

DT at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: *Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens* We embed these 5 principles within our DT Curriculum as follows:

We equip children with the DT **skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in DT across the school. Vocabulary development plays a vital role in this. We want children to be able to use DT as a way to communicate language skillfully. For example, they enjoy talking about their DT work and ideas. STEM is a great week for this.

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in DT. For example, our children are given year group themes for STEM week and other DT is linked to the theme/topic studied. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. For example, STEM week is a great WOW moment at school and competitions have proved popular.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the DT curriculum- e.g. Our recent STEM week gave each year group a theme and we looked at some amazing buildings and structures. We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. E.g. Children thought about how to reuse plastic for our STEM competition and renewable energy.

The DT curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in DT, supporting and encouraging each other, as well as reflecting on and critically evaluating each other's work. We enable parents to support their children by involving them in their education and inviting them into school: e.g.: During STEM week, parents were invited to support their children by making a product out of a plastic bottle. Life in 21st Century Britain can be busy and stressful and by allowing children time to be immersed in DT and explore the richness of the world around them can aid wellbeing and reduce stress. We know how to keep ourselves safe in DT, using equipment carefully and safely. We are proud of what we can achieve!

At Meadows First School we can all become architects, graphic designers, chefs, electricians, carpenters and more. We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the DT curriculum. EG: we support all of our children with a range of equipment and support that caters for all needs. All of our children will have their DT work proudly displayed around the school and each year the whole school comes together for our STEM project. Children use meadows Mouse to develop lifelong learning habits to be;

Enthusiastic: to explore a range of products, share designs, enjoy the making process.

Determined: We encourage a growth mindset, with high expectations, so children are proud to share and evaluate their DT work.

Focused: We want them to have no ceiling to their achievements and to grow up to be architects, graphic designers, chefs, electricians, carpenters and more.

Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work. We are proud of what we can achieve!



Love of Learning

key knowledge & skills

Global citizens

Positive Relationships

Unique child

MEADOWS FIRST SCHOOL LONG TERM PLAN - Design and Technology

Intent: With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens – We want our children to love DT and have the opportunity to try a range of skills to allow them to become designers, architects, carpenters, builders or chefs (amongst other things). We want to give children the opportunity to be prepared for opportunities and responsibilities that are presented to them in later life. The DT Curriculum aims:

- To develop **imaginative thinking** in children and to enable them to talk about what they like and dislike when designing and making.
- To encourage children to **select appropriate tools and techniques** for making a product, whilst following safe procedures.
- To develop an understanding of **technological** processes, products, and their manufacture, and their contribution to our society.
- To foster **enjoyment**, satisfaction and purpose in designing and making.

		Autumn Term		Spring Term		Summer Term	
Implementation		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Rights Respecting</i>		<i>I have the right to Friends. Article 15</i>	<i>I have the right to be safe. Article 19.</i>	<i>I have the right to be listened to. Article 12:</i>	<i>I have the right to play and rest. Article 31</i>	<i>I have the right to water/ food. Article 24</i>	<i>The right to a good quality education. Article 28</i>
Year N	Theme	Settling In Marvellous Me	Celebrations Special Times	Machines	My Wonderful World - people	My Wonderful World - Nature	Fantasy, Fun
	Skills	<i>To show an interest in technological toys with knobs or pulleys, or real objects. To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</i>	<i>To continue throughout the year: Sort a selection of healthy and unhealthy food. Talk about fruit and vegetables. Complete basic hygiene tasks like washing hands. Use tools effectively. Understand that food is a basic requirement for life. We need to grow, be active and maintain healthy.</i>	<i>To show understanding of how to transport and store equipment safely. Use simple tools and techniques competently and appropriately. To select appropriate resources and adapt work where necessary. To construct with a purpose in mind, using a variety of resources. To select tools and techniques needed to shape, assemble and join materials they are using.</i>	<i>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children to represent their own ideas, thoughts and feelings through design and technology.</i>	<i>To construct with a purpose in mind, using a variety of resources.</i>	<i>To understand that equipment and tools have to be used safely. To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</i>

Year R	Theme	Marvellous Me Where the Wild Things Are	Marvellous me	Around the world and beyond (part 1)	Around the world and beyond (part 2)	Once upon a tale	All creatures g Great and Small
	<i>Skills</i>	<p>To show an interest in technological toys with knobs or pulleys, or real objects.</p> <p>To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>To continue throughout the year: Sort a selection of healthy and unhealthy food.</p> <p>Talk about fruit and vegetables.</p> <p>Complete basic hygiene tasks like washing hands.</p> <p>Use tools effectively.</p> <p>Understand that food is a basic requirement for life.</p> <p>We need to grow, be active and maintain healthy.</p>	<p>To show understanding of how to transport and store equipment safely.</p> <p>Use simple tools and techniques competently and appropriately.</p> <p>To select appropriate resources and adapt work where necessary.</p>	<p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children to represent their own ideas, thoughts and feelings through design and technology.</p>	<p>To understand that equipment and tools have to be used safely.</p> <p>To show understanding of the need for safety when tackling new challenges and consider and manage some risks</p>	<p>. To construct with a purpose in mind, using a variety of resources.</p>
Year 1	Theme	Making SENSE of our world (our senses)	Memory box (Toys including materials)	Our Town, Bromsgrove	Animal Allsorts	Let's Explore Africa	Famous for More than Five Minutes
	<i>National Curriculum</i>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Explore and evaluate a range of existing products.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>		

				<p>equipment to perform explore and use mechanisms practical tasks.</p> <p>valuate their ideas and products against design criteria</p>			
	Skills	<p>Select and use appropriate fruit and vegetables, processes and tools.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p>Draw on their own experience to help generate ideas.</p> <p>Suggest ideas and explain what they are going to do.</p> <p>Identify a target group for what they intend to design and make</p>	<p>Model their ideas in card and paper.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Develop their design ideas applying findings from their earlier research.</p> <p>Make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Use tools e.g. scissors safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Use simple finishing techniques to improve the appearance of their product.</p>	<p>Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Explore and evaluate a range of existing products.</p>		
Year 2	Theme	Oh I do like to be Beside the Seaside	Keeping Healthy	Chocolate: That's Not fair!	Knights and Castles	Plants and Animals	Pirates
	<i>National Curriculum</i>		<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Understand where food comes from.</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>		<p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>

			<p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p>		<p>Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms in their products.</p> <p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p>		<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p>
	<i>Skills</i>		<p>Identify a purpose for what they intend to design and make.</p> <p>How to name and sort foods into the five groups in The Eatwell Plate.</p> <p>That everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Learn that food ingredients should be combined according to their sensory characteristics.</p> <p>Pupils will evaluate against their design Criteria.</p> <p>Identify simple design criteria.</p>	<p>Use the basic principles of a varied diet to prepare dishes. Learn that food ingredients should be combined according to their sensory characteristics.</p>	<p>Develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Pupils will build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Pupils will build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Measure and cut with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p>		<p>Pupils will generate ideas by drawing on their own and other people's experiences. Make simple drawings and label parts.</p> <p>For Example: that a 3-D textiles product can be assembled from two identical fabric shapes.</p> <p>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p> <p>Choose and use appropriate finishing techniques. Pupils will evaluate against their design Criteria.</p> <p>Explore and evaluate a</p>

					<i>Pupils will begin to select tools and materials; use vocab' to name and describe them.</i>		<i>range of existing products. Assemble, join and combine materials in order to make a product.</i>
Year 3	Theme	Stone Age- Iron Age	Can I run Faster Than USAIN BOLT? Happy, Healthy Bodies	Forces and Magnets Light	Rocks and soils. Year 3 Production	Life of Plants Romans Vs Britain	Blue planet
	<i>National Curriculum</i>	<i>Understand and apply the principles of a healthy and varied diet. Prepare a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 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</i>	<i>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</i>	<i>Understand how key events and individuals in design and technology have helped shape the world Technical knowledge.</i>			<i>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] investigate and analyse a range of existing products Apply their understanding of computing to program, monitor and control their products. 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. Select from and use a wider range of tools and equipment to perform practical tasks [for example,</i>

			<i>Understand and use mechanical systems in their products [linkages]</i>				<i>cutting, shaping, joining and finishing], accurately.</i>
	<i>Skills</i>	<p><i>Understand and apply the principles of a healthy and varied diet.</i></p> <p><i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</i></p> <p><i>Understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed. Learn 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.</i></p> <p><i>Learn that food ingredients can be fresh, pre-cooked and processed. Most content in year 4 linked with the allotment.</i></p> <p><i>Demonstrate hygienic food preparation and storage.</i></p> <p><i>Work safely and accurately with a range of simple tools.</i></p>	<p><i>Measure, mark out, cut, score and assemble components with more accuracy.</i></p> <p><i>Measure, tape or pin, cut and join fabric (or other material depending on topic) with some accuracy.</i></p> <p><i>Identify a purpose and establish criteria for a successful product.</i></p> <p><i>Plan the order of their work before starting</i></p> <p><i>Make drawings with labels when designing.</i></p>				<p><i>Pupils will generate ideas for an item, considering its purpose and the user/s.</i></p> <p><i>Understand use mechanical systems in their products.</i></p> <p><i>Understand and use electrical systems in their products.</i></p> <p><i>Pupils will investigate, analyse and disassemble (where appropriate) a range of existing products.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world.</i></p> <p><i>Think about their ideas as they make progress and be willing change things if this helps them improve their work.</i></p> <p><i>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment</i></p>

		<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p> <p>Evaluate their ideas. Consider the views of others to improve their work.</p> <p>Select tools and techniques for making their product.</p>					<p>including ICT.</p> <p>Explore, develop and communicate design proposals by modelling ideas.</p>
	<i>Significant person</i>			<p>Introduction to Inspiring Inventors</p> <p>Use Purple Mash Topics- Famous People</p>		<p>Thomas Edison- traditional lightbulbs LED</p> <p>John Logie Baird- television</p>	
<i>Year 4</i>	Theme	Were the dark ages really dark?	Switch it Off	The Amazing Amazon	Beautiful Bromsgrove/ Animals and Habitats	The Good, The Bad, The Ugly	Where does my food go?
	<i>National Curriculum</i>		<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>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.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>			<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>

				<p><i>properties and aesthetic qualities.</i></p> <p><i>Investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p>			<p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p>
	<i>Skills</i>		<p><i>Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. That food ingredients can be fresh, pre-cooked and processed.</i></p> <p><i>Understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed. 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.</i></p> <p><i>Demonstrate hygienic food preparation and storage.</i></p>	<p><i>Pupils will generate ideas, considering the purposes for which they are designing.</i></p> <p><i>Make labelled drawings from different views showing specific features.</i></p> <p><i>Evaluate products and identify criteria that can be used for their own designs. For Example, that a single fabric shape can be used to make a 3D textiles product.</i></p> <p><i>Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, Measure, tape or pin, cut and join fabric with some accuracy. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</i></p>			<p><i>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</i></p> <p><i>Evaluate their products carrying out appropriate tests.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world.</i></p> <p><i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</i></p> <p><i>Use simple graphical communication techniques.</i></p>

			<i>Understand how key events and individuals in design and technology have helped shape the world.</i>	<i>Evaluate their work both during and at the end of the assignment.</i>				
	<i>Significant person</i>	Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.	British Inventor. Tim Berners- Lee and the World Wide Web	British Inventor- stuffed toys link.			Peter Lynn Kite range	
		<i>Design an Edible Garden during Allotment Session – Children design plant and eat produce throughout the year.</i>						

Design Technology Skills Document

	EYFS N and R	Year 1	Year 2	Year 3	Year 4
<p>DESIGN</p> <p><i>Developing, planning and communicating ideas.</i></p>	<p><i>They represent their own ideas, thoughts and feelings through design and technology.</i></p> <p><i>To construct with a purpose in mind, using a variety of resources.</i></p>	<p><i>Draw on their own experience to help generate ideas.</i></p> <p><i>Suggest ideas and explain what they are going to do.</i></p> <p><i>Identify a target group for what they intend to design and make.</i></p> <p><i>Model their ideas in card and paper</i></p> <p><i>Develop their design ideas applying findings from their earlier research.</i></p>	<p><i>Pupils will generate ideas by drawing on their own and other people's experiences.</i></p> <p><i>Develop their design ideas through discussion, observation, drawing and modelling.</i></p> <p><i>Identify a purpose for what they intend to design and make.</i></p> <p><i>Identify simple design criteria.</i></p> <p><i>Make simple drawings and label parts</i></p> <p><i>For Example: that a 3-D textiles product can be assembled from two identical fabric shapes.</i></p>	<p><i>Pupils will generate ideas for an item, considering its purpose and the user/s.</i></p> <p><i>Identify a purpose and establish criteria for a successful product.</i></p> <p><i>Plan the order of their work before starting</i></p> <p><i>Explore, develop and communicate design proposals by modelling ideas.</i></p> <p><i>Make drawings with labels when designing.</i></p>	<p><i>Pupils will generate ideas, considering the purposes for which they are designing.</i></p> <p><i>Make labelled drawings from different views showing specific features.</i></p> <p><i>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</i></p> <p><i>Evaluate products and identify criteria that can be used for their own Designs.</i></p> <p><i>For Example, that a single fabric shape can be used to make a 3D textiles product</i></p>
<p>Working with tools, equipment, materials and components to make quality products.</p> <p>MAKE</p> <p><i>(including safety)</i></p>	<p><i>To understand that equipment and tools have to be used safely.</i></p> <p><i>To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</i></p> <p><i>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</i></p> <p><i>To select appropriate resources and adapt work where necessary.</i></p> <p><i>To show understanding of how to transport and store equipment safely.</i></p> <p><i>To use simple tools and techniques competently and appropriately.</i></p>	<p><i>Make their design using appropriate techniques.</i></p> <p><i>With help measure, mark out, cut and shape a range of materials.</i></p> <p><i>tools e.g. scissors safely.</i></p> <p><i>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</i></p> <p><i>Use simple finishing techniques to improve the appearance of their product.</i></p>	<p><i>Pupils will begin to select tools and materials; use vocab' to name and describe them.</i></p> <p><i>Measure and cut with some accuracy.</i></p> <p><i>Use hand tools safely and appropriately.</i></p> <p><i>Assemble, join and combine materials in order to make a product.</i></p> <p><i>Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</i></p> <p><i>Choose and use appropriate finishing techniques.</i></p>	<p><i>Select tools and techniques for making their product.</i></p> <p><i>Measure, mark out, cut, score and assemble components with more accuracy.</i></p> <p><i>Work safely and accurately with a range of simple tools.</i></p> <p><i>Think about their ideas as they make progress and be willing change things if this helps them improve their work.</i></p> <p><i>Measure, tape or pin, cut and join fabric with some accuracy.</i></p> <p><i>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</i></p>	<p><i>Select appropriate tools and techniques for making their product.</i></p> <p><i>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><i>Sew using a range of different stitches, Measure, tape or pin, cut and join fabric with some accuracy.</i></p>

<p>EVALUATE</p> <p><i>Evaluating processes and products</i></p>	<p><i>To show an interest in technological toys with knobs or pulleys, or real objects.</i></p> <p><i>To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</i></p>	<p><i>Pupils will evaluate their product by discussing how well it works in relation to the purpose.</i></p> <p><i>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</i></p> <p><i>Evaluate their product by asking questions about what they have made and how they have gone about it.</i></p> <p><i>Explore and evaluate a range of existing products.</i></p>	<p><i>Pupils will evaluate against their design Criteria.</i></p> <p><i>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</i></p> <p><i>Talk about their ideas, saying what they like and dislike about them.</i></p> <p><i>Explore and evaluate a range of existing products.</i></p>	<p><i>Pupils will investigate, analyse and disassemble (where appropriate) a range of existing products.</i></p> <p><i>Evaluate their product against original design criteria e.g. how well it meets its intended purpose Evaluate their ideas. Consider the views of others to improve their work</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world.</i></p>	<p><i>Pupils will investigate and analyse a range of existing products.</i></p> <p><i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>Evaluate their work both during and at the end of the assignment.</i></p> <p><i>Evaluate their products carrying out appropriate tests.</i></p> <p><i>Understand how key events and individuals in design and technology have helped shape the world.</i></p>
<p>TECHNICAL KNOWLEDGE</p> <p><i>Making products work</i></p> <p><i>(including Technology)</i></p>	<p><i>To show an interest in technological toys with knobs or pulleys, or real objects.</i></p> <p><i>To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</i></p> <p><i>To construct with a purpose in mind, using a variety of resources.</i></p> <p><i>To select tools and techniques needed to shape, assemble and join materials they are using.</i></p>	<p><i>Pupils will build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>e.g. would tape stick better than glue</i></p>	<p><i>Pupils will build structures, exploring how they can be made stronger, stiffer and more stable.</i></p>	<p><i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></p> <p><i>Understand use mechanical systems in their products</i></p> <p><i>Understand and use electrical systems in their products</i></p>	<p><i>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</i></p> <p><i>Understand use mechanical systems in their products.</i></p> <p><i>Understand and use electrical systems in their products.</i></p> <p><i>Use simple graphical communication techniques.</i></p>
<p>COOKING AND NUTRITION</p> <p><i>Working with tools, equipment, materials and components to make quality products.</i></p>	<p><i>Understand that food is a basic requirement for life.</i></p> <p><i>We need to grow, be active and maintain healthy.</i></p> <p><i>Sort a selection of healthy and unhealthy food.</i></p> <p><i>Talk about fruit and vegetables.</i></p> <p><i>Complete basic hygiene tasks like washing hands.</i></p> <p><i>Use tools effectively.</i></p>	<p><i>Use the basic principles of a healthy and varied diet to prepare dishes.</i></p> <p><i>Select and use appropriate fruit and vegetables, processes and tools</i></p> <p><i>Use basic food handling, hygienic practices and personal hygiene that food ingredients should be combined according to their sensory characteristics.</i></p>	<p><i>Use the basic principles of a healthy and varied diet to prepare dishes</i></p> <p><i>Follow safe procedures for food safety and hygiene that food ingredients should be combined according to their sensory characteristics.</i></p> <p><i>How to name and sort foods into the five groups in The Eatwell Plate.</i></p> <p><i>That everyone should eat at least five portions of fruit and vegetables every day.</i></p>	<p><i>Understand and apply the principles of a healthy and varied diet.</i></p> <p><i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>Understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed</i></p> <p><i>Demonstrate hygienic food preparation and storage that food ingredients can be fresh, pre-cooked and processed</i></p>	<p><i>Understand and apply the principles of a healthy and varied diet</i></p> <p><i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>Understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed</i></p> <p><i>That food ingredients can be fresh, pre-cooked and processed</i></p> <p><i>That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in</i></p>

				<p>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>the UK, Europe and the wider world</p>
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