



## SOUND AND DISTRICT PRIMARY SCHOOL SKILL AND VOCABULARY PROGRESSION

### DESIGN AND TECHNOLOGY

#### **EYFS**

Show curiosity about objects, events and people  
Questions why things happen  
Engage in open-ended activity  
Thinking of ideas  
Find ways to solve problems / find new ways to do things / test their ideas  
Use senses to explore the world around them  
Create simple representations of events, people and objects  
Planning, making decisions about how to approach a task, solve a problem and reach a goal  
Checking how well their activities are going  
Changing strategy as needed  
Reviewing how well the approach worked

Choose the resources they need for their chosen activities  
Handle equipment and tools effectively  
Children know the importance for good health of a healthy diet  
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.  
They represent their own ideas, thoughts and feelings through design and technology

|   | Year 1<br>(KS1 skills)  | Year 2<br>(KS1 skills)   | Year 3<br>(Lower KS2 skills)  | Year 4<br>(Lower KS2 skills)  | Year 5<br>(Upper KS2 skills)   | Year 6<br>(Upper KS2 skills)   |
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| <b>DESIGNING</b>                                  |   |  |   |   |  |  |
| <b>Understanding contexts, users and purposes</b> | <p><b>Across KS1 pupils should:</b></p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>describe what their products are for</li> <li>say how their products will work</li> <li>say how they will make their products suitable for their intended users</li> <li>use simple design criteria to help develop their ideas.</li> </ul> | <p><b>Across KS1 pupils should:</b></p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>describe what their products are for</li> <li>say how their products will work</li> <li>say how they will make their products suitable for their intended users</li> </ul> | <p><b>Across KS2 pupils should:</b></p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>describe the purpose of their products</li> <li>indicate the design features of their products that will appeal to intended users</li> <li>explain how particular parts of their products work</li> </ul> |   |  |  |
|   |   |  | <p><b>In early KS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>gather information about the needs and wants of particular individuals and groups</li> <li>develop their own design criteria and use these to inform their ideas</li> </ul>   | <p><b>In early KS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>gather information about the needs and wants of particular individuals and groups</li> <li>develop their own design criteria and use these to inform their ideas</li> </ul> | <p><b>In late KS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>identify the needs, wants, preferences and values of particular individuals and groups</li> <li>develop a simple design specification to guide their thinking</li> </ul> | <p><b>In late KS2 pupils should also:</b></p> <ul style="list-style-type: none"> <li>carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>identify the needs, wants, preferences and values of particular individuals and groups</li> <li>develop a simple design specification to guide their thinking</li> </ul> |

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|  |   | <ul style="list-style-type: none"> <li>• use simple design criteria to help develop their ideas.</li> </ul>   |   |   |  |  |
| <b>Generating, developing, modelling and communicating ideas</b> | <b>Across KS1 pupils should:</b> <ul style="list-style-type: none"> <li>• generate ideas by drawing on their own experiences</li> <li>• use knowledge of existing products to help come up with ideas</li> <li>• develop and communicate ideas by talking and drawing</li> <li>• model ideas by exploring materials, components and construction kits and by making templates and mockups</li> <li>• use information and communication technology, where appropriate, to develop and communicate their ideas</li> </ul> | <b>Across KS1 pupils should:</b> <ul style="list-style-type: none"> <li>• generate ideas by drawing on their own experiences</li> <li>• use knowledge of existing products to help come up with ideas</li> <li>• develop and communicate ideas by talking and drawing</li> <li>• model ideas by exploring materials, components and construction kits and by making templates and mockups</li> <li>• use information and communication technology, where appropriate, to develop and communicate their ideas</li> </ul> | <b>Across KS2 pupils should:</b> <ul style="list-style-type: none"> <li>• share and clarify ideas through discussion</li> <li>• model their ideas using prototypes and pattern pieces</li> <li>• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> <li>• use computer-aided design to develop and communicate their ideas</li> </ul> |   |  |  |
|  |   |   | <b>In early KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>• generate realistic ideas, focusing on the needs of the user</li> <li>• make design decisions that take account of the availability of resources</li> </ul>   | <b>In early KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>• generate realistic ideas, focusing on the needs of the user</li> <li>• make design decisions that take account of the availability of resources</li> </ul> | <b>In late KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>• generate innovative ideas, drawing on research</li> <li>• make design decisions, taking account of constraints such as time, resources and cost</li> </ul> | <b>In late KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>• generate innovative ideas, drawing on research</li> <li>• make design decisions, taking account of constraints such as time, resources and cost</li> </ul> |

# MAKING

|  | Year 1<br>(KS1 skills)  | Year 2<br>(KS1 skills)  | Year 3<br>(Lower KS2 skills)   | Year 4<br>(Lower KS2 skills)   | Year 5<br>(Upper KS2 skills)   | Year 6<br>(Upper KS2 skills)   |
|--|---|---|--|--|--|--|
| <b>Planning</b>                        | <b>Across KS1 pupils should:</b> <ul style="list-style-type: none"> <li>plan by suggesting what to do next</li> <li>select from a range of tools and equipment, explaining their choices</li> <li>select from a range of materials and components according to their characteristics</li> </ul> | <b>Across KS1 pupils should:</b> <ul style="list-style-type: none"> <li>plan by suggesting what to do next</li> <li>select from a range of tools and equipment, explaining their choices</li> <li>select from a range of materials and components according to their characteristics</li> </ul> | <b>Across KS2 pupils should:</b> <ul style="list-style-type: none"> <li>select tools and equipment suitable for the task</li> <li>explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>select materials and components suitable for the task</li> <li>explain their choice of materials and components according to functional properties and aesthetic qualities</li> </ul> |  |  |  |
|  |   |   | <b>In early KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>order the main stages of making</li> </ul>  | <b>In early KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>order the main stages of making</li> </ul>  | <b>In late KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>produce appropriate lists of tools, equipment and materials that they need</li> <li>formulate step-by-step plans as a guide to making</li> </ul> | <b>In late KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>produce appropriate lists of tools, equipment and materials that they need</li> <li>formulate step-by-step plans as a guide to making</li> </ul> |
| <b>Practical skills and techniques</b> | <b>Across KS1 pupils should:</b> <ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a range of materials and components, including construction materials and kits, textiles, food ingredients and</li> </ul>   | <b>Across KS1 pupils should:</b> <ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a range of materials and components, including construction materials and kits,</li> </ul>  | <b>Across KS2 pupils should:</b> <ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul>  |  |  |  |
|  |   |   | <b>In early KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>measure, mark out, cut and shape</li> </ul>   | <b>In early KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>measure, mark out, cut and shape</li> </ul> | <b>In late KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>accurately measure, mark out, cut and shape materials</li> </ul>   | <b>In late KS2 pupils should also:</b> <ul style="list-style-type: none"> <li>accurately measure, mark out, cut and shape materials</li> </ul>   |

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|  | <p>mechanical components</p> <ul style="list-style-type: none"> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> <li>• use finishing techniques, including those from art and design</li> </ul> | <p>textiles, food ingredients and mechanical components</p> <ul style="list-style-type: none"> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> <li>• use finishing techniques, including those from art and design</li> </ul> | <p>materials and components with some accuracy</p> <ul style="list-style-type: none"> <li>• assemble, join and combine materials and components with some accuracy</li> <li>• apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul> | <p>materials and components with some accuracy</p> <ul style="list-style-type: none"> <li>• assemble, join and combine materials and components with some accuracy</li> <li>• apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul> | <p>and components</p> <ul style="list-style-type: none"> <li>• accurately assemble, join and combine materials and components</li> <li>• accurately apply a range of finishing techniques, including those from art and design</li> <li>• use techniques that involve a number of steps</li> <li>• demonstrate resourcefulness when tackling practical problems</li> </ul> | <p>and components</p> <ul style="list-style-type: none"> <li>• accurately assemble, join and combine materials and components</li> <li>• accurately apply a range of finishing techniques, including those from art and design</li> <li>• use techniques that involve a number of steps</li> <li>• demonstrate resourcefulness when tackling practical problems</li> </ul> |
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# EVALUATING

|                               | Year 1<br>(KS1 skills)   | Year 2<br>(KS1 skills)   | Year 3<br>(Lower KS2 skills)  | Year 4<br>(Lower KS2 skills)   | Year 5<br>(Upper KS2 skills)   | Year 6<br>(Upper KS2 skills)   |
|-------------------------------|--|--|---|--|--|--|
| <b>Own ideas and products</b> | <b>Across KS1 pupils should:</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>Across KS1 pupils should:</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>Across KS2 pupils should:</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> </ul>  |  |  |  |
|                               |  |  | <b>In early KS2 pupils should also:</b> <ul style="list-style-type: none"> <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>In early KS2 pupils should also:</b> <ul style="list-style-type: none"> <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>In late KS2 pupils should also:</b> <ul style="list-style-type: none"> <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>In late KS2 pupils should also:</b> <ul style="list-style-type: none"> <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>Existing products</b>      | <b>Across KS1 pupils should explore:</b> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> </ul>        | <b>Across KS1 pupils should explore:</b> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> </ul>  | <b>Across KS2 pupils should investigate and analyse:</b> <ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> <li>• what methods of construction have been used</li> <li>• how well products work</li> <li>• how well products achieve their purposes</li> <li>• how well products meet user needs and wants</li> </ul> |  |  |  |
|                               |  |  | <b>In early KS2 pupils should also investigate and analyse:</b>   | <b>In early KS2 pupils should also investigate and analyse:</b>  | <b>In late KS2 pupils should also investigate and analyse:</b> <ul style="list-style-type: none"> <li>• how much products cost to make</li> </ul>  | <b>In late KS2 pupils should also investigate and analyse:</b> <ul style="list-style-type: none"> <li>• how much products cost to make</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul> | <ul style="list-style-type: none"> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul> | <ul style="list-style-type: none"> <li>• who designed and made the products</li> <li>• where products were designed and made</li> <li>• when products were designed and made</li> <li>• whether products can be recycled or reused</li> </ul> | <ul style="list-style-type: none"> <li>• who designed and made the products</li> <li>• where products were designed and made</li> <li>• when products were designed and made</li> <li>• whether products can be recycled or reused</li> </ul> | <ul style="list-style-type: none"> <li>• how innovative products are</li> <li>• how sustainable the materials in products are</li> <li>• what impact products have beyond their intended purpose</li> </ul> | <ul style="list-style-type: none"> <li>• how innovative products are</li> <li>• how sustainable the materials in products are</li> <li>• what impact products have beyond their intended purpose</li> </ul>  |
| <b>Key events and individuals</b>                      | Not a requirement in KS1   | Not a requirement in KS1   | Across KS2 pupils should know: <ul style="list-style-type: none"> <li>• about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> </ul>   |   |   |  |
| <b>VOCABULARY FOR DESIGNING, MAKING AND EVALUATING</b> | planning, investigating design, evaluate, make, user, purpose, ideas, product,   | investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function  | user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing  | evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations                                    | design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype                      | function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype |

## TECHNICAL KNOWLEDGE

|                             | Year 1<br>(KS1 skills)   | Year 2<br>(KS1 skills)   | Year 3<br>(Lower KS2 skills)   | Year 4<br>(Lower KS2 skills)  | Year 5<br>(Upper KS2 skills)   | Year 6<br>(Upper KS2 skills)   |
|-----------------------------|--|--|--|---|--|--|
| <b>Making products work</b> | <b>Across KS1 pupils should know:</b> <ul style="list-style-type: none"> <li>• about the simple working characteristics of materials and components</li> <li>• about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• how freestanding structures can be made stronger, stiffer and more stable</li> <li>• that a 3-D textiles product can be assembled from two identical fabric shapes</li> <li>• that food ingredients should be combined according to their sensory characteristics</li> <li>• the correct technical vocabulary for the projects they are undertaking</li> </ul> | <b>Across KS1 pupils should know:</b> <ul style="list-style-type: none"> <li>• about the simple working characteristics of materials and components</li> <li>• about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• how freestanding structures can be made stronger, stiffer and more stable</li> <li>• that a 3-D textiles product can be assembled from two identical fabric shapes</li> <li>• that food ingredients should be combined according to their sensory characteristics</li> </ul> | <b>Across KS2 pupils should know:</b> <ul style="list-style-type: none"> <li>• how to use learning from science to help design and make products that work</li> <li>• how to use learning from mathematics to help design and make products that work</li> <li>• that materials have both functional properties and aesthetic qualities</li> <li>• that materials can be combined and mixed to create more useful characteristics</li> <li>• that mechanical and electrical systems have an input, process and output</li> <li>• the correct technical vocabulary for the projects they are undertaking</li> </ul> |   |  |  |
|                             |  |  | <b>In early KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>• how mechanical systems such as levers and linkages or pneumatic systems create movement</li> <li>• how simple electrical circuits and components can be used to create functional products</li> </ul>  | <b>In early KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>• how mechanical systems such as levers and linkages or pneumatic systems create movement</li> <li>• how simple electrical circuits and components can be used to create functional products</li> </ul> | <b>In late KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>• how mechanical systems such as cams or pulleys or gears create movement</li> <li>• how more complex electrical circuits and components can be used to create functional products</li> <li>• how to program a</li> </ul> | <b>In late KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>• how mechanical systems such as cams or pulleys or gears create movement</li> <li>• how more complex electrical circuits and components can be used to create functional products</li> <li>• how to program a</li> </ul> |



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|                   |  | <ul style="list-style-type: none"> <li>• the correct technical vocabulary for the projects they are undertaking</li> </ul>  | <ul style="list-style-type: none"> <li>• how to program a computer to control their products</li> <li>• how to make strong, stiff shell structures</li> <li>• that a single fabric shape can be used to make a 3D textiles product</li> <li>• that food ingredients can be fresh, pre-cooked and processed</li> </ul> | <ul style="list-style-type: none"> <li>• how to program a computer to control their products</li> <li>• how to make strong, stiff shell structures</li> <li>• that a single fabric shape can be used to make a 3D textiles product</li> <li>• that food ingredients can be fresh, pre-cooked and processed</li> </ul> | <p>computer to monitor changes in the environment and control their products</p> <ul style="list-style-type: none"> <li>• how to reinforce and strengthen a 3D framework</li> <li>• that a 3D textiles product can be made from a combination of fabric shapes</li> <li>• that a recipe can be adapted by adding or substituting one or more ingredients</li> </ul> | <p>computer to monitor changes in the environment and control their products</p> <ul style="list-style-type: none"> <li>• how to reinforce and strengthen a 3D framework</li> <li>• that a 3D textiles product can be made from a combination of fabric shapes</li> <li>• that a recipe can be adapted by adding or substituting one or more ingredients</li> </ul> |
| <b>VOCABULARY</b> | <b>TEXTILES</b> - joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish  | <b>TEXTILES</b> - fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance                                  | <b>TEXTILES</b> - seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,   |   |   |   |
|                   | <b>MECHANISMS</b> - slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used | <b>MECHANISMS</b> - mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating   | <b>MECHANISMS</b> - pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output  |   |   |   |
|                   |  | <b>ELECTRICAL SYSTEMS</b> - series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, | <b>ELECTRICAL SYSTEMS</b> - reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable,  |   |   |   |



program, system, input device, output device

wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit

## COOKING AND NUTRITION

|  | Year 1<br>(KS1 skills)   | Year 2<br>(KS1 skills)  | Year 3<br>(Lower KS2 skills)   | Year 4<br>(Lower KS2 skills)  | Year 5<br>(Upper KS2 skills)  | Year 6<br>(Upper KS2 skills)  |
|--|--|---|--|---|---|---|
| <b>Where food comes from</b>                   | <b>Across KS1 pupils should know:</b> <ul style="list-style-type: none"> <li>that all food comes from plants or animals</li> <li>that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>  | <b>Across KS1 pupils should know:</b> <ul style="list-style-type: none"> <li>that all food comes from plants or animals</li> <li>that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>   | <b>Across KS2 pupils should know:</b> <ul style="list-style-type: none"> <li>that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul>  |   |   |   |
|  |  |   | <b>In late KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>that seasons may affect the food available</li> <li>how food is processed into ingredients that can be eaten or used in cooking</li> </ul>  | <b>In late KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>that seasons may affect the food available</li> <li>how food is processed into ingredients that can be eaten or used in cooking</li> </ul> |   |   |
| <b>Food preparation, cooking and nutrition</b> | <b>Across KS1 pupils should know:</b> <ul style="list-style-type: none"> <li>how to name and sort foods into the five groups in The eatwell plate</li> <li>that everyone should eat at least five portions of fruit and vegetables every day</li> <li>how to prepare simple dishes safely and hygienically, without</li> </ul> | <b>Across KS1 pupils should know:</b> <ul style="list-style-type: none"> <li>how to name and sort foods into the five groups in The eatwell plate</li> <li>that everyone should eat at least five portions of fruit and vegetables every day</li> <li>how to prepare simple dishes</li> </ul> | <b>Across KS2 pupils should know:</b> <ul style="list-style-type: none"> <li>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>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> |   |   |   |
|  |  |   | <b>In early KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>that a healthy diet is made up from a variety and balance of</li> </ul>  | <b>In early KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>that a healthy diet is made up from a variety and balance of</li> </ul>   | <b>In late KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>that recipes can be adapted to change the appearance,</li> </ul> | <b>In late KS2 pupils should also know:</b> <ul style="list-style-type: none"> <li>that recipes can be adapted to change the appearance,</li> </ul> |

|                   |  |  |  |  |  |  |
|-------------------|--|--|--|--|--|--|
|                   | <p>using a heat source</p> <ul style="list-style-type: none"> <li>• how to use techniques such as cutting, peeling and grating</li> </ul>  | <p>safely and hygienically, without using a heat source</p> <ul style="list-style-type: none"> <li>• how to use techniques such as cutting, peeling and grating</li> </ul>   | <p>different food and drink, as depicted in The eatwell plate</p> <ul style="list-style-type: none"> <li>• that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul>  | <p>different food and drink, as depicted in The eatwell plate</p> <ul style="list-style-type: none"> <li>• that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul>  | <p>taste, texture and aroma</p> <ul style="list-style-type: none"> <li>• that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>   | <p>taste, texture and aroma</p> <ul style="list-style-type: none"> <li>• that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>   |
| <b>VOCABULARY</b> | <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,</p> | <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p> | <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p> | <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p> | <p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p> | <p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p> |