



Design and Technology Progression					
Design					
Nursery	Reception	KS1	Lower KS2	Upper KS2	KS3
		<p><b>KS1 DT National Curriculum</b> Pupils should design purposeful, functional, appealing products for themselves and other users based on design criteria Pupils should generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p><b>KS2 DT National Curriculum</b> Pupils should 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 Pupils should generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p><b>KS3 DT National Curriculum</b> Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</p>
<ul style="list-style-type: none"> <li>• Develop own ideas &amp; decide which materials to use to express them</li> </ul>	<ul style="list-style-type: none"> <li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> <li>• Create collaboratively sharing ideas, resources &amp; skills</li> </ul>	<p><b>Understanding contexts, users and purposes:</b></p> <ul style="list-style-type: none"> <li>• Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</li> <li>• Understand and follow simple design criteria</li> <li>• Design products that have a purpose and are aimed at an intended user</li> </ul>	<p><b>Understanding contexts, users and purposes:</b></p> <ul style="list-style-type: none"> <li>• Work in a wide range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> <li>• Develop and follow simple design criteria</li> <li>• Design innovative and appealing products that have a clear purpose and are aimed at a specific user</li> </ul>	<p><b>Understanding contexts, users and purposes:</b></p> <ul style="list-style-type: none"> <li>• Work in a wider range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.</li> <li>• Use research to inform and develop detailed design criteria</li> <li>• Design innovative, functional and appealing products that are fit for</li> </ul>	<p><b>Understanding contexts, users and purposes:</b></p> <ul style="list-style-type: none"> <li>• Work in a range of domestic and local contexts for example, the home, health, leisure and culture, and industrial contexts for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion.</li> <li>• Use research and exploration, such as the study of different</li> </ul>



			<ul style="list-style-type: none"> <li>• Begin to identify the design features of their products that will appeal to intended customers</li> </ul>	<p>purpose and aimed at a target market.</p> <ul style="list-style-type: none"> <li>• Identify the design features of their products that will appeal to the intended user</li> </ul>	<p>cultures, to identify and understand user needs</p> <ul style="list-style-type: none"> <li>• Identify and solve their own design problems and understand how to reformulate problems given to them</li> </ul>
		<p><b>Generating, developing, modelling and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>• Use their knowledge of existing products and their own experiences to help generate their ideas</li> <li>• Begin to explain how their products will look and work through talking and simple annotated drawings</li> <li>• Where appropriate, design models using simple computing software</li> <li>• Plan and test ideas using templates and mock-ups</li> </ul>	<p><b>Generating, developing, modelling and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>• Use their knowledge of a range of existing products to help generate their ideas</li> <li>• Explain how particular parts of their products work</li> <li>• Use annotated sketches and cross-sectional drawings to develop and communicate their ideas</li> <li>• When designing, explore different initial ideas before coming up with a final design</li> <li>• When planning, start to explain their choice of materials and components including function and aesthetics</li> <li>• Test ideas out through using prototypes</li> <li>• Where appropriate, use computer-aided design to develop and communicate their ideas</li> </ul>	<p><b>Generating, developing, modelling and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>• Use their knowledge of a broad range of existing products to help generate their ideas</li> <li>• Give detailed explanations of how particular parts of their products work</li> <li>• Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas;</li> <li>• Generate a range of design ideas and clearly communicate final designs;</li> <li>• Consider the availability and costings of resources when planning out designs</li> <li>• Test ideas out through using prototypes</li> </ul>	<p><b>Generating, developing, modelling and communicating ideas:</b></p> <ul style="list-style-type: none"> <li>• Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</li> <li>• use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses</li> <li>• Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</li> </ul>



Design and Technology Progression					
Make					
		<p><b>KS1 DT National Curriculum</b>            Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]            Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>KS2 DT National Curriculum</b>            Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately            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</p>	<p><b>KS3 DT National Curriculum</b>            Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p>	
Nursery	Reception	KS1	LKS2	UKS2	KS3
		<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• With support, follow a simple plan or recipe</li> <li>• Begin to select hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer</li> <li>• Select materials, textiles and components according to their characteristics</li> </ul>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Place the main stages of making in a systematic order</li> <li>• With growing confidence, select from a range of tools and equipment, explaining their choices</li> <li>• Select from a range of materials and components according to their functional properties and aesthetic qualities</li> </ul>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Independently plan by suggesting what to do next</li> <li>• Create step-by-step plans as a guide to making</li> <li>• Confidently and carefully select from a wide range of tools and equipment, explaining their choices</li> <li>• Select from a wide range of materials and components according to their functional properties and aesthetic qualities</li> </ul>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</li> </ul>



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>• Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Use available resources to create props or creates imaginary ones to support play</li> </ul>	<ul style="list-style-type: none"> <li>• Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li> <li>• Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li> </ul>	<p><b>Practical skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Learn to use some hand tools and kitchen equipment safely</li> </ul> <p>•With adult support, begin to follow basic hygiene procedures</p> <ul style="list-style-type: none"> <li>• Use some materials and components, including textiles and food ingredients</li> </ul>	<p><b>Practical skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Learn to use some hand tools and kitchen equipment safely and appropriately.</li> </ul> <p>•With adult support, consistently follow basic hygiene procedures</p> <ul style="list-style-type: none"> <li>• To select and use some materials and components, including textiles and food ingredients</li> </ul>	<p><b>Practical skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Learn to use a range of tools and equipment safely and appropriately.</li> </ul> <p>•To be able to name hygiene procedures.</p> <ul style="list-style-type: none"> <li>• Use a range of materials and components, including construction materials and kits, textiles and mechanical and electrical components</li> </ul>	<p><b>Practical skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Learn to use a range of tools and equipment safely, appropriately and accurately.</li> </ul> <p>•To be able to name and explain the importance of following hygiene procedures.</p> <ul style="list-style-type: none"> <li>• To select and use a range of materials and components, including construction materials and kits, textiles and mechanical and electrical components</li> </ul>	<p><b>Practical skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Learn to use a wider range of tools and equipment safely and appropriately</li> </ul> <p>•To follow hygiene procedures independently.</p>	<p><b>Practical skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Learn to use a wider range of tools and equipment safely, appropriately and accurately.</li> </ul> <p>•To select and follow the correct hygiene procedures that are necessary for completing a task.</p>	<p><b>Practical skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</li> </ul>



		<ul style="list-style-type: none"> <li>• With guided adult support, measure and mark out</li> <li>• Cut and shape materials with help</li> <li>• With adult support, assemble, join and combine materials, components or ingredients</li> <li>• Begin to cut and join fabric to make a simple product</li> </ul>	<ul style="list-style-type: none"> <li>• With some adult support, measure and mark out</li> <li>• Cut, shape and score materials with help</li> <li>• Assemble, join and combine materials, components or ingredients</li> <li>• Independently demonstrate how to cut, shape and join fabric to make a simple product</li> </ul>	<ul style="list-style-type: none"> <li>• With growing independence, measure and mark out to the nearest cm</li> <li>• With help, Cut, shape and score materials with some degree of accuracy.</li> <li>• With adult support, assemble, join and combine material and components with some degree of accuracy</li> <li>• Demonstrate how to measure, cut, shape and join fabric to make a simple product</li> </ul>	<ul style="list-style-type: none"> <li>• With growing independence, measure and mark out to the nearest millimetre.</li> <li>• Independently cut, shape and score materials with some degree of accuracy</li> <li>• Assemble, join and combine material and components with some degree of accuracy</li> <li>• Independently demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product</li> </ul>	<ul style="list-style-type: none"> <li>• Independently take exact measurements and mark out, to within 1 millimetre</li> <li>• With adult support, use a full range of materials and components, including construction materials and kits, textiles, and mechanical components</li> <li>• With adult support, cut a range of materials with precision and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Independently decide apparatus and take exact measurements and mark out, to within 1 millimetre</li> <li>• Use a full range of materials and components, including construction materials and kits, textiles, and mechanical components</li> <li>• Independently cut a range of materials with precision and accuracy</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Manipulate fabrics in simple ways to create the desired effect</li> <li>• Use a basic running stitch with support.</li> <li>• Cut and grate ingredients, including measuring and weighing ingredients using measuring cups</li> <li>• Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate fabrics to create the desired effect</li> <li>• Use a basic running stitch</li> <li>• Cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups</li> <li>• Use simple finishing techniques to improve the appearance of their product, such as adding simple decorations</li> </ul>	<ul style="list-style-type: none"> <li>• Join textiles with a sewing technique</li> <li>• Begin to select and use different and appropriate finishing techniques to improve the appearance of a product</li> </ul>	<ul style="list-style-type: none"> <li>• Join textiles with an appropriate sewing technique</li> <li>• Select and use different and appropriate finishing techniques to improve the appearance of a product</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and score materials with accuracy.</li> <li>• Assemble, join and combine materials and components.</li> <li>• With guidance, refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and score materials with precision and accuracy.</li> <li>• Assemble, join and combine materials and components with accuracy.</li> <li>• Refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape</li> </ul>	
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Design and Technology Progression					
Evaluate					
		KS1 DT National Curriculum	KS2 DT National Curriculum	KS3 DT National Curriculum	
		Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	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 Understand how key events and individuals in design and technology have helped shape the world	Critique, evaluate and test their ideas and products and the work of others	
Nursery	Reception	KS1	Lower KS2	Upper KS2	KS3
		<b>Evaluating – Existing products:</b> <ul style="list-style-type: none"> <li>• Explore what products are and who or what they are for</li> <li>• Explore how products work and how or where they might be used.</li> <li>• Explore what materials products are made from</li> <li>• Explore what they like and dislike about products</li> </ul>	<b>Evaluating – Existing products:</b> <ul style="list-style-type: none"> <li>• Investigate and analyse how well products have been designed and made</li> <li>• Investigate and analyse why materials have been chosen and begin to suggest reasons for this</li> <li>• Investigate and analyse the methods of construction used and begin to suggest reasons for this</li> <li>• Investigate and analyse how well products work to achieve their purposes</li> </ul>	<b>Evaluating – Existing products:</b> <ul style="list-style-type: none"> <li>• Investigate and analyse how well products have been designed and made</li> <li>• Investigate and analyse why materials have been chosen and give reasons for this</li> <li>• Investigate and analyse the methods of construction used and give reasons for this</li> <li>• Investigate and analyse how well products meet user needs and wants</li> <li>• Investigate and analyse how innovative products are</li> </ul>	<b>Evaluating - Existing products:</b> <ul style="list-style-type: none"> <li>• Analyse the work of past and present professionals and others to develop and broaden their understanding</li> <li>• Investigate new and emerging technologies test, evaluate and refine their ideas and products against a specification, taking into account the views of intended</li> </ul>



					users and other interested groups
<ul style="list-style-type: none"> <li>• Notice what other children &amp; adults do, mirroring what is observed, adding variations &amp; then doing it spontaneously</li> </ul>	<ul style="list-style-type: none"> <li>• Express &amp; communicates working theories, feelings &amp; understandings</li> <li>• Responds imaginatively to art works &amp; objects</li> <li>• Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them</li> <li>• Discuss problems &amp; how they might be solved</li> </ul>	<b>Evaluating – Own ideas and products:</b> <ul style="list-style-type: none"> <li>• Talk about their design ideas and what they are making</li> <li>• Make simple judgements about their products and ideas against design criteria</li> <li>• Suggest how their products could be improved</li> </ul>	<b>Evaluating – Own ideas and products:</b> <ul style="list-style-type: none"> <li>• Identify the strengths and areas for development in their ideas and products Consider the views of others, including intended users, to improve their work</li> <li>• Refer to their design criteria as they design and make</li> <li>• Use their design criteria to evaluate their completed products</li> </ul>	<b>Evaluating – Own ideas and products:</b> <ul style="list-style-type: none"> <li>• Identify the strengths and areas for development in their ideas and products</li> <li>• Consider the views of others, including intended users, to improve their work</li> <li>• Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>• Evaluate their ideas and products against their original design specification</li> </ul>	<b>Evaluating - Own ideas and products</b> <ul style="list-style-type: none"> <li>• Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</li> </ul>
			<b>Evaluating – Key events and individuals:</b> <ul style="list-style-type: none"> <li>• Know about the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul>	<b>Evaluating – Key events and individuals:</b> <ul style="list-style-type: none"> <li>• Know about and evaluate key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul>	<b>Evaluating - Key events and individuals:</b> <ul style="list-style-type: none"> <li>• Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</li> </ul>





		Design and Technology Progression			
		Technical Knowledge			
Nursery	Reception	<b>KS1 DT National Curriculum</b> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	<b>KS2 DT National Curriculum</b> 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] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products		<b>KS3 DT National Curriculum</b> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
Nursery	Reception	<b>KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>	<b>KS3</b>



<ul style="list-style-type: none"> <li>• Develop new skills &amp; techniques</li> <li>• Use tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Use different techniques for joining materials</li> <li>• Use tools independently, with care &amp; precision</li> </ul>	<p>Talk about and begin to understand the simple working characteristics of materials and components</p> <ul style="list-style-type: none"> <li>• Build simple structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and create products using simple mechanisms, such as levers, sliders and wheels.</li> <li>• Understand that 3-D textiles products can be assembled from two identical fabric shapes</li> <li>• Explore food ingredients and begin to understand that ingredients should be combined according to their sensory characteristics</li> <li>• Begin to use the correct technical vocabulary for the projects they are undertaking</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that materials have both functional properties and aesthetic qualities</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products</li> <li>• Explain how mechanical systems such as levers and linkages create movement and use mechanical systems in their products.</li> <li>• Understand and demonstrate how mechanical and electrical systems have an input and output process</li> <li>• Make and represent simple electrical circuits, such as a series and parallel, and components to create functional products</li> <li>• Understand that a single fabric shape can be used to make a 3D textiles product</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that materials have both functional properties and aesthetic qualities</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products</li> <li>• Explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;</li> <li>• Understand and demonstrate that mechanical and electrical systems have an input, process and output;</li> <li>• Understand how more complex electrical circuits and components can be used to create functional products</li> <li>• Apply their understanding of computing to program, monitor and control a product</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</li> <li>• Understand how more advanced mechanical systems used in their products enable changes in movement and force</li> <li>• Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]</li> <li>• Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].</li> </ul>
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			<ul style="list-style-type: none"><li>• Use the correct technical vocabulary for the projects they are undertaking</li></ul>	<ul style="list-style-type: none"><li>• Confidently use the correct technical vocabulary for the projects they are undertaking</li></ul>	
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Design and Technology Progression					
Cooking and Nutrition					
		<p><b>KS1 DT National Curriculum</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p>	<p><b>KS2 DT National Curriculum</b> 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 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p><b>KS3 DT National Curriculum</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life</p>	
<b>Nursery</b>	<b>Reception</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>	<b>KS3</b>
		<p>Where food comes from:</p> <ul style="list-style-type: none"> <li>• Understand that all food comes from plants or animals</li> <li>• Understand that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>	<p>Where food comes from:</p> <ul style="list-style-type: none"> <li>• Understand that food ingredients can be fresh,</li> </ul>	<p>Where food comes from:</p> <ul style="list-style-type: none"> <li>• Understand that food is processed into</li> </ul>	<p>Where food comes from:</p> <ul style="list-style-type: none"> <li>• Understand the source, seasonality and characteristics of a broad range of ingredients</li> </ul>

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			<p>pre-cooked and processed</p> <ul style="list-style-type: none"> <li>• Start to know when, where and how 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</li> <li>• Start to understand seasonality and know where and how a variety of ingredients are grown</li> </ul>	<p>ingredients that can be eaten or used in cooking</p> <ul style="list-style-type: none"> <li>• Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> <li>• Understand about seasonality, how this may affect the food availability and plan recipes according to seasonality</li> </ul>	
<ul style="list-style-type: none"> <li>• Talk about the differences between materials &amp; changes they notice</li> <li>• Make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>• Look closely at similarities, differences, patterns &amp; change</li> <li>• Know &amp; talk about the different factors that support their overall health &amp; well-being</li> </ul>	<p><b>Food preparation, cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>• Name and sort foods into the five groups in the Eatwell Guide</li> <li>• Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why</li> <li>• Use what they know about the Eatwell Guide to design and prepare dishes</li> <li>• Follow a simple recipe with support</li> <li>• Prepare simple dishes safely and hygienically</li> <li>• Use simple cooking techniques such as cutting, peeling and grating</li> </ul>	<p><b>Food preparation, cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>• Explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes</li> </ul>	<p><b>Food preparation, cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>• Explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes</li> <li>• Accurately and independently follow each step of a recipe</li> </ul>	<p><b>Food preparation, cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of nutrition and health</li> <li>• Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>• become competent in a range of cooking</li> </ul>



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			<ul style="list-style-type: none"> <li>• Understand to be active and healthy, food and drink are needed to provide energy for the body</li> <li>• Start to independently follow a recipe</li> <li>• Prepare and cook a variety of predominantly savoury dishes safely and hygienically</li> <li>• Use a heat source to cook ingredients with support, showing awareness of the need to control the temperature of the hob and/or oven</li> <li>• Measure and weighing ingredients to the nearest gram and millilitre</li> <li>• Use a range of cooking techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;</li> <li>• Alter methods, cooking times and/or temperatures as necessary</li> <li>• Understanding the importance of storing, handling and heating food correctly</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe</li> <li>• Use a wider range of cooking techniques, such as dicing, shredding, baking, frying and boiling</li> </ul>	<p>techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p>
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