



SOUND AND DISTRICT PRIMARY SCHOOL

Whole School Progression of Skills and Vocabulary

Scheme followed: Kapow



EYFS	<p>General:</p> <ul style="list-style-type: none"> • 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 		
	<p>Design</p> <ul style="list-style-type: none"> • Select appropriate resources • Use gestures, talking and arrangements of materials and components to show design • Use contexts set by the teacher and myself • Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<p>Make</p> <ul style="list-style-type: none"> • Construct with a purpose, using a variety of resources • Use simple tools and techniques • Build / construct with a wide range of objects • Select tools & techniques to shape, assemble and join • Replicate structures with materials / components • Discuss how to make an activity safe and hygienic • Record experiences by drawing, writing, voice recording • Understand different media can be combined for a purpose 	<p>Evaluate</p> <ul style="list-style-type: none"> • Adapt work if necessary • Dismantle, examine, talk about existing objects/structures • Consider and manage some risks • Practise some appropriate safety measures independently • Talk about how things work • Look at similarities and differences between existing objects / materials / tools • Show an interest in technological toys • Describe textures
	<p>FOOD VOCABULARY</p> <ul style="list-style-type: none"> • Fruit • Vegetables • Safety • Knife • Blade • Tool • Edge • Handle • Chop • Slice • Cut • Saucepan • Blender • Chopping board • Hob • Boil • Blend • Mix • Packaging • Recyclable • Metal • Plastic • Reusable 	<p>STRUCTURES VOCABULARY</p> <ul style="list-style-type: none"> • Join • Stick • Cut • Bend • Slot • Scissors • Measure • Materials • Fix 	<p>TEXTILES VOCABULARY</p> <ul style="list-style-type: none"> • Thread • Weave • Pattern • Sew • Sewing needle • Embroider • Design • Evaluate

STRUCTURES VOCABULARY

- Waterproof • Absorb • Prediction • Variable
- Experiment • Investigation • Float • Sink •
Junk

Designing Progression

Year 1	Year 2	End of KS expectations	Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> * have own ideas * explain what I want to do * explain what my product is for, and how it will work * use pictures and words to plan, begin to use models * design a product for myself following design criteria *research similar existing products 	<ul style="list-style-type: none"> * have own ideas and plan what to do next * explain what I want to do and describe how I may do it * explain purpose of product, how it will work and how it will be suitable for the user * describe design using pictures, words, models, diagrams, begin to use ICT * design products for myself and others following design criteria * choose best tools and materials, and explain choices * use knowledge of existing 	<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, mockups and, where appropriate, information and communication 	<ul style="list-style-type: none"> *begin to research others' needs * show design meets a range of requirements *describe purpose of product * follow a given design criteria * have at least one idea about how to create product * create a plan which shows order,equipment and tools *describe design using an accurately labelled sketch and words * make design decisions *explain how product will work * make a prototype * begin to use computers to show design 	<ul style="list-style-type: none"> * use research for design ideas * show design meets a range of requirements and is fit for purpose *begin to create own design criteria *have at least one idea about how to create product and suggest improvements for design. * produce a plan and explain it to others *say how realistic plan is. *include an annotated sketch *make and explain design decisions considering availability of resources *explain how product will work * make a prototype 	<ul style="list-style-type: none"> *use internet and questionnaires for research and design ideas *take a user's view into account when designing * begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose *create own design criteria * have a range of ideas *produce a logical, realistic plan and explain it to others. *use cross-sectional planning and annotated sketches * make design decisions considering time and resources. *clearly explain how parts of 	<ul style="list-style-type: none"> * draw on market research to inform design * use research of user's individual needs, wants, requirements for design * identify features of design that will appeal to the intended user * create own design criteria and specification * come up with innovative design ideas *follow and refine a logical plan. *use annotated sketches, crosssectional planning and exploded diagrams * make design decisions, considering, resources and cost * clearly explain how parts of design will work, and how they are fit for purpose 	<ul style="list-style-type: none"> *Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups *Generate, develop, model and communicate their ideas through discussion, annotated sketches, crosssectional and exploded diagrams, prototypes, pattern pieces and computer aided design

				<p>*begin to use computers to show design.</p>	<p>product will work. *model and refine design ideas by making prototypes and using pattern pieces. *use computer-aided designs</p>	<p>* independently model and refine design ideas by making prototypes and using pattern pieces * use computer-aided designs</p>	
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Making Progression

Year 1	Year 2	End of KS expectations	Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> *explain what I'm making and why *consider what I need to do next *select tools/equipment to cut, shape, join, finish and explain choices *measure, mark out, cut and shape, with support *choose suitable materials and explain choices *try to use finishing techniques to make product look good *work in a safe and hygienic manner 	<ul style="list-style-type: none"> *explain what I am making and why it fits the purpose *make suggestions as to what I need to do next. *join materials/components together in different ways *measure, mark out, cut and shape materials and components, with support. *describe which tools I'm using and why *choose suitable materials and explain choices depending on characteristics. *use finishing techniques to make product look good *work safely and hygienically 	<ul style="list-style-type: none"> *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their 	<ul style="list-style-type: none"> *select suitable tools/equipment, explain choices; begin to use them accurately * select appropriate materials, fit for purpose. * work through plan in order *consider how good product will be * begin to measure, mark out, cut and shape materials/compo nents with some accuracy * begin to assemble, join and combine materials and components with some accuracy * begin to apply a range of finishing techniques with some accuracy 	<ul style="list-style-type: none"> * select suitable tools and equipment, explain choices in relation to required techniques and use accurately *select appropriate materials, fit for purpose; explain choices * work through plan in order. * realise if product is going to be good quality * measure, mark out, cut and shape materials/comp onents with some accuracy *assemble, join and combine materials and components with some accuracy *apply a range of finishing techniques with some accuracy 	<ul style="list-style-type: none"> * use selected tools/equipment with good level of precision * produce suitable lists of tools, equipment/mater ials needed *select appropriate materials, fit for purpose; explain choices, considering functionality * create and follow detailed stepby-step plan * explain how product will appeal to an audience * mainly accurately measure, mark out, cut and shape materials/compo nents *mainly accurately assemble, join and combine 	<ul style="list-style-type: none"> * use selected tools and equipment precisely *produce suitable lists of tools, equipment, materials needed, considering constraints * select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics * create, follow, and adapt detailed step-by-step plans *explain how product will appeal to audience; make changes to improve quality * accurately measure, mark out, cut and shape materials/compo nents 	<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

					materials/compo nents * mainly accurately apply a range of finishing techniques * use techniques that involve a small number of steps * begin to be resourceful with practical problems	* accurately assemble, join and combine materials/compo nents * accurately apply a range of finishing techniques * use techniques that involve a number of steps * be resourceful with practical problems	
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Evaluating Progression

Year 1	Year 2	End of KS expectations	Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>*talk about my work, linking it to what I was asked to do</p> <p>* talk about existing products considering: use, materials, how they work, audience, where they might be used</p> <p>*talk about existing products, and say what is and isn't good</p> <p>* talk about things that other people have made</p> <p>*begin to talk about what could make product better</p>	<p>* describe what went well, thinking about design criteria</p> <p>* talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion</p> <p>*evaluate how good existing products are</p> <p>*talk about what I would do differently if I were to do it again and why</p>	<p>*Explore and evaluate a range of existing products</p> <p>*Evaluate their ideas and products against design criteria</p>	<p>* look at design criteria while designing and making</p> <p>*use design criteria to evaluate finished product</p> <p>* say what I would change to make design better</p> <p>*begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose</p> <p>* begin to understand by whom, when and where products were designed</p> <p>* learn about some inventors/designers/ engineers/ chefs/ manufacturers of</p>	<p>*refer to design criteria while designing and making</p> <p>*use criteria to evaluate product</p> <p>*begin to explain how I could improve original design</p> <p>*evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</p> <p>* discuss by whom, when and where products were designed</p> <p>* research whether products can be recycled or reused</p>	<p>*evaluate quality of design while designing and making</p> <p>*evaluate ideas and finished product against specification, considering purpose and appearance.</p> <p>*test and evaluate final product</p> <p>* evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</p> <p>* begin to evaluate how much products cost to make and how innovative they are</p> <p>*research how sustainable materials are</p>	<p>*evaluate quality of design while designing and making; is it fit for purpose?</p> <p>* keep checking design is best it can be.</p> <p>*evaluate ideas and finished product against specification, stating if it's fit for purpose</p> <p>*test and evaluate final product; explain what would improve it and the effect different resources may have had</p> <p>*do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose</p>	<p>*Investigate and analyse a range of existing products.</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>*Understand how key events and individuals in design and technology have helped shape the world</p>

			groundbreaking products	* know about some inventors/designers/ engineers/chefs /manufacturers of groundbreaking products	*talk about some key inventors/designers/ engineers/ chefs/manufacturers of groundbreaking products	*evaluate how much products cost to make and how innovative they are *research and discuss how sustainable materials are *consider the impact of products beyond their intended purpose *discuss some key inventors/designers/ engineers/ chefs/manufacturers of groundbreaking products	
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VOCABULARY FOR DESIGNING, MAKING AND EVALUATING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structures	<ul style="list-style-type: none"> • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together 	<ul style="list-style-type: none"> • To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily. 	<ul style="list-style-type: none"> • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. 	<ul style="list-style-type: none"> • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. 	<ul style="list-style-type: none"> • To understand some different ways to reinforce structures. • To understand how triangles can be used to reinforce bridges. • To know that properties are words that describe the form and function of materials. • To understand why material selection is important based on properties. • To understand the material (functional and aesthetic) properties of wood 	<ul style="list-style-type: none"> • To know that structures can be strengthened by manipulating materials and shapes.
	STRUCTURES VOCABULARY					
	<ul style="list-style-type: none"> • Client• Design• Evaluation• Net• Stable• Strong• Test• Weak• Windmill 	<ul style="list-style-type: none"> • Function• Man-made• Mould• Natural• Stable• Stiff• Strong• Structure• Test• Weak 	<ul style="list-style-type: none"> • 2D shapes• 3D shapes• Castle• Design criteria• Evaluate• Facade• Feature• Flag• Net• Recyclable• Scoring• Stable• Strong• Structure• Tab• Weak 	<ul style="list-style-type: none"> • Aesthetic• Cladding• Design criteria• Evaluation• Frame structure• Function• Inspiration• Pavilion• Reinforce• Stable• Structure• Target audience• Target 	<ul style="list-style-type: none"> • Abutment• Accurate• Arched bridge• Beam bridge• Coping saw• Evaluation• File• Mark out• Material properties• Measure• Predict• Reinforce• Research• Sandpaper• Set square• Suspension bridge• Tenon 	<ul style="list-style-type: none"> • Adapt• Apparatus• Bench hook• Cladding• Coping saw• Design• Dowel• Evaluation• Feedback• Idea• Jelutong• Landscape• Mark out• Measure

Mechanisms

				customer • Texture • Theme	saw • Test • Truss bridge • Wood	Modify • Natural materials • Plan view • Playground • Prototype • Reinforce Sketch • Strong • Structure • Tenon saw • Texture • User • Vice • Weak
	<p>To know that a mechanism is the parts of an object that move together.</p> <ul style="list-style-type: none"> • To know that a slider mechanism moves an object from side to side. • To know that a slider mechanism has a slider, slots, guides and an object. • To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. • To know that wheels need to be round to rotate and move. • To understand that for a wheel to move it must be attached to a rotating axle. • To know that an axle moves within an axle holder which is fixed to the vehicle or toy. • To know that the frame of a vehicle (chassis) needs to be balanced. 	<ul style="list-style-type: none"> • To know that different materials have different properties and are therefore suitable for different uses. • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers. 	<ul style="list-style-type: none"> • To understand how pneumatic systems work. • To understand that pneumatic systems can be used as part of a mechanism. • To know that pneumatic systems operate by drawing in, releasing and compressing air. 	<ul style="list-style-type: none"> • To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance. 	<ul style="list-style-type: none"> • To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms. 	<ul style="list-style-type: none"> • To understand that the mechanism in an automata uses a system of cams, axles and followers. • To understand that different shaped cams produce different outputs.

MECHANISMS VOCABULARY

	<ul style="list-style-type: none"> • Assemble • Design • Evaluation • Mechanism • Model • Sliders • Stencil • Target audience • Template • Test 	<ul style="list-style-type: none"> • Evaluation • Input • Lever • Linear motion • Linkage • Mechanical • Mechanism • Motion • Oscillating motion • Output • Pivot • Reciprocating motion • Rotary motion • Survey • Axle • Decorate • Evaluation • Ferris wheel • Mechanism • Stable • Strong • Test • Waterproof • Weak 	<ul style="list-style-type: none"> • Exploded-diagram • Function • Input • Lever • Linkage • Mechanism • Motion • Net • Output • Pivot • Pneumatic system • Thumbnail sketch 	<ul style="list-style-type: none"> • Aesthetic • Air resistance • Chassis • Design • Design criteria • Function • Graphics • Kinetic energy • Mechanism • Net • Structure 	<ul style="list-style-type: none"> • Aesthetic • Computer-aided design (CAD) • Caption • Design • Design brief • Design criteria • Exploded-diagram • Function • Input • Linkage • Mechanism • Motion • Output • Pivot • Prototype • Slider • Structure • Template 	<ul style="list-style-type: none"> Accurate • Assembly-diagram • Automata • Axle • Bench hook • Cam • Clamp • Component • Cutting list • Diagram • Dowel • Drill bits • Exploded-diagram • Finish • Follower • Frame • Function • Hand drill • Jelutong • Linkage Mark out • Measure • Mechanism • Model • Research • Right-angle • Set square • Tenon saw
Textiles	<ul style="list-style-type: none"> • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples, glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. 	<ul style="list-style-type: none"> • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing. 	<ul style="list-style-type: none"> • To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. • To know that when two edges of fabric have been joined together it is called a seam. • To know that it is important to leave space on the fabric for the seam. • To understand that some products are turned inside out after sewing so the stitching is hidden. 	<ul style="list-style-type: none"> • To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. • To know that different fastening types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions. 	<ul style="list-style-type: none"> • To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. • To understand that it is easier to finish simpler designs to a high standard. • To know that soft toys are often made by creating appendages separately and then attaching them to the main body. • To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely. 	<ul style="list-style-type: none"> • To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches

TEXTILES VOCABULARY

	<ul style="list-style-type: none"> To know that drawing a design idea is useful to see how an idea will look. 					
	TEXTILES VOCABULARY					
	<ul style="list-style-type: none"> Decorate Design Fabric Glue Model Hand puppet Safety pin Staple Stencil Template 	<ul style="list-style-type: none"> Accurate Fabric Knot Pouch Running-stitch Sew Shape Stencil Template Thimble 	<ul style="list-style-type: none"> Cushions / Egyptian collars Accurate Applique Cross-stitch Cushion Decorate Detail Fabric Patch Running-stitch Seam Stencil Stuffing Target audience Target customer Template 	<ul style="list-style-type: none"> Aesthetic Assemble Book sleeve Design criteria Evaluation Fabric Fastening Mock-up Net Running-stitch Stencil Target audience Target customer Template 	<ul style="list-style-type: none"> Accurate Annotate Appendage Blanket-stitch Design criteria Detail Evaluation Fabric Sew Shape Stuffed toy Stuffing Template 	<ul style="list-style-type: none"> Accurate Adapt Annotate Design Design criteria Detail Fabric Fastening Knot Properties Running-stitch Seam Sew Shape Target audience Target customer Template Thread Unique Waistcoat
Electrical Systems			<ul style="list-style-type: none"> To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit. To understand common features of an electric product (switch, battery or plug, dials, buttons etc.). To list examples of common electric products (kettle, remote control etc.). To understand that an electric product uses an electrical system to work (function). 	<ul style="list-style-type: none"> To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are materials which electricity cannot pass through. To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to 	<ul style="list-style-type: none"> To know that series circuits only have one direction for the electricity to flow. To know when there is a break in a series circuit, all components turn off. To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. To know a motorised product is one which uses a motor to function. 	<ul style="list-style-type: none"> To know that batteries contain acid, which can be dangerous if they leak. To know the names of the components in a basic series circuit, including a buzzer.

			<ul style="list-style-type: none"> To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits. 	complete and break an electrical circuit		
ELECTRICAL SYSTEMS VOCABULARY						
			<ul style="list-style-type: none"> Battery Bulb Circuit Circuit component Crocodile wires Electrical product Electrical system Final design Information design Initial ideas Peer assessment Research Self assessment Sketch 	<ul style="list-style-type: none"> Torches Battery Bulb Buzzer Cell Component Conductor Copper Design criteria Electrical item Electricity Electronic item Function Insulator Series circuit Switch Test Torch Wire 	<ul style="list-style-type: none"> Circuit component Configuration Current Develop DIY Investigate Motor Motorised Problem solve Product analysis Series circuit Stable Target user 	<ul style="list-style-type: none"> Assemble Battery Battery pack Benefit Bulb Bulb holder Buzzer Circuit Circuit symbol Component Conductor Copper Design Design criteria Evaluation Fine motor skills Fit for purpose Form Function Gross motor skills Insulator LED User
Food	<ul style="list-style-type: none"> Understanding the difference between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow 	<ul style="list-style-type: none"> 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: 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 	<ul style="list-style-type: none"> To know that not all fruits and vegetables can be grown in the UK. To know that climate affects food growth. To know that vegetables and fruit grow in certain seasons. To know that cooking instructions are known as a 'recipe'. To know that imported food is food which has been brought into the country. To know that exported food is food which has been sent to another country. 	<ul style="list-style-type: none"> To know that the amount of an ingredient in a recipe is known as the 'quantity.' To know that it is important to use oven gloves when removing hot food from an oven. To know the following cooking techniques: sieving, creaming, rubbing method, cooling. To understand the importance of budgeting while planning ingredients for biscuits 	<ul style="list-style-type: none"> To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. To know that I can adapt a recipe to make it healthier by substituting ingredients. To know that I can use a nutritional calculator to see how healthy a food option is. To understand that 'cross-contamination' means bacteria and germs have been passed onto 	<ul style="list-style-type: none"> To know that 'flavour' is how a food or drink tastes. To know that many countries have 'national dishes' which are recipes associated with that country. To know that 'processed food' means food that has been put through multiple changes in a factory. To understand that it is important to wash fruit and vegetables before eating to

<p>either above or below ground.</p> <ul style="list-style-type: none"> • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). 	<p>how much of each food group.</p> <ul style="list-style-type: none"> • 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'. 	<ul style="list-style-type: none"> • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. 		<p>ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</p>	<p>remove any dirt and insecticides.</p> <ul style="list-style-type: none"> • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
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FOOD VOCABULARY

<ul style="list-style-type: none"> • Blender • Carton • Fruit • Healthy • Ingredients • Peel • Peeler • Recipe • Slice • Smoothie • Stencil • Template • Vegetable 	<ul style="list-style-type: none"> • Alternative • Diet • Balanced diet • Evaluation • Expensive • Healthy • Ingredients • Nutrients • Packaging • Refrigerator • Sugar • Substitute 	<ul style="list-style-type: none"> • Climate • Dry climate • Exported • Imported • Mediterranean climate • Nationality • Nutrients • Polar climate • Recipe • Seasonal food • Seasons • Temperate climate • Tropical climate 	<ul style="list-style-type: none"> • Adapt • Budget • Cooling rack • Creaming • Equipment • Evaluation • Flavour • Ingredients • Method • Net • Packaging • Prototype • Quantity • Recipe • Rubbing • Sieving • Target audience • Unit of measurement • Utilities 	<ul style="list-style-type: none"> • Beef • Cross-contamination • Diet • Ethical issues • Farm • Healthy • Ingredients • Method • Nutrients • Packaging • Reared • Recipe • Research • Substitute • Supermarket • Vegan • Vegetarian • Welfare 	<ul style="list-style-type: none"> • Accompaniment • Collaboration • Cookbook • Cross-contamination • Equipment • Farm • Flavour • Illustration • Imperative-verb • Ingredients • Method • Nationality • Preparation • Processed • Reared • Recipe • Research • Storyboard • Target
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						audience • Top tips • Unit of measurement
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