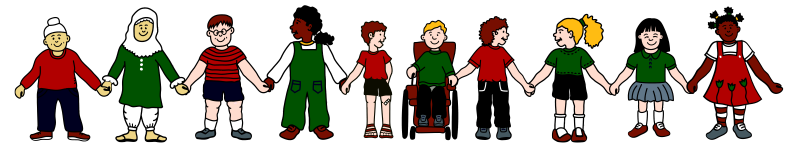


THE
GILES NURSERY
AND
INFANTS' SCHOOL



Curriculum Journey Design Technology

Nursery

Subject: Design Technology

Autumn Term

Topic: Nursery Rhymes / Celebrations

Key vocabulary: build, glue, stick, scissors, make, cut

Activity	Skills	Knowledge
Paintings and playdough models of ladybirds.	Develop their own ideas and then decide which materials to use to express them Explore colour and colour mixing	Knowledge of colours To use simple tools
Paintings and models of spiders	Develop their own ideas and then decide which materials to use to express them	Knowing that a line means an enclosed space.
To create a 3D spider.	Make simple models which express their ideas	To use simple tools
To use a variety of different media to create a sparkly web	To work within an enclosed space to create a pattern. Apply glue and different textures	Knowing what colours to use and how to use different tools to create different effects Knowledge of what glue is used for.
To cut and stick firework pictures with different media	Experiment with blocks, colours and marks.	Knowing that a line means an enclosed space. Knowledge of colours To use simple tools Knowledge of what glue is used for.
Cutting fruit shapes and strips of card to create a woven fruit basket.	Develop their own ideas and then decide which materials to use to express them	Knowing that a line means an enclosed space. To use some simple tools
Decorating party biscuits. Making party sandwiches.	Choosing colours and making patterns	Knowledge of simple tools to create shapes and patterns
Christmas tree decorations Making Christmas cards	Printing shapes in the correct place. Application of glue and sticking glitter and cotton wool. Adding the details of the characters features.	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of what glue is used for.

Nursery

Subject: Design Technology

Spring Term

Topic: Jungle Animals / Growing

Key vocabulary: build, glue, stick, scissors, make, cut

Topic: safe

Activity	Skills	Knowledge
Mother's Day cards.	Discussing the role of a mother or another significant female person in the child's life. Discussing what makes them special.	Understanding why we celebrate Mother's Day. Special person in their lives
Tissue flowers.	Creating patterns. Using simple tools to effect changes to materials	Knowing what a poppy look like Knowledge of colours
Sewing around jungle animals	Creating patterns. Using simple tools to effect changes to materials.	Knowledge of patterns Knowing how to use simple tools
Chinese dragons	Manipulation of materials to make dragons, lucky envelopes, blossom cards, using chopsticks to pick up pom-poms, wool, crepe paper. Cutting and sticking. Working within an enclosed space to make a pattern or picture.	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of pattern. Knowing how to use simple tools

Nursery

Subject: Design Technology

Summer Term

Topic: Sand and water

Key vocabulary: build, glue, stick, scissors, make, cut

Activity	Skills	Knowledge
Painting and collage frogs and tadpoles	Create closed shapes with continuous lines and use these shapes to represent objects To explore different materials, apply glue and use correct colours.	Knowing that a line means an enclosed space. Knowledge of colours.
Creating and making musical instruments.	To develop their ideas and select different materials to make their own instrument To play instruments with increasing control	Knowing some different instruments and how they create sound
Rainbow fish collage	To work within an enclosed space to create a pattern. Apply glue and different textures	Knowledge of patterns Knowledge of colours
Pirates hats	To join different materials together and explore different textures	Knowing how to use most simple tools to join different materials together
Telescope's and Binoculars	To join different materials together and explore different textures	Knowing how to use most simple tools to join different materials together
Pirate bunting	To join different materials together and explore different textures	Knowing how to use most simple tools to join different materials together
Dancing octopuses	To join different materials together To count out and join eight tentacles to create an octopus	Knowing what an octopus looks like
3D Crabs	Explore different materials freely develop their ideas how to use them and what to make	Knowing what a crab looks like

Reception

Subject: Design and technology

Topic: Autumn 1 – Imaginative story telling linked to the Three Little Pigs

Autumn 2 – Wolves and environments

Term: Autumn

Previous vocabulary: build, glue, stick, scissors, make, cut

Key vocabulary: construct/construction/constructing, join, tape

Topic vocabulary: house, little pigs, cement, icing

Activity	Skills	Knowledge
Constructing a house using recycled materials.	To be able to construct a model. To be able to use different resources to join materials together.	Knowledge of the different parts of houses. Knowledge of houses around the world.
Making a biscuit house.	Manipulating and applying the icing cement to join the biscuits together to create a stable structure. Perseverance to keep trying if it does not work the first time.	Knowing how to construct a house using their knowledge of what a house looks like. Knowing the features of a house.

Reception

Subject: Design and technology

Topic: Spring 1 – Food technology and science investigations linked to The Gingerbread Man

Spring 2 – Safe Journeys

Term: Spring

Previous vocabulary: build, glue, stick, scissors, make, cut

Key vocabulary: shape, pattern

Food technology vocabulary: safe, instructions, cook, ingredients

Topic vocabulary: ginger, gingerbread, bake, oven

Activity	Skills	Knowledge
Making a clay Gingerbread Man.	Manipulating materials to achieve a planned effect. Using simple tools to effect changes to materials.	Knowing what a Gingerbread Man and what one looks like. Knowledge of pattern.
Celebrating Chinese New Year.	Beliefs and Practices. Sources of Wisdom. Retelling the story in their own words using wooden figures. Manipulation of materials to make dragons, lucky envelopes, blossom cards, using chopsticks to pick up pom-poms, wool, crepe paper. Cutting and sticking. Working within an enclosed space to make a pattern or picture.	Knowing why Chinese communities around the world celebrate Chinese New Year. Knowing the ways that Chinese New Year celebrated by their peers, local community and around the world. Knowing the story of Chinese New Year and the characters.

To bake a gingerbread man using instructions/recipe.	To use cooking equipment safely Following instructions To use simple tools to achieve a planned effect Following safety instructions Using tools safely	Knowledge of how to make a gingerbread man Knowledge of ingredients Knowledge of safe practise when cooking
Building a bridge using recycled materials.	To be able to construct a standing bridge. To be able to use different resources to join materials together.	Knowledge of how a bridge looks. Knowledge of how to create a standing bridge that can be safely crossed.
Constructing a boat that will float.	To be able to construct a floating boat. To be able to use different resources to join materials together.	Knowledge of how a boat looks. Knowledge of how to create a boat that successfully floats.
Creating a journey for the Gingerbread Man using magnets	To be able to use simple map skills to create a journey. To be able to move a magnet.	Knowledge of maps. Knowledge of magnets and how they work.

Reception

Subject: Design and technology

Topic: Summer 1 – Life cycles linked to The Little Red Hen

Summer 2 – Growing

Term: Summer

Revisit previous vocabulary: build, glue, stick, scissors, make, cut

Key vocabulary: bake, mix, safe, spread, knife, ingredients, instructions

Topic vocabulary: sandwich, filling, bread, bread machine, dough, knead

Activity	Skills	Knowledge
Making 2D and 3D shape windmills	Constructing the different parts of the windmill. Joining the pieces of the windmill together.	Knowledge of what windmills look like. Knowledge of 2D and 3D shapes and what they can be used for.
Making bread rolls and bread in a bread machine.	Following instructions. Mixing and manipulate the dough.	Knowledge of how to make bread. Knowledge of what ingredients you need to make bread. Knowledge of how to keep safe when cooking and using cooking equipment.
Making sandwiches and a graph of the fillings.	Choosing the filling. Spreading the butter and the filling. Putting the sandwich together. Cutting the sandwich in half. Being able to place their vote on the graph correctly.	Knowledge of how to make a healthy sandwich. Knowing what graphs are. Knowing how to create a graph.

Year 1

Subject: Design and technology

Topic: Ourselves and our Senses / The Natural World / Toys

Term: Autumn

Previous vocabulary: build, glue, stick, scissors, make, cut, construct/construction/constructing, join, tape, bake, mix, safe, spread, knife, ingredients, instructions, shape, pattern, cook

Key vocabulary: evaluate, record, model, design, equipment

Food technology key vocabulary: skewer, kebab, bowl, chopping board, fruit, vegetables, healthy, design, equipment, chop

Activity	Skills	Knowledge
<p>Examining fruit The children will examine a range of fruit and vegetables. Do they know what it is called and where it is grown? Use world maps and atlas. The children will handle and smell the fruit and vegetables. They will describe orally what they look, feel and smell like. Cut open a few fruit and vegetables and let the children look at the differences. Investigate methods of grouping fruit and vegetables.</p>	<p>-use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>-understand where food comes from</p>

<p>Design and make a fruit kebab-</p> <ul style="list-style-type: none"> -Discuss with the children basic food hygiene practises (design poster) - Design a fruit kebab from selection of fruits -Choose equipment needed to make it -Follow instructions to make fruit kebab -Evaluate fruit kebab 	<p>Design</p> <ul style="list-style-type: none"> -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, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> -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>Evaluate</p> <ul style="list-style-type: none"> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	
<p>Make a Christmas card with a moving part.</p>	<p>Design</p> <ul style="list-style-type: none"> -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, mock-ups and, where appropriate, information and communication technology 	

	<p>Make -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>Evaluate -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	
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Year 1

Subject: Design and technology

Topic: Winter / Traditional Tales / Our Local Area

Term: Spring

Previous vocabulary: build, glue, stick, scissors, make, cut, construct/construction/constructing, join, tape, bake, mix, safe, spread, knife, ingredients, instructions, shape, pattern, cook

Key vocabulary: design, structure, stronger, stiffer, stable, equipment, evaluate

Topic related vocabulary: puppet, theatre, Clock Tower

Activity	Skills	Knowledge
<p>Design and make a Puppet Theatre The children will design and create a Goldilocks puppet theatre using cardboard boxes, card, art straws and wool. Children will read a non-fiction book about puppet theatres and how to design, construct and use them.</p>	<p><u>Design:</u> -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. -design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><u>Make:</u> -select from and use a range of tools and equipment to</p>	<p><u>Technical Knowledge</u> -build structures, exploring how they can be made stronger, stiffer and more stable</p>

	<p>perform practical tasks</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	
<p>Design and make a Clock Tower</p> <p>The children will design and make a clock tower based on Stevenage Clock Tower. Learn about the history and look at different examples of clock towers.</p>	<p><u>Design:</u> -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. -design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><u>Make:</u> -select from and use a range of tools and equipment to perform practical tasks</p> <p>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p><u>Technical Knowledge</u> -build structures, exploring how they can be made stronger, stiffer and more stable</p>

Year 1

Subject: Design and technology
Topic: At the Seaside / The Gruffalo
Term: Summer

Previous vocabulary: build, glue, stick, scissors, make, cut, construct/construction/constructing, join, tape, bake, mix, safe, spread, knife, ingredients, instructions, shape, pattern, cook

Key vocabulary: design, method, evaluate, healthy, equipment, diet, materials, sliders, slits, split-pins, moving parts, leavers, flaps

Food technology vocabulary: bake, ingredients

Activity	Skills	Knowledge
<p><u>Design and make Gruffalo ricecakes</u> The children will design and create a healthy Gruffalo ricecakes. They will list the ingredients and write a method for decorate the ricecake The children will then follow their instructions to decorate the ricecake and evaluate their results.</p>	<p><u>Design:</u> -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. -design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><u>Make:</u> -select from and use a wide range of materials and components, including construction materials, textiles</p>	<p>Know what a healthier ingredient is. Know how to mix ingredients and use equipment.</p>

	<p>and ingredients, according to their characteristics -use the basic principles of a healthy and varied diet to prepare dishes</p> <p><u>Evaluate</u> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	
<p><u>Design and make a sea creature mobile</u> The children will design and make their own felt sea creature to use to create an underwater mobile. They will stitch the felt together and decorate to create their own sea creatures based upon their learning of the seaside.</p>	<p><u>Design:</u> -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. -design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><u>Make:</u> -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics -use the basic principles of a healthy and varied diet to prepare dishes</p> <p><u>Evaluate</u> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>To be able to</p>

Year 2

Subject: Design and technology

Topic: Healthy Me / An Island Home

Term: Autumn

Previous vocabulary: build, glue, stick, scissors, make, cut, construct/construction/constructing, join, tape, bake, mix, safe, spread, knife, ingredients, instructions, shape, pattern, cook, evaluate, record, model, design, equipment, skewer, kebab, bowl, chopping board, fruit, vegetables, healthy, design, equipment, chop, method, diet,

sliders, slits, split-pins, moving parts, leavers, flaps, structure, stronger, stiffer, stable, evaluate

Food technology vocabulary: hygiene, slice, peel, peeler

Activity	Skills	Knowledge
<ul style="list-style-type: none">Sort a range of food into the five food groups and discuss the places of origin.Discuss and design a healthy balanced plate of food.	<ul style="list-style-type: none">Sorting by criteria	<ul style="list-style-type: none">Know the five food groupsKnow what makes a healthy and balanced plate of food.
<ul style="list-style-type: none">Design a healthy salad to accompany a main dish.	<ul style="list-style-type: none">Design purposeful, functional, appealing products based on design criteriaCommunicate ideas	<ul style="list-style-type: none">Identifying ingredients to use that are appropriate to the dish.
<ul style="list-style-type: none">Prepare a simple salad using a range of techniques.	<ul style="list-style-type: none">Use appropriate tools to prepare salad, e.g. to peel, cut, grate and dice.	<ul style="list-style-type: none">Understand how to use equipment safely.Understand the importance of hygiene during preparation of food.

Year 2

Subject: Design and technology

Topic: A Land Far, Far Away (Antarctica and Native Americans)

Term: Spring

Previous vocabulary: build, glue, stick, scissors, make, cut, construct/construction/constructing, join, tape, bake, mix, safe, spread, knife, ingredients, instructions, shape, pattern, cook, evaluate, record, model, design, equipment,

skewer, kebab, bowl, chopping board, fruit, vegetables, healthy, design, equipment, chop, method, diet, sliders, slits, split-pins, moving parts, leavers, flaps, structure, stronger, stiffer, stable, evaluate

Key vocabulary: features, strengthen, hacksaw, vice, wheel, axel, chassis, decorate, mock-up

Food technology vocabulary: scales, baking tray, recipe

Topic vocabulary: arches, turrets, towers, body, cab, plough, logo

Activity	Skills	Knowledge
<ul style="list-style-type: none"> Look at images of different castles and a model of the Snow Queen's castle. Discuss different features and their purpose, e.g. arrow slits, battlements, portcullis etc. Look to see if there are any reoccurring structural shapes, e.g., arches, turrets, towers and discuss 	<ul style="list-style-type: none"> Investigative, disassemble and evaluate 	<ul style="list-style-type: none"> Knowledge of features of castles and the different purposes of the features. Knowledge and vocabulary associated with structure / architecture of a castle
<ul style="list-style-type: none"> Investigate techniques to create different features, including arrow slits, battlements, hinged doors, bridges etc. Investigate ways to join materials. 	<ul style="list-style-type: none"> 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, according to their characteristics. Explore and use mechanisms in their products 	<ul style="list-style-type: none"> A range of techniques to create an effect / outcome
<ul style="list-style-type: none"> Using their knowledge of castles design their own castle for the Snow Queen. Set the design criteria and record ideas. 	<ul style="list-style-type: none"> Design purposeful, functional, appealing products based on design criteria Communicate ideas 	<ul style="list-style-type: none"> Apply prior knowledge to design.
<ul style="list-style-type: none"> Make a mock-up of their castle design and strengthen so it stands up. 	<ul style="list-style-type: none"> Communicate ideas 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, according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> Apply prior knowledge to make product. Use equipment / tools safely

<ul style="list-style-type: none"> • Finish the castle with decorative features 	<ul style="list-style-type: none"> • Communicate ideas • Design purposeful, functional, appealing products based on design criteria 	<ul style="list-style-type: none"> • Learning to evaluate own work against design criteria.
<ul style="list-style-type: none"> • Explore and investigate a range of model vehicles, <i>eg snow buggies, snow ploughs, sand buggies and tractors.</i> • Discuss the different features of the vehicles, <i>eg Why do vehicles have wheels? Do they all have the same number and size of wheels? Why are vehicles different shapes? Which vehicles have parts that move, light up or make a noise?</i> • Identify the different parts of vehicles - wheel, axle, chassis, body, cab, plough. 	<ul style="list-style-type: none"> • Investigative, disassemble and evaluate 	<ul style="list-style-type: none"> • Knowledge of how different vehicles are used for different purposes and what features they may contain. • Name the main parts of a vehicle.
<ul style="list-style-type: none"> • Investigate wheels and axles and understand that they can be assembled in two different ways: <ul style="list-style-type: none"> ○ either the wheel is attached tightly to the axle and the axle is free to rotate, or ○ the axle is fixed with the wheel free to rotate around it 	<ul style="list-style-type: none"> • 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, according to their characteristics. • Explore and use mechanisms in their products 	<ul style="list-style-type: none"> • Join wheels and axles effectively and explain how they work.
<ul style="list-style-type: none"> • Using their knowledge of Scott and the Antarctic design their own snow mobile. Set the design criteria and record ideas. 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products based on design criteria • Communicate ideas 	<ul style="list-style-type: none"> • Apply prior knowledge to design.
<ul style="list-style-type: none"> • Make a mock-up of their snow mobile design. 	<ul style="list-style-type: none"> • Communicate ideas • 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, according to their characteristics. • Explore and use mechanisms in their products 	<ul style="list-style-type: none"> • Apply prior knowledge to make product. • Use equipment / tools safely

<ul style="list-style-type: none"> • Finish the vehicle with a label or logo • evaluate their finished vehicle, recording how it works and matches the original ideas 	<ul style="list-style-type: none"> • Communicate ideas • Design purposeful, functional, appealing products based on design criteria • Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> • Learning to evaluate own work against design criteria.
<ul style="list-style-type: none"> • Finish the castle with decorative features • evaluate their finished product, recording how it works and matches the original ideas 	<ul style="list-style-type: none"> • Communicate ideas • Design purposeful, functional, appealing products based on design criteria • Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> • Learning to evaluate own work against design criteria.
<ul style="list-style-type: none"> • Follow a recipe to make oat biscuits (linked to Scott's expedition to the South Pole) 	<ul style="list-style-type: none"> • Use appropriate equipment e.g. scales, baking tray. • Select appropriate ingredients. 	<ul style="list-style-type: none"> • Understand how to use equipment safely. • Understand the importance of hygiene during preparation of food. • Discuss the safety of using ovens and heat.

Year 2

Subject: Design and technology

Topic: Nature Detectives (Habitats and Life Cycles)

Term: Summer

Previous vocabulary: build, glue, stick, scissors, make, cut, construct/construction/constructing, join, tape, bake, mix, safe, spread, knife, ingredients, instructions, shape, pattern, cook, evaluate, record, model, design, equipment, skewer, kebab, bowl, chopping board, fruit, vegetables, healthy, design, equipment, chop, method, diet, sliders, slits, split-pins, moving parts, leavers, flaps, structure, stronger, stiffer, stable, evaluate

Key vocabulary: assemble / disassemble, identical, needle, thread, fabric, stitch, decoration, stuffing, seam

Food technology vocabulary: oven, heat, cut, grate, dice, tools, hygiene

Activity	Skills	Knowledge
Investigate how stuffed toys are assembled – cut out fabric, stitched together	Investigative, disassemble and evaluate Explore and evaluate a range of existing products	Knowledge of how toys are assembled, including stitches, decoration, hems, stuffing, joining etc. Develop associated vocabulary – see above.
Using their knowledge of stuffed toys to design their own 3D butterfly toy. Set the design criteria and record ideas.	Design purposeful, functional, appealing products based on design criteria Communicate ideas	Apply prior knowledge to design.
Create a paper pattern template of their butterfly and use this to cut two identical pieces.	Communicate ideas 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, according to their characteristics.	Apply prior knowledge to make product. Use equipment / tools safely
Join fabric together using simple stitching and stuff butterfly with an appropriate material in order to give 3D effect.	Communicate ideas Design purposeful, functional, appealing products based on design criteria Select from and use a range of tools and	Apply prior knowledge to make product. Use equipment / tools safely

<p>Add decoration including sequins, buttons etc.</p>	<p>equipment to perform practical tasks Select from and use a wide range of materials and components, according to their characteristics.</p>	
<p>Evaluate their finished product, recording how it works and matches the original ideas</p>	<p>Evaluate their ideas and products against design criteria</p>	<p>Learning to evaluate own work against design criteria. Being able to identify strengths and areas for development for next time.</p>
<p>Investigate the features of houses in 1666.</p>	<p>Explore and evaluate a range of existing products</p>	<p>Knowledge of features of houses in 1666 and the different purposes of the features. Knowledge and vocabulary associated with structure / architecture of a house in 1666</p>
<p>Construct models or draw plans of our own houses using their own knowledge. Set the design criteria. List and discuss appropriate materials to build our designs</p>	<p>Design purposeful, functional, appealing products for themselves Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT</p>	<p>Apply prior knowledge to design.</p>
<p>Make a mock-up of their house design and strengthen so it stands up.</p>	<p>Communicate ideas 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, according to their</p>	<p>Apply prior knowledge to make product. Use equipment / tools safely</p>

	<p>characteristics.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	
Finish the castle with decorative features	<p>Communicate ideas</p> <p>Design purposeful, functional, appealing products based on design criteria</p>	Learning to evaluate own work against design criteria.
Design a healthy pizza.	<p>Design purposeful, functional, appealing products based on design criteria</p> <p>Communicate ideas</p>	Identifying ingredients to use that are appropriate to the dish.
Prepare a simple pizza using a range of ingredients and equipment.	Use appropriate tools to prepare pizza e.g. to peel, cut, grate and dice.	<p>Understand how to use equipment safely.</p> <p>Understand the importance of hygiene during preparation of food.</p> <p>Discuss the safety of using ovens and heat.</p>
Evaluate the pizza against original design and suggest improvements.	Evaluate their ideas and product against the design criteria.	Learning to evaluate own work against design criteria.

Subject: Design Technology – Food Technology
Year overview
Year 2

Activity	Skills	Knowledge
Autumn Term <ul style="list-style-type: none"> Sort a range of food into the five food groups and discuss the places of origin. Discuss and design a healthy balanced plate of food. 	<ul style="list-style-type: none"> Sorting by criteria 	<ul style="list-style-type: none"> Know the 5 food groups Know what makes a healthy and balanced plate of food.
<ul style="list-style-type: none"> Design a healthy salad to accompany a main dish. 	<ul style="list-style-type: none"> Design purposeful, functional, appealing products based on design criteria Communicate ideas 	<ul style="list-style-type: none"> Identifying ingredients to use that are appropriate to the dish.
<ul style="list-style-type: none"> Prepare a simple salad using a range of techniques. 	<ul style="list-style-type: none"> Use appropriate tools to prepare salad, e.g. to peel, cut, grate and dice. 	<ul style="list-style-type: none"> Understand how to use equipment safely. Understand the importance of hygiene during preparation of food.
Spring Term <ul style="list-style-type: none"> Follow a recipe to make oat biscuits. (linked to Scott's expedition to the South Pole) 	<ul style="list-style-type: none"> Use appropriate equipment e.g. scales, baking tray. Select appropriate ingredients. 	<ul style="list-style-type: none"> Understand how to use equipment safely. Understand the importance of hygiene during preparation of food. Discuss the safety of using ovens and heat.
Summer Term <ul style="list-style-type: none"> Design a healthy pizza. 	<ul style="list-style-type: none"> Design purposeful, functional, appealing products based on design criteria Communicate ideas 	<ul style="list-style-type: none"> Identifying ingredients to use that are appropriate to the dish.
<ul style="list-style-type: none"> Prepare a simple pizza using a range of ingredients and equipment. 	<ul style="list-style-type: none"> Use appropriate tools to prepare pizza e.g. to peel, cut, grate and dice. 	<ul style="list-style-type: none"> Understand how to use equipment safely. Understand the importance of hygiene during preparation of food. Discuss the safety of using ovens and heat.

<ul style="list-style-type: none">• Evaluate the pizza against original design and suggest improvements.	<ul style="list-style-type: none">• Evaluate their ideas and product against the design criteria.	<ul style="list-style-type: none">• Learning to evaluate own work against design criteria.
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