity, etc. • I can make recycled paper. • I know how gunpowder was invented. • I can explain how the invention of gunpowder helped shape the world. • I can explain how the invention of the compass changed the world. • I can make a hanging/floating compass. • I can design and label my own compass. • I can explain what water-powered machines are and how they helped change the world. • I can explain why kites were first invented and how they were made. • I can make a variety of kite prototypes and test their effectiveness. 	<p>Programming Pioneers</p> <ul style="list-style-type: none"> • I know that Charles Babbage created the first mechanical computer. • I know that Ada Lovelace is referred to as the world's first computer programmer. • I know that Steve Jobs and Steve Wozniak co-founded Apple, Inc. to make the first Apple computers.



					<ul style="list-style-type: none"> I can design, make and evaluate a kite according to specific design criteria. 	
Mechanical Systems	<p>Moving Minibeasts</p> <ul style="list-style-type: none"> I can make a sliding mechanism out of card. I know what a pivot and lever are. I can use a pivot and lever mechanism using card and a split pin. I can make a wheel mechanism using card and a split pin. I can match a mechanism to the type of movement they produce. I can design a moving minibeast picture to include a variety of moving mechanisms. I can follow a design to create a moving minibeast picture for a particular purpose. I can evaluate my finished moving minibeast picture by identifying things that worked well and things that could be improved. 	<p>Vehicles</p> <ul style="list-style-type: none"> I can investigate a range of vehicles, identifying and labelling their features. I know what an axle is. I know what a chassis is. I can explore different ways of using axles, chassis and wheels to create a moving base. I can design a vehicle with wheels, axles and chassis, as well as a body. I can follow a design to make a moving vehicle. I can evaluate my finished moving vehicle. 	<p>Storybook</p> <p>I can explore moving parts in storybooks, suggesting how they work and what purpose they serve.</p> <ul style="list-style-type: none"> I can explain what the words 'linkage', 'pivot', 'rotate' and 'lever' mean. I can use a paper concertina to make an object pop out of a book. I can arrange and stick paper between pages to create a pop-out. I can use levers to create moving parts. I can create moving wheel mechanisms to create different effects. I can experiment with different fonts and graphic design features. I can design pages of a storybook to include moving mechanisms and appropriate graphic features. I can follow my designs to create a storybook with moving mechanisms. I can evaluate how well my moving mechanisms work. I can evaluate the overall effectiveness of my storybook. 		<p>Chinese Inventions</p> <ul style="list-style-type: none"> I explore how different transmissions create different movements. I can use a crank to change the motion on a transmission from circular to linear motion. 	
Programming and Electrical System				<p>Light Up Signs</p> <ul style="list-style-type: none"> I can explore and analyse illuminated signs. I can create a simple circuit with incandescent bulbs and a switch. I can describe the difference between an LED and an incandescent light bulb. 		<p>Programming Pioneers</p> <ul style="list-style-type: none"> I can explain how computers and computer programs are used in a variety of products. I can explain how modern memory chips work to store information. I can write an algorithm to suggest how various appliances might work. I know what a computer engineer is and what they do.



				<ul style="list-style-type: none"> • I can create a simple circuit with an LED bulb and a resistor. • I can make a circuit with a string of LED lights. • I can design an illuminated light box against a set of design criteria. • I can select materials, tools and components to create a free-standing structure. • I can make a stable, free-standing structure to house an electrical circuit. • I can strip, twist and join wire to make permanent connections. • I can insert an electrical circuit into a free-standing structure to create an illuminated light box. • I can evaluate the effectiveness of my finished product against the design criteria. 		<ul style="list-style-type: none"> • I can describe some examples of how computer hardware and software specialists work together to create new products. • I can develop and build a prototype pedestrian crossing using computer programming. • I can develop, model and communicate ideas for an embedded system which monitors and controls a door, room or both. • I can describe the typical design process for computer-controlled electronic products. • I can debug errors in an algorithm. • I can suggest ways to change an algorithm to improve a system. • I can select and use electronic components to construct a prototype of an embedded computer-controlled room system. • I can evaluate my design for a computer-controlled system and consider the views of others to improve my work.
Stable structures	<p>Stable Structures</p> <ul style="list-style-type: none"> • I can identify the features of toy garages. • I know what the word 'stable' means. • I can make changes to the design of a stable structure to make it fit for purpose. • I can explore a range of materials and evaluate the usefulness of their properties for a particular project. • I can explore how to make stable structures that hold a given object. • I can follow a design to make a stable structure. 		<p>British inventors</p> <ul style="list-style-type: none"> • I can explain how concrete is used to make structures more stable. • I can create a structure strong enough to hold a dictionary using just newspaper and tape 	<p>Making mini Greenhouses</p> <ul style="list-style-type: none"> • I know what a greenhouse is and how they work. • I can explore a range of different greenhouses. • I know how greenhouses are used today. • I can explain how the shape of a structure affects its stability. • I know that the weight of the structure 	<p>Building Bridges</p> <ul style="list-style-type: none"> • I know what beams and pillars are and how they are used in bridge construction. • I can predict which beams will be strongest from their cross-section. • I can test the strength of different beam shapes using paper and card. • I can explain what a truss is and how trusses make bridges stronger. • I can identify the three types of trusses 	<p>Bird House Builders</p> <p>I can investigate the appearance and function of a variety of different bird houses.</p> <ul style="list-style-type: none"> • I can identify what materials have been used to construct a variety of bird houses and suggest how the parts have been joined together. • I know what a flat pack diagram is and can use it to identify each part of a structure.



	<ul style="list-style-type: none"> • I know some ways to make a structure more stable. • I can evaluate my finished structure against a set of given criteria. 			<p>needs to be evenly spread on the base to make it secure.</p> <ul style="list-style-type: none"> • I know that the wider a structure's base is, the more stable it will be. • I can use 3D nets to explore potential structures for a greenhouse, assessing their stability. • I can investigate ways of making a structure more stable, e.g. by inserting dowelling or adding triangles at the joins. • I can experiment with a range of materials to test which would be most appropriate for making the structure of a mini greenhouse. • I can design a mini greenhouse using specific design criteria. • I can select appropriate tools and materials to make a mini greenhouse. • I can follow my design to make a mini greenhouse. • I can evaluate my finished mini greenhouse for stability, effectiveness and visual appeal. 	<p>commonly used in bridge design.</p> <ul style="list-style-type: none"> • I can build a truss bridge spanning a width of 40cm using paper straws. • I can use a fair test to evaluate the strength of my truss bridge. • I can explain how arches work to make bridges stronger. • I can test the arch heights to see which can bear the most load. • I can make an arch frame. • I can explain how suspension bridges use tension forces to work. • I can design, make and evaluate a prototype suspension bridge using a scale of 1:100 according to specific design criteria. 	<ul style="list-style-type: none"> • I can create a flat pack diagram of a constructed bird house. • I can draw an exploded diagram. • I can identify the tools associated with basic woodwork. • I can measure, clamp, saw, sand and join wood. • I can use a hand drill to drill a hole in a piece of wood. • I know the safety rules I need to follow when doing woodwork. • I can design a bird house for a particular bird, taking into account the bird's needs. • I can select appropriate tools and materials to use when making a bird house. • I can create a sturdy bird house frame using wood. • I can evaluate my finished bird house, taking into account the views of others to improve my work. • I can use observation to evaluate the effectiveness of my bird house.
Textiles		<p>Puppets</p> <ul style="list-style-type: none"> • I can explore a variety of puppets, identifying and labelling their features. • I can cut out felt using a simple template. • I can stick pieces of felt together to make a finger puppet. • I can add pieces of felt and other materials to a finger puppet to 		<p>Seasonal Stockings</p> <p>I can explain the difference between the function and visual appeal of a product.</p> <ul style="list-style-type: none"> • I can evaluate the function and visual appeal of a variety of Christmas stockings. 	<p>Fashions and Textiles</p> <ul style="list-style-type: none"> • I can explain the process of turning raw cotton into cloth. • I know that products that are woven together are called textiles. • I know that different textiles have different 	



		<p>create features, such as eyes, hats and mouths.</p> <ul style="list-style-type: none"> • I can use running stitch to join two pieces of fabric together. • I can use over stitch to join two pieces of fabric together. • I can sew a button onto a piece of fabric. • I can design a glove puppet for a particular purpose. • I can follow a design to make a glove puppet by sewing two pieces of fabric together and adding decorations. • I can evaluate my finished glove puppet by identifying what went well and what could be improved. 		<ul style="list-style-type: none"> • I can use pins to temporarily fasten two pieces of fabric together. • I can use running stick, back stitch, over stitch and zigzag stitch to join two pieces of fabric together. • I can hide the finishing knot. • I can identify a variety of decorative techniques that have been used to decorate Christmas stockings. • I can sew a button, bead, sequin or pipe cleaner onto a piece of fabric. • I can embroider shapes and patterns into a piece of fabric. • I can use appliqué to add decoration to a piece of fabric. • I can design a Christmas stocking incorporating a range of decorative techniques. • I can use a template to cut out front and back pattern pieces. • I can follow a design to create a Christmas stocking. • I can evaluate the function and visual appeal of my finished Christmas stocking. 	<p>properties, and can match these to their purpose.</p> <ul style="list-style-type: none"> • I can identify straight stitch, zigzag stitch, whip/blanket stitch, blind stitch, buttonhole stitch and overlock stitch on a variety of ready-made garments. • I can describe what the job of a fashion designer entails. • I can sew a basting stitch. • I can sew a whip stitch. • I can sew a hem. • I can sew back stitch. • I can sew an appliqué decoration. • I can use back stitch to embroider. • I know what a pattern piece is and why they are important when designing a garment. • I can design a drawstring bag, including the necessary pattern pieces. • I can use pattern pieces to measure, mark, cut and sew fabric. • I can sew design elements according to design criteria. • I can join two pieces of fabric by hand sewing, using an appropriate stitch. • I can evaluate my finished product against a set of design criteria. 	
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Cooking and Nutrition	<p>Eat More Fruits and Vegetables</p> <ul style="list-style-type: none"> • I can name a variety of fruits and vegetables. 	<p>Perfect Pizzas</p> <ul style="list-style-type: none"> • I can name a variety of pizza toppings. 	<p>Seasonal Food</p> <ul style="list-style-type: none"> • I can explain what the term 'seasonal food' means. 			<p>Burgers</p> <p>I know that most foods we buy have nutrition labels to</p>
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	<ul style="list-style-type: none"> • I can use adjectives to describe the taste, smell and texture of a variety of fruits and vegetables. • I know that some fruits and vegetables need to be washed, cut, cored, peeled or grated before they can be eaten. • I understand basic food hygiene, e.g. washing hands, tying long hair back and keeping surfaces clean. • I can use a knife to cut some fruits and vegetables in different ways. • I can grate an apple and a carrot. • I can peel a banana, apple and cucumber. 	<ul style="list-style-type: none"> • I can use the model of the balanced plate to evaluate how healthy different pizzas are. • I can explore different types of bread and evaluate which would work best for a pizza base. • I can identify which food group a variety of pizza toppings belong to. • I can sort pizza toppings into groups based on different criteria, e.g. animal vs plant products. • I can explain why each of the food groups is important for a balanced diet. • I can design and make a healthy pizza following given criteria. • I can evaluate my finished pizza, saying what I think and feel about it. 	<ul style="list-style-type: none"> • I know that different parts of the world have different seasonal food. • I can discuss the benefits and problems of unseasonal food being available in shops all year round. • I know that some foods, like wheat, are available all year round in the UK. • I can practise cooking skills including slicing, dicing, beating, whisking, folding, sieving, rolling and grating. • I can follow a recipe to make fairy cakes. • I can describe the cycle of wheat production in the UK. • I can distinguish between fruits that are grown in the UK and those that are grown abroad. • I know how food producers can speed up or slow down the ripening process to make fruits and vegetables available all year round. • I can follow a recipe to make fruit tarts using seasonal fruit. • I can follow a recipe to make stuffed peppers. • I know some of the nutrients we get from fruits, vegetables, meat, fish and dairy products. • I know when certain meats are in season in the UK and which are available all year round. • I can follow a recipe to make meatballs. • I know some vegetarian options that provide the same nutrients as meat. • I can explain how fish are caught or reared, processed and used in healthy meals. • I can use what I have learnt about seasonal food to design healthy meals and menus. 			<p>help us make informed choices about what we eat.</p> <ul style="list-style-type: none"> • I know that calories come from fats, proteins and carbohydrates. • I can evaluate how healthy a burger is based on its nutrition label. • I can compare different burgers and assess which is healthiest. • I can explain some of the different ways in which burger patties are cooked. • I can follow a recipe to make a beef, turkey or vegetable burger patty. • I can add ingredients to a basic burger patty to reflect global cuisine. • I can follow a recipe to make different burger sauces, including salsa, tzatziki and barbecue sauce. • I can design a burger menu to incorporate different patties, sides and sauces. • I can explore, taste and assess different types of bread and their suitability for a burger bun. • I can offer suggestions for some alternatives for bread. • I can add mixtures of herbs and spices to a basic bread dough to make flavoured burger buns. • I can design a burger for a particular purpose. • I can design a burger for someone with particular dietary requirements. • I can make and evaluate a burger, following my recipe and design.
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