

# DT Progression Map

*“Design is not just what it looks like and feels like.  
Design is how it works.”*

Steve Jobs





# DT Curriculum Map



Cooking



Design



Make



Evaluate



Technical knowledge

Puppets



Vehicles



Perfect pizzas



Y2

Moving minibeasts



Stable structures



Snack attack



Y1

Construction



Textiles




EYFS



Cooking

**Objective**  
To explore a range of construction resources.

**Enquiry**  
What shall we build?



**Substantive Knowledge (Content)**

- We can use a range of resources to create structures: natural resources, construction kits, large and small loose parts, treasure modelling: boxes (various sizes), cardboard tubes, ribbons, tissue paper, fabric, bottles, lids, corks
- We can combine resources to create structures
- We can join materials in different ways: PVA glue, pritt-stick, Sellotape, masking tape, staples.
- We can use a range of tools to help us to create structures, to join, combine and shape materials
- Structures need to be stable
- Safety needs to be considered when building with large loose parts and construction resources

**Future Learning**

**Y1**  
Children will be making a product with a stable structure.

**Y2**  
Children will be making models with moving parts by joining materials.

Skills	
Exploring and developing ideas	Trying different materials and methods to improve
Selecting	Decide upon and choose resources, tools and methods
Adapting	To change something to improve it
Designing	A plan to make something
Making	To create or produce something
Evaluating	To study carefully and judge something
Concepts	
Responsibility	working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Key vocabulary	
Construction	The work of building or making something
Loose parts	Open-ended materials that can be combined and recombined in a variety of ways
Treasure modelling	Creating structures from repurposed resources
den	A rough structure, usually built outside
building	A structure with walls and a roof
vehicle	A machine, usually with wheels and an engine, used for transporting people or goods, especially on land
crate	A box made of plastic
plank	A long, narrow, flat piece of wood
gutter	An open pipe for collecting and carrying away rain
brick	A rectangular block of hard material used for building walls or houses
block	A solid, (or open) straight sided piece of hard material (wood)
log	A thick piece of tree trunk or branch
stick	A thin piece of wood
stone	A hard-solid substance found in the ground
fabric	Cloth or material
tarpsaulin	Waterproof cloth used as a covering
join	To connect or fasten things together
cut	To shape or make something smaller e.g. with scissors
stick	To adhere something, e.g. with glue or tape
glue, pritt-stick, Sellotape, masking tape, staples, stapler	Resources and tools to join materials

**Assessment points**

- Explore** different construction resources
- Select** resources to fit the purpose
- Select** methods and tools to join resources
- Adapt** their work where necessary, **evaluating** as they work


**EYFS Coverage**

- It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. *Educational Programme for Expressive Arts and Design, Statutory Framework*

**SEN/D minimum expectations**

- Explore** different construction resources

**High prior attainment and extension opportunities**  
Follow the full design, make, evaluate process.



**Objective**

To use some basic cooking skills

**Enquiry**

What could we cook?



**Substantive Knowledge (Content)**

- We can combine ingredients to make food.
- Ingredients may change in different ways as we cook them.
- We can use different tools and methods to prepare ingredients for cooking.
- We may not like all of the food we make, but we won't know unless we taste it!
- It is fine to not like all the food we make and we don't all like the same things.
- Some foods are healthier than others and we can eat more of these.
- Some people are allergic to some ingredients.
- Some tools and processes need us to be extra careful to stay safe
- We always wash our hands before we cook to make sure our hands are clean with no germs that could go in the food.

**Future Learning**

**Y1**

Children will be making a food product based on a design.

**Y2**

Children will be using food preparation skills to make a pizza.

**Skills**

<b>Technical knowledge</b>	Understanding how things work
<b>Making</b>	To create or produce something
<b>Cooking and nutrition</b>	The study of food and how it is used

**Concepts**

<b>Responsibility</b>	working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients
<b>Similarity and difference</b>	making comparisons, noting differences and drawing conclusions
<b>Cause and consequence</b>	identifying how things work, how an action can cause change/movement

**Key vocabulary**

<b>Cook</b>	To prepare food to be eaten
<b>Bake</b>	To cook inside an oven
<b>ingredient</b>	A food used with others in the preparation of a dish
<b>Flour</b>	Powder made from grain, especially wheat
<b>Sugar</b>	A sweet substance used to make foods sweet
<b>Butter</b>	A pale-yellow solid food containing a lot of fat
<b>egg</b>	Oval object with hard shell produced by female birds
<b>salt</b>	A white substance used to add flavour to food
<b>milk</b>	The white liquid produced by cows, etc., used by humans in food
<b>cheese</b>	A food made from milk, or milk-like plant substance, usually yellow or white in colour
<b>vegetable</b>	A plant that we can eat
<b>fruit</b>	A sweet tasting plant with a seed
<b>Cake</b>	A sweet food made with flour, eggs, fat and sugar
<b>Biscuit</b>	A small, dry, flat cake
<b>Soup</b>	A hot liquid food, often made from vegetables
<b>bread</b>	A food made from flour, water and usually yeast
<b>dough</b>	Flour mixed with water and yeast, ready for baking
<b>wash</b>	To clean something using water
<b>Stir</b>	To mix by moving a spoon in a circular pattern
<b>Scoop</b>	To move something with something used as a scoop
<b>Slice</b>	To cut something into thin, flat pieces
<b>chop</b>	To cut something into pieces
<b>mash</b>	To crush food so that it forms a soft mass
<b>grate</b>	To rub food against a grater in order to cut it into a lot of small pieces
<b>spoon</b>	An object consisting of a round, hollow part and a handle, used for mixing, serving and eating food
<b>knife</b>	A sharp tool for cutting
<b>bowl</b>	A round container that is open at the top
<b>Chopping board</b>	A thin, flat piece of hard material used for cutting food on
<b>grater</b>	Metal device used to grate food
<b>Rolling pin</b>	Tool used to make pastry flat and thin before cooking it
<b>saucepan</b>	A deep round pan used for cooking over heat
<b>oven</b>	The part of a cooker with a door, used to bake food
<b>heat</b>	To make something hot or warm
<b>melt</b>	To turn from solid into liquid
<b>dissolve</b>	To be absorbed by a liquid

**Assessment points**

- **Use** different tools and methods to cook food safely
- **Try** new foods
- **Identify** healthier and less healthy foods
- **Know** how to use key tools and processes safely
- **Know** to wash hands before cooking and understand the reason for this

**EYFS Coverage**

- It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. *Educational Programme for Expressive Arts and Design, Statutory Framework*
- Be confident to try new activities *Managing Self ELG*
- Manage their own basic hygiene and personal needs, including... understanding the importance of healthy food choices. *Managing Self ELG*

**SEN/D minimum expectations**

- **Use** different tools and methods to cook food safely
- **Try** new foods

**High prior attainment and extension opportunities**

Record simple recipes, step-by-step (e.g. with photographs and scribed by adult, to share with family).




Objective

To explore different ways of using textile resources

Enquiry

What could we do with this fabric?



Substantive Knowledge (Content)

- How to thread objects
- How to weave with textile resources
- Fabric can be used in making products
- Fabric can be joined to other fabrics and to other resources in different ways
- We can sew fabrics together
- We can sew designs onto fabrics
- Sewing uses similar processes to threading and weaving.

Future Learning

Y1

Children will be using joining tools to make a product.

Y2

Children will be using sewing skills to join fabrics.

Skills	
Exploring and developing ideas	Trying different materials and methods to improve
Selecting	Decide upon and choose resources, tools and methods
Adapting	To change something to improve it
Designing	A plan to make something
Making	To create or produce something
Evaluating	To study carefully and judge something
Concepts	
Responsibility	working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Key vocabulary	
Thread (verb)	To put e.g. string or thread through a narrow hole
bead	Small coloured piece of wood or plastic with a hole through it
weave	To make a textile piece by repeatedly passing strips of e.g. wool, fabric paper in and out through long threads
String	A piece of strong, thin rope
Thread (noun)	A thin fibre
wool	Thick thread made from natural or artificial animal hair
ribbon	A long narrow strip of material
needle	A thin metal pin with a hole at one end, used for sewing
fabric	Cloth or material
sew	Use a needle and thread to join fabrics
Stitch (noun)	A piece of thread sewn in cloth
Staple [stapler]	Fasten using staples and stapler

Assessment points

- Explore different ways to work with textiles
- Select resources to fit the purpose
- Select methods and tools to join resources
- Adapt their work where necessary, evaluating as they work

EYFS Coverage


- It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. *Educational Programme for Expressive Arts and Design, Statutory Framework*

SEN/D minimum expectations

- Explore different ways to work with textiles

High prior attainment and extension opportunities

What will you do to extend children’s learning





**Objective**

To be able to make and evaluate a food project based on a design

**Enquiry**

How can we create a menu for a new restaurant?



**Substantive Knowledge (Content)**

- What a menu is
- What foods are good and bad
- How different foods taste
- Where some foods come from
- How to handle and prepare some foods
- Why it is important to be safe

**Prior Learning**

**EYFS**

Children have used basic cooking skills to prepare a variety of dishes.

**Future Learning**

**Y1**

Children will be designing a product based on a brief that includes a moving part.

**Y2**

Children will be looking at food and nutrition in more depth when they are pizza making.

**Skills**

<b>Technical knowledge</b>	Understanding how things work
<b>Designing</b>	A plan to make something
<b>Making</b>	To create or produce something
<b>Evaluating</b>	To study carefully and judge something
<b>Cooking and nutrition</b>	The study of food and how it is used

**Concepts**

<b>Responsibility</b>	working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients
<b>Similarity and difference</b>	making comparisons, noting differences and drawing conclusions
<b>Cause and consequence</b>	identifying how things work, how an action can cause change/movement
<b>Significance</b>	significant designers and designs, real world examples of effective and successful products
<b>Written and oral expression</b>	Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting

**Key vocabulary**

<b>menu</b>	The food available at a restaurant
<b>hygiene</b>	Keeping things clean, safe and healthy
<b>diet</b>	The food and drink we have
<b>healthy</b>	Being strong and well
<b>prepare</b>	To get something ready
<b>farm</b>	A place where food is grown or produced
<b>fruit</b>	A sweet tasting plant with a seed
<b>knife</b>	A sharp tool for cutting
<b>vegetable</b>	A plant that we can eat

**Assessment points**

- **Know** the names of some fruit and vegetables and form part of a healthy diet
- **Know** how to prepare food safely
- **Design** a recipe for a healthy snack
- **Make** a healthy snack that looks nice
- **Evaluate** the healthiness and attractiveness of their snack

**National Curriculum Coverage**

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from
- 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
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

**Target Tracker statements**

- Talk about what he/she eats at home and begin to discuss what healthy foods are
- Say where some food comes from and give examples of food that is grown
- Use simple tools with help to prepare food safely
- Create simple designs for a product

**SEN/D minimum expectations**

Children to know the names of some healthy foods. With support, children to begin to prepare healthy foods for making a snack.

**High prior attainment and extension opportunities**

Children to think about and discuss how a healthy snack in the summer might be different to one in the winter.



<b>Technical knowledge</b>	Understanding how things work
<b>Designing</b>	A plan to make something
<b>Making</b>	To create or produce something
<b>Evaluating</b>	To study carefully and judge something

<b>Responsibility</b>	working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients
<b>Similarity and difference</b>	making comparisons, noting differences and drawing conclusions
<b>Cause and consequence</b>	identifying how things work, how an action can cause change/movement
<b>Significance</b>	significant designers and designs, real world examples of effective and successful products
<b>Written and oral expression</b>	Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting

<b>stable</b>	Something that is not likely to break or move
<b>structure</b>	An object made of different parts
<b>stiff</b>	Can't bend easily
<b>strong</b>	Power to withstand force
<b>suitability</b>	Is it right for something
<b>collapse</b>	To fall down
<b>criteria</b>	Things that need to be included
<b>material</b>	What something is made of
<b>properties</b>	The qualities of an object such as strong or light

- **Know** what stable, stiff, strong and suitability mean
- **Design** a structure that is stable
- **Make** a stable structure based on their own design
- **Evaluate** the suitability of a range of existing products

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups
- Select from and use a range of tools and equipment to perform practical tasks
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

- Create simple designs for a product
- Use pictures and words to describe what he/she wants to do
- Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing
- Use a range of simple tools to cut, join and combine materials and components safely
- Ask simple questions about existing products and those that he/she has made
- Build structures, exploring how they can be made stronger, stiffer and more stable

Children will have some ideas about how to make a structure more stable.  
With support, can make a stable structure.

Children to think about, discuss and reason the best materials to use when building based on their properties.




Objective

To be able to make a picture using moving mechanisms and parts

Enquiry

How can we move a horse?



Substantive Knowledge (Content)

- What a mechanism is
- What are the names of some mechanisms
- How different mechanisms work
- Why we use mechanisms
- Where a good place to put mechanisms are
- How to make a mechanism using a range of tools and materials

Prior Learning

EYFS

Children have used a range of resources to create structures, including natural resources, construction kits, large and small loose parts and treasure modelling.

Y1

The children have begun to design products and use some evaluation skills.

Future Learning

Y1

They will also develop evaluating a product when building a stable structure.

Y2

Children will continue joining materials when learning about puppets.

Skills	
Technical knowledge	Understanding how things work
Designing	A plan to make something
Making	To create or produce something
Evaluating	To study carefully and judge something

Concepts	
Responsibility	working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting

Key vocabulary	
mechanism	Part of a machine or system
lever	A long object resting on a point
sliding	A side to side movement
axle	A rod that goes through a wheel
wheel	A circular object that moves around an axle
fastener	A small pin that joins materials
join	Putting things together
minibeast	A small creature like an insect

Assessment points

- Know** the names of some mechanisms and can show or explain how they work
- Design** a picture with moving parts
- Make** a picture with moving parts that are secure
- Evaluate** the effectiveness of each mechanism used

National Curriculum Coverage

- Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups
- Select from and use a range of tools and equipment to perform practical tasks
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Target Tracker statements

- Create simple designs for a product
- Use pictures and words to describe what he/she wants to do
- Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing
- Use a range of simple tools to cut, join and combine materials and components safely


SEN/D minimum expectations

Children will design a picture with moving parts. With support, children will make a picture that includes moving parts.

High prior attainment and extension opportunities


Children to think about, discuss and reason how they could use the mechanisms to make something else.

Motcombe School




Flying high together




<b>Objective</b> To be able to join materials to make a product
<b>Enquiry</b> What did Samuel Pepys see in London back in May 1662? (Punch and Judy)  
<b>Substantive Knowledge (Content)</b> <ul style="list-style-type: none"><li>What a puppet is</li><li>How puppets are used</li><li>What different puppet types there are</li><li>How to join materials, including sewing</li><li>What is important when designing against a criteria</li></ul>
<b>Prior Learning</b>  <b>EYFS</b> Children have explored threading and weaving with a variety of resources. Children have explored working with fabric and other textile resources in a variety of ways, including sewing.  <b>Y1</b> Children have begun to join basic materials. Also looked at why it is important for things to be stable. In History the children have learnt who Samuel Pepys was.
<b>Future Learning</b>  <b>Y2</b> Children will develop their joining skills when making vehicles.  <b>KS2</b> Children will develop their mock-ups by using cross-sectional diagrams.

<b>Skills</b>	
<b>Technical knowledge</b>	Understanding how things work
<b>Designing</b>	A plan to make something
<b>Making</b>	To create or produce something
<b>Evaluating</b>	To study carefully and judge something
<b>Concepts</b>	
<b>Responsibility</b>	working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients
<b>Similarity and difference</b>	making comparisons, noting differences and drawing conclusions
<b>Cause and consequence</b>	identifying how things work, how an action can cause change/movement
<b>Significance</b>	significant designers and designs, real world examples of effective and successful products
<b>Written and oral expression</b>	Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting
<b>Key vocabulary</b>	
<b>puppet</b>	Definition
<b>join</b>	To put things together
<b>sewing</b>	Using a needle and thread
<b>stitch</b>	A loop of thread
<b>fabric</b>	A material made of cloth
<b>foam</b>	A material
<b>material</b>	What something is made of
<b>stapler</b>	A tool used for joining materials

<b>Assessment points</b> <ul style="list-style-type: none"><li><b>Know</b> some ways of joining materials together</li><li><b>Design</b> a puppet for a child</li><li><b>Make</b> an appealing puppet using different joining techniques</li><li><b>Evaluate</b> their product against the design criteria</li></ul>
<b>National Curriculum Coverage</b> <ul style="list-style-type: none"><li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups</li><li>Select from and use a range of tools and equipment to perform practical tasks</li><li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul>
<b>Target Tracker statements</b> <ul style="list-style-type: none"><li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups</li><li>Select from and use a range of tools and equipment to perform practical tasks</li><li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients</li><li>Evaluate their ideas and products against design criteria</li></ul>
<b>SEN/D minimum expectations</b> Children to begin to join materials together. With support, children to begin comparing and contrasting materials in terms of suitability.
<b>High prior attainment and extension opportunities</b> Children to think about, discuss and reason what would be important when designing and making a puppet for a toddler.


**Objective**  
To be able to make a model with moving parts

**Enquiry**  
How can we make a car using sticks?



**Substantive Knowledge (Content)**

- What wheels, axles and chassis are
- How wheels, axles and chassis work
- Why vehicles use wheels, axles and chassis
- Where axles and wheels need to go
- How to design a vehicle with moving parts
- How to connect and join the moving parts to the chassis

**Prior Learning**  
  
**EYFS**  
Children have used a range of resources to create structures, including natural resources, construction kits, large and small loose parts and treasure modelling.  
  
**Y1**  
Children have learnt about making things with moving parts, including some basic joining skills.  
  
**Y2**  
The children have begun to explore how to join parts together to make a model.

**Future Learning**  
  
**Y2**  
Children will develop their evaluation skills when creating their own pizzas based on a brief.  
  
**KS2**  
Children will enhance their knowledge of stability when looking at using diagonal struts.

Skills	
Technical knowledge	Understanding how things work
Designing	A plan to make something
Making	To create or produce something
Evaluating	To study carefully and judge something

Concepts	
Responsibility	working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting

Key vocabulary	
measure	To check the size of something
mark	Making a line or shape on something
cut	Some you can do with scissors
chassis	The main body of a vehicle
vehicle	A thing used for transporting people or objects
axle	A rod that goes through a wheel
join	Putting things together
wheel	A circular object that moves around an axle

**Assessment points**

- **Know** what a wheel and axle are and how they are used
- **Design** a vehicle with an axle and wheel
- **Make** a vehicle with moving parts
- **Evaluate** the effectiveness of the moving parts used with their model

**National Curriculum Coverage**

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Evaluate their ideas and products against design criteria
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.


**Target Tracker statements**

- Design purposeful, functional, appealing products for himself/herself and other users based on design criteria
- Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Choose appropriate tools, equipment, techniques and materials from a wide range
- Evaluate and assess existing products and those that he/she has made using a design criteria
- Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products

**SEN/D minimum expectations**  
Children to identify and describe axles and wheels. With support, children begin to measure, mark and cut in a practical sense.

**High prior attainment and extension opportunities**  
Children to think about and discuss what other things use a wheel and an axle.



<b>Objective</b> To be able to use food preparation skills
<b>Enquiry</b> Where do pizzas come from?  
<b>Substantive Knowledge (Content)</b> <ul style="list-style-type: none"><li>• Where food comes from</li><li>• What a balanced diet is</li><li>• Recognising different food</li><li>• How we can categorise foods</li><li>• How to prepare food</li><li>• How are pizzas made</li><li>• How to evaluate an existing product</li></ul>
<b>Prior Learning</b>  <b>EYFS</b> Children have used basic cooking skills to prepare a variety of dishes. <b>Y1</b> Began to look at designing a healthy meal when designing a meal. Also started to evaluate existing products.  <b>Y2</b> Designed and evaluated a finished product when they made a vehicle with moving parts.
<b>Future Learning</b>  <b>KS2</b> The children will begin to cook their own food and understand about food seasonality.

<b>Skills</b>	
<b>Technical knowledge</b>	Understanding how things work
<b>Designing</b>	A plan to make something
<b>Making</b>	To create or produce something
<b>Evaluating</b>	To study carefully and judge something
<b>Cooking and nutrition</b>	The study of food and how it is used
<b>Concepts</b>	
<b>Responsibility</b>	working safely, how design can solve problems, choosing the right materials, responsibilities to customers to ensure quality / reliable products, healthy eating, quality ingredients
<b>Similarity and difference</b>	making comparisons, noting differences and drawing conclusions
<b>Cause and consequence</b>	identifying how things work, how an action can cause change/movement
<b>Significance</b>	significant designers and designs, real world examples of effective and successful products
<b>Written and oral expression</b>	Using terminology, evaluating, creating accurate designs, labelling and annotating, explaining processes, presenting
<b>Key vocabulary</b>	
<b>balanced diet</b>	Eating and drinking the right amount of foods
<b>carbohydrates</b>	The main source of energy for our bodies
<b>dairy</b>	Foods made from milk
<b>fats</b>	Give fuel to the body
<b>protein</b>	Builds and repairs parts of the body
<b>allergy</b>	Things that can harm your body
<b>evaluate</b>	To assess the quality of somethings
<b>healthy/unhealthy</b>	Things that are good/bad for you
<b>pizza</b>	A meal made of dough with toppings

<b>Assessment points</b> <ul style="list-style-type: none"><li>• <b>Know</b> what a balanced diet is and where food comes from</li><li>• <b>Design</b> a pizza based on a brief</li><li>• <b>Make</b> a pizza based on a design</li><li>• <b>Evaluate</b> whether the pizza can be described as a healthy meal</li></ul>
<b>National Curriculum Coverage</b> <ul style="list-style-type: none"><li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>• Select from and use a range of tools and equipment to perform practical tasks</li><li>• Evaluate their ideas and products against design criteria</li><li>• Use the basic principles of a healthy and varied diet to prepare dishes</li><li>• Understand where food comes from</li></ul>
<b>Target Tracker statements</b> <ul style="list-style-type: none"><li>• Understand the need for a variety of food in a diet</li><li>• Understand that all food has to be farmed, grown or caught</li><li>• Use a wider range of cookery techniques to prepare food safely</li><li>• Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</li><li>• Evaluate and assess existing products and those that he/she has made using a design criteria</li></ul>
<b>SEN/D minimum expectations</b> Children to identify healthy foods that can be added to their pizza. With support, children to evaluate their own pizza and compare it to others.
<b>High prior attainment and extension opportunities</b> Children to think about and discuss where all the ingredients come from to make a ham and pineapple pizza.
