

<p>Y1/2 Skills and Knowledge</p> <p>Design</p> <ul style="list-style-type: none"> • Show design meets a range of requirements and is fit for purpose • Begin to create own design criteria • Produce a plan and explain it to others • Include an annotated sketch • Make and explain design decisions considering resources • Begin to use ICT to show design <p>Make</p> <ul style="list-style-type: none"> • Select suitable tools and equipment, explain choices in relation to required techniques and use accurately • Select appropriate materials, fit for purpose; explain choices • Work through plan in order • Measure, mark out, cut, and shape materials/ components with some accuracy • Assemble, join and combine materials and components with some accuracy and apply some finishing techniques <p>Evaluate</p> <ul style="list-style-type: none"> • Refer to design criteria while designing and making and use it to evaluate product • Begin to explain how I could improve original design • Evaluate existing products, considering how well they've been made, materials, whether they work, how they have been made, fit for purpose • Know about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products <p>Food and Nutrition</p> <ul style="list-style-type: none"> • Identify the five food groups and know what makes a balanced diet • Construct a wrap that meets a design brief 	<p>Y3/4 Skills and Knowledge</p> <p>Design</p> <ul style="list-style-type: none"> • Use research for design ideas • Show design meets a range of requirements and is fit for purpose • Begin to create own design criteria • Produce a plan and explain it to others • Make and explain design decisions considering resources <p>Make</p> <ul style="list-style-type: none"> • Select suitable tools and equipment, explain choices in relation to required techniques and use accurately • Select appropriate materials, fit for purpose; explain choices • Work through plan in order <p>Evaluate</p> <ul style="list-style-type: none"> • Refer to design criteria while designing and making and use it to evaluate product • Begin to explain how I could improve original design • Evaluate existing products, considering how well they've been made, materials, whether they work, how they have been made, fit for purpose • Know about some inventors/designers/ engineers/chefs/ manufacturers of ground-breaking products <p>Food and Nutrition</p> <ul style="list-style-type: none"> • Cook safely, following basic hygiene rules • Understand the impact of cost and budgeting whilst planning ingredients • Adapting a recipe 	
<p>Y1/2 DT Vocabulary</p> <p>Evaluate Reflect Make Cut Product Tool Equipment Measure Plan</p>	<p>Y3/4 DT Vocabulary</p> <p>Design Research Requirements Criteria Plan Decide Resources Select Evaluate Hygiene Grams Kilograms Millilitre Litre Temperature Celsius Hygiene Utensils Texture Appearance Preference Edible Reared Grown Processed Seasonal</p>	<p>Y3/4 Topic specific Vocabulary</p> <p>Names of starters an ingredients Names of pies and ingredients</p>

	Varied diet Hygiene	
<p>By the end of the topic children will be able to successfully answer the following questions: -</p> <p>Food and Nutrition</p> <ul style="list-style-type: none"> • Can I design a Roman menu with a cold starter and a fruit pie dessert? • Can I make a Roman menu with a cold starter and a fruit pie dessert? • Can I cook safely, following basic hygiene rules? • Can I evaluate a Roman menu with a cold starter and a fruit pie dessert? • Do I understand basic hygiene rules? 		
<p>Assessment</p> <p>Fact file of design/designer or invention/inventor, in book.</p> <p>Design, in book.</p> <p>Observation of use of skills taught in finished product.</p> <p>Observation assessment of finished product – is it fit for purpose?</p> <p>Evaluation of finished product, in book.</p>		