

**Potters Gate Primary & St Andrew's Infant Schools**  
**Curriculum Subject Progression – D&T**

	School Curriculum Intent	Cooking and Nutrition	Mechanical systems	Electrical systems	Structures	Textiles
Year R	<u>Knowledge</u> What will children know at the end of this unit of work?	<b>Bread, soup and smoothies:</b> <ul style="list-style-type: none"> <li>To know that food has to be prepared</li> <li>To know how to hygienically make simple items with adult support.</li> <li>To know where to find recipes</li> <li>To know what ingredients are needed to follow a recipe</li> <li>To know how to weigh and measure out food</li> <li>To know that planning is important to achieve an outcome</li> </ul>	<b>Flower Press</b> To know the use of a flower press. To know how to use a hand drill. To know the names of different materials.		<b>Egg protectors</b> To know that there is a purpose behind our creations. To know that a structure can be used to protect an object. To know that we can adapt our designs. To know that we can reflect on our design.	
	<u>Skills</u> As an expert in this subject children will be able to ...	To use a range of tools. To locate a recipes To use scales to measure different wet and dry ingredients.	Use a range of small tools, including scissors, paint brushes and cutlery. To select the correct materials.		Use a range of small tools, including scissors, paint brushes and cutlery. Share their creations, explaining the process they have used; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	
	Creativity & Cultural Development	Allows children to explore their cultural understanding of where food comes from.	Allows children to create something		Allow children to use their creativity and explore different ways they can create.	

			which has a purpose.			
	Spiritual Development	Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.		Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	
	Community & Courageous Advocacy	To know that ingredients can come from our local community.	We can use them within our local community and flowers that we find in it.		To know that we can work together to develop our designs.	
	Health & Wellbeing	Understanding the safety of using different tools. To stay safe in a kitchen and around hot appliances.	Understand the safety of using different tools.		Understand the safety of using different tools.	
	Aspiration					
	<u>Vocabulary</u> What key vocabulary will children know that is new?	<ul style="list-style-type: none"> <li>Recipe – a set of instructions for preparing a particular dish, including a list of the ingredients required</li> <li>Ingredients- the foods that are combined to make a particular dish</li> </ul>	Drill Twist Butterfly bolt Screw Push		design Adapt Change Fall Gravity	

		<ul style="list-style-type: none"> <li>• Smell – how something smells</li> <li>• Taste – how something tastes</li> <li>• Mixing – combine or put together to form one substance</li> <li>• Blending – the action of mixing or combining things together</li> <li>• Cutting – the action of cutting something</li> <li>• Baking - cooking food by dry heat without direct exposure to a flame, typically in an oven</li> </ul>				
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Trust to use tools safely.	Trust to use tools safely.		Trust to use tools safely.	
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Be proud of achievements and allow other children to comment on their final piece of work.	Be proud of achievements and allow other children to comment on their final piece of work.		Be proud of achievements and allow other children to comment on their final piece of work.	

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Year 1	<u>Knowledge</u> What will children know at the end of this unit of work?	Pasta sauce with seasonal ingredients. Salad To know how to use seasonal ingredients to create a pasta sauce To know what a seasonal vegetables are. To recognizes familiar food and to discuss foods which are new to them.	Creating a moving book. To know how to design a purposeful, appealing and functional product for themselves and others. To know how different mechanisms are used to create a moving picture book.		Windmills To understand that structures can have different purposes. To understand what a windmill is. To describe the purpose of structures? To understand the importance of clear design criteria?	

					To understand what a net is	
	<p><u>Skills</u></p> <p>As an expert in this subject children will be able to ...</p>	<p>Pupils will develop and apply their knowledge and understanding of ingredients and healthy eating. Pupils will learn and practise food preparation and cooking skills. Pupils will design and create the pasta sauce for an intended use.</p> <p>Pupils will make and evaluate their dish</p> <p>cutting skills: use a serrated knife to cut soft foods</p> <p>Food safety: take part in simple clearing up tasks e.g. clearing the area and cleaning the tables</p>	<p>Explore a range of techniques used in existing moving picture books.</p> <p>Create a background for the moving part using art and design skills.</p> <p>Use a lever to create the moving part of their picture.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>		<ul style="list-style-type: none"> <li>• Learning the importance of a clear design criteria</li> <li>• Including individual preferences and requirements in a design</li> <li>• Making stable structures from card, tape and glue</li> <li>• Learning how to turn 2D nets into 3D structures</li> <li>• Following instructions to cut and assemble the supporting structure of a windmill</li> <li>• Making functioning turbines and axles which are assembled into a main supporting structure</li> </ul>	
	Creativity & Cultural Development	<p>Selecting with different ingredient combinations to new creations with resources you have on hand, a culinary experience – cooking – is an art form</p>	Designing and making		Designing and making	
	Spiritual Development	<p>Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition</p>	<p>Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition</p>		<p>Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition</p>	

		and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.		and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	
	Community & Courageous Advocacy	Sourcing ingredients from the local community				
	Health & Wellbeing	Being creative	Being creative		Being creative	
	Aspiration	Design and Engineering	Design and Engineering		Design and Engineering	
	<u>Vocabulary</u> What key vocabulary will children know that is new?	Seasonal Cutting Grating Mixing Local	Lever Moving part Picture Join Glue Evaluate Design		Nets Turbines Axles Structures	
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Resilience – keep trying when the technique is tricky. Friendship and Trust – working with a partner to achieve a common goal.	Resilience – keep trying when the technique is tricky.		Resilience – keep trying when the technique is tricky.	
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect of other opinions and ideas.	Mutual respect of other opinions and ideas.		Mutual respect of other opinions and ideas.	

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Year 2	<u>Knowledge</u> What will children know at the end of this unit of work?	<b>Healthy wrap</b> <b>Vegetable frittata</b> <ul style="list-style-type: none"> <li>Designing a healthy wrap based on a food combination which work well together</li> </ul>	<b>Moving vehicles with wheels and axis</b> To know that wheels need to be round to rotate and move.			<b>Small pouches</b> To know that sewing is a method of joining fabric • To know that different stitches can be used when sewing • To understand the

		<ul style="list-style-type: none"> <li>• Slicing food safely using the bridge or claw grip • Constructing a wrap that meets a design brief</li> </ul>	<p>To understand that for a wheel to move it must be attached to a rotating axle.</p> <p>To know that an axle moves within an axle holder which is fixed to the vehicle or toy.</p> <p>To know that the frame of a vehicle (chassis) needs to be balanced.</p> <p>To know some real-life items that use wheels.</p>			<p>importance of tying a knot after sewing the final stitch • To know that a thimble can be used to protect my fingers when sewing</p>
	<p><u>Skills</u></p> <p>As an expert in this subject children will be able to ...</p>	<p>Food tech - To understand the importance of weighing ingredients for a recipe. How to prepare food safely and hygienically. Understanding how to use measuring cups and scales to weigh out the correct quantity needed.</p> <ul style="list-style-type: none"> <li>• To know that 'diet' means the food and drink that a person or animal usually eats • To understand what makes a balanced diet • To know where to find the nutritional information on packaging • To know that the five main food groups are:</li> </ul>	<p>Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move.</p> <p>Creating clearly labelled drawings that illustrate movement.</p> <p>Adapting mechanisms.</p> <p>Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.</p>			<ul style="list-style-type: none"> <li>• Selecting and cutting fabrics for sewing • Decorating a pouch using fabric glue or running stitch • Threading a needle • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric • Neatly pinning and cutting fabric using a template</li> </ul>

		Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group • To know that nutrients are substances in food that all living things need to make energy, grow and develop • To know that 'ingredients' means the items in a mixture or recipe • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy • To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'				
	Creativity & Cultural Development	Use the correct equipment to weigh, measure, prepare and cook. They will be able to follow a recipe to achieve a planned outcome.	To use their imagination to create a fictional vehicle. To think about future – climate, landscape, getting into space			To use their creativity to create a pouch
	Spiritual Development	Supports spiritual development by	Supports spiritual development by allowing pupils the			Supports spiritual development by allowing pupils the

		allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.			opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.
	Community & Courageous Advocacy		Thinking the future of their planes. Ambition – going to space			
	Health & Wellbeing					
	Aspiration		Ambition – going to space			Seamstress
	<u>Vocabulary</u> What key vocabulary will children know that is new?	axle axle holder chassis diagram dowel equipment mechanism wheel	fix, stick, glue, tape, stable, build			Stitch Thread Running stitch Cutting Template
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Resilience – keep trying when the technique is tricky.	Resilience – keep trying when the technique is tricky.		0	Resilience – keep trying when the technique is tricky.
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect of other people's views and opinion	Mutual respect of other people's views and opinions.			Mutual respect of other people's views and opinions.

Maths	School Curriculum Intent	Cooking and Nutrition	Mechanical systems	Electrical systems	Structures	Textiles
Year 3	<u>Knowledge</u> What will children know at the end of this unit of work?		<b>Pneumatic Toys:</b> Children will understand the three			<b>Cushions –</b> Understanding the



		<p>Cooking 1: <b>Filled pasta</b> Children to learn new skill of Pasta making – choosing their own filling to make filled pasta and sauce to a condiment used to flavour and enhance the taste of cooked pasta dishes.</p> <p>Cooking 2: <b>Seasonal savoury tart</b> Eating seasonally – to know what food is grown in the UK. Children to create a savoury tart using seasonal ingredients.</p>	<p>types of pneumatic systems. Select appropriate equipment and materials to build a working pneumatic system using a recycled household object. Assemble their pneumatic system within the housing to create the desired motion. Create a finished pneumatic toy that fulfils the design criteria.</p>			<p>process of Applique using a running stitch.</p> <p>Children will understand the design process behind textiles and will be able to know how to create a template and use needles and thread to create an end project. They will know that they can use their skills to help others in the community. To following a design to create a cushion using needle and thread to join the fabric using the applique method.</p>
	<p><u>Skills</u> As an expert in this subject children will be able to ...</p>	<p>To follow instructions To use and handle cooking equipment safely. To measure and cut accurately. To create a product using own design as a plan. To change and adapt plan where necessary to improve final product.</p> <p>To explain the benefits of seasonal foods. Know that importing food has an impact on the environment.</p>	<p>Design - Use research to develop design criteria. Generate, develop, model and communicate their ideas through discussion.</p> <p>Evaluate – Evaluate their ideas against their own design criteria.</p> <p>Technical knowledge – understand and use mechanical systems.</p>			<p>To use appropriate materials that have been recycled and to select the correct tool to help them to carry this out.</p>

		Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.				
	Creativity & Cultural Development	Links to other countries cuisine				
	Spiritual Development	Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.			Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.
	Community & Courageous Advocacy		To know where to buy fresh ingredients in our community,			
	Health & Wellbeing	Food and personal hygiene Cooking helps to raise self-esteem and confidence. When you learn to master a new dish, you are building new skills such as time management and multi-tasking; overcoming challenges; all of this is helpful for promoting self-reliance and self-assurance	Educational toys are not only helpful in skill development but also the development of social and emotional skills amongst kids.			To understand how to create objects that can be used in the home.
	Aspiration					
	Vocabulary What key vocabulary will children know that is new?	Mixing, blending, weighing, timing	Pivots, levers, linkages, pressurised air			running stitch, needle, thread, applique

	<u>School Values</u> Friendship, Resilience. Justice, Trust	Work collaboratively and support peers. To have resilience	Work collaboratively and support peers.			Work collaboratively and support peers. To have resilience
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Having mutual respect for each other's choice of ingredients.	Having mutual respect of each other's			Having mutual respect for others designs.

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Year 4	<u>Knowledge</u> What will children know at the end of this unit of work?	<p><b>Pasta sauce</b> – use a variety of ingredients to create a bolognaise – substitution and adding ingredients. Italian pasta sauce is an important part of many Italian dishes as it adds flavour, moisture and texture to the dish. It can also be used as a base for other sauces.</p> <p><b>Scones</b> – To learn to make aa traditional British baked good, popular in the United Kingdom and Ireland, understand that they can make different varieties of scones, including sweet and savoury.</p>			<p><b>Pavilions</b> – Creating a free-standing structure – exploring how they can be made stiffer and more stable</p> <p>Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure and to add cladding to their pavilion.</p>	<p>Book fastening</p> <p>Identify the features, benefits and disadvantages of a range of fastening types.</p> <p>Write design criteria and design a sleeve that satisfies the criteria.</p> <p>Make a template for their book sleeve.</p> <p>Assemble their case using any stitch they are comfortable with</p>
	<u>Skills</u> As an expert in this subject children will be able to ...	<p>General practical skills</p> <p>Knife skills Preparing vegetables</p> <p>Use of the cooker</p> <p>Use of equipment</p> <p>Cooking methods</p>			<p>Testing how well different shaped structures perform under load and thinking about how they can be made even</p>	<ul style="list-style-type: none"> <li>Designing a personalised book sleeve.</li> <li>Making and testing a paper template with accuracy and</li> </ul>

		Sauce making			stronger. Children construct card models of a cuboid, a triangular prism and a cylinder. They place load on each to see which is the strongest and record their results. They will learn about ways that structures can be strengthened and apply these to their models. Once children have learnt techniques for strengthening these shapes, they can apply this when designing and building their own structures in wider work within this topic.	<p>in keeping with the design criteria.</p> <ul style="list-style-type: none"> <li>Measuring, marking and cutting fabric using a paper template.</li> <li>Selecting a stitch style to join fabric.</li> <li>Sewing neatly using small regular stitches.</li> <li>Incorporating a fastening to a design.</li> <li>The product is being tested and evaluated against the original design criteria.</li> </ul>
	Creativity & Cultural Development				This activity sets a challenge which require children to be constructive, creative and think strategically about simple structures.	
	Spiritual Development	Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products			Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.
	Community & Courageous Advocacy					

	Health & Wellbeing	Cooking helps to raise self-esteem and confidence. When you learn to master a new dish, you are building new skills such as time management and multi-tasking; overcoming challenges; all of this is helpful for promoting self-reliance and self-assurance			Health and wellbeing have always been central to sustainable design.	Textiles and sewing have a calming effect and can boost self-esteem and well-being of children.
	Aspiration					
	<u>Vocabulary</u> What key vocabulary will children know that is new?	veg prep blending simmering reducing garnishing			Frame structure – a structure made from thin components e.g. tent. Shell structure – a hollow structure with a thin outer covering. Stability – in relation to a freestanding structure, the extent to which it is likely to fall over if a force is applied. To improve the performance of the structure or improve its appearance.	<ul style="list-style-type: none"> <li>• Criteria</li> <li>• Fabric</li> <li>• Fastening</li> <li>• Fix</li> <li>• Mock-up</li> <li>• Stitch</li> <li>• Template</li> </ul>
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Resilience - it is actively promoted that taking part in activities that require practice helps to build resilience and cooking is no different.			Resilience - it is actively promoted that taking part in activities that require practice helps to build resilience and cooking is no different.	Sewing can teach valuable life lessons, such as patience, resilience, and the importance of learning from mistakes. These personal growth experiences can help in feeling confident and capable in other areas, contributing to overall happiness and mental health
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual	Effective learning and work take place in the classrooms or kitchens where there is			Effective learning and work take place in the classrooms where there is tolerance and	

	respect and tolerance of those with different faiths and beliefs	tolerance and mutual respect for different faiths and beliefs.			mutual respect for different faiths and beliefs.	
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Year 5	<u>Knowledge</u> What will children know at the end of this unit of work?	<b>Quesadilla</b> - to taste and select ingredients that can be used to make a quesadilla.  <b>Hummus and pitta bread</b> – to understand how to create bread and an accompanying dip.		<b>Torches</b>  Learn about electrical items and how they work and create a torch.	<b>Bee houses</b>  To select suitable materials.  To know how to design and make an effective house for bees.  To know how to use equipment such as saws and hammers safely.	
	<u>Skills</u> As an expert in this subject children will be able to ...	To use different cooking methods safely. To understand how to cook wraps in a frying pan. To taste and select items and make sure that there are a range of ingredients to create a balanced wrap. To use an oven and understand how to control the temperature.  Pupils will develop and apply their knowledge and understanding of ingredients and healthy eating. Pupils will learn and practise food preparation and cooking skills. Pupils		To learn about electrical items and how they work. can identify electrical products. Identify what electrical conductors and insulators are. Understand that a battery contains stored electricity and can be used to power products.	Understanding properties of materials used and why they are good for building a house. Understand the use of materials, wood and nails or glue, and a tool, the hammer. Explain the relationship between materials and tools. Understand birds need shelter for protection from weather and predators, and to safely hatch eggs. Learn that different birds require different sized houses.	

		will design and create dishes for an intended user based on research. Pupils will make and evaluate their dish				
	Creativity & Cultural Development	To understand that different cuisines come from different countries.			This activity sets a challenge which require children to be constructive, creative and think strategically about simple structures.	
	Spiritual Development	Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.		Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	Supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	
	Community & Courageous Advocacy					
	Health & Wellbeing	Cooking helps to raise self-esteem and confidence. When you learn to master a new dish, you are building new skills such as time management and multi-tasking; overcoming challenges; all of this is helpful for promoting self-reliance and self-assurance		Health and wellbeing have always been central to sustainable design.	Health and wellbeing have always been central to sustainable design.	
	Aspiration					
	Vocabulary	veg prep blending		battery bulb		

	What key vocabulary will children know that is new?	simmering reducing garnishing		buzzer conductor circuit circuit diagram electricity insulator series circuit switch		
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Resilience - it is actively promoted that taking part in activities that require practice helps to build resilience and cooking is no different.		Resilience - it is actively promoted that taking part in activities that require practice helps to build resilience.	Resilience - it is actively promoted that taking part in activities that require practice helps to build resilience.	
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Effective learning and work take place in the classrooms or kitchens where there is tolerance and mutual respect for different faiths and beliefs.		Effective learning and work take place in the classrooms where there is tolerance and mutual respect for different faiths and beliefs.	Effective learning and work take place in the classrooms where there is tolerance and mutual respect for different faiths and beliefs.	

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Year 6	<u>Knowledge</u> What will children know at the end of this unit of work?	<p><b>Curry and Rice</b></p> <p><b>Come dine with me</b></p> <p>That 'flavour' is how a food or drink tastes.</p> <p>That many countries have 'national dishes' which are recipes associated with that country.</p> <p>That 'processed food' means food that has been put through multiple changes in a factory.</p>	<p><b>Diorama –</b></p> <p>Make Animal Habitats using a mechanical system like gears, pulleys, cams, levers and linkages.</p>		<p><b>Fairground rides</b></p> <p>Designing a playground featuring a variety of different structures, considering how the structures will be used</p>	



		<p>That it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.</p> <p>What happens to a certain food before it appears on the supermarket shelf (farm to fork).</p>				
	<p><u>Skills</u> As an expert in this subject children will be able to ...</p>	<p>Find a suitable recipe for their course.</p> <p>Record the relevant ingredients and equipment needed.</p> <p>Follow a recipe, including using the correct quantities of each ingredient.</p> <p>Write a recipe, explaining the process taken.</p> <p>Explain where certain key foods come from before they appear on the supermarket shelf.</p>	<p>Understand that mechanisms are a collection of moving parts that work together in a machine.</p> <p>Understand that there is always an input and output in a mechanism.</p> <p>Identify mechanisms in everyday objects.</p> <p>Understand that a lever is something that turns on a pivot.</p> <p>Understand that a linkage is a system of levers that are connected by pivots.</p>		<p>Considering effective and ineffective designs.</p> <p>Building a range of play apparatus structures drawing upon new and prior knowledge of structures.</p> <p>Measuring, marking and cutting wood to create a range of structures.</p> <p>Using a range of materials to reinforce and add decoration to structures.</p> <p>Improving a design plan based on peer evaluation.</p> <p>Testing and adapting a design to improve it as it is developed.</p> <p>Identifying what makes a successful structure.</p>	
	Creativity & Cultural Development					
	Spiritual Development	Supports spiritual development by allowing pupils the opportunity to exercise imagination,	Supports spiritual development by allowing pupils the opportunity to		Supports spiritual development by allowing pupils the opportunity to exercise	

		inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.		imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products.	
	Community & Courageous Advocacy					
	Health & Wellbeing	Cooking helps to raise self-esteem and confidence. When you learn to master a new dish, you are building new skills such as time management and multi-tasking; overcoming challenges; all of this is helpful for promoting self-reliance and self-assurance				
	Aspiration					
	<u>Vocabulary</u> What key vocabulary will children know that is new?	<ul style="list-style-type: none"> <li>balance</li> <li>bitter</li> <li>bridge method</li> <li>complement</li> <li>cookbook</li> <li>cross-contamination</li> <li>enhance</li> <li>equipment</li> <li>farm to fork</li> <li>flavours</li> <li>ingredients</li> <li>method</li> <li>Research</li> <li>pairing</li> <li>recipe</li> <li>preparation</li> <li>salty</li> <li>sour</li> <li>storyboard</li> <li>sweet</li> <li>umami</li> </ul>	<ul style="list-style-type: none"> <li>axle</li> <li>design criteria</li> <li>input</li> <li>linkage</li> <li>mechanical</li> <li>output</li> <li>pivot</li> <li>wheel</li> </ul>		<ul style="list-style-type: none"> <li>apparatus</li> <li>design criteria</li> <li>equipment</li> <li>playground</li> <li>landscape features</li> <li>cladding</li> </ul>	

	<u>School Values</u> Friendship, Resilience. Justice, Trust	Fellowship – working together to make all aspects of the meal.			Teach valuable life lessons, such as patience, resilience, and the importance of learning from mistakes. These personal growth experiences can help in feeling confident and capable in other areas, contributing to overall happiness and mental health	
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	Mutual respect – for each other's ideas.	Mutual respect – for each other's ideas.		Mutual respect – for each other's ideas.	