

## Design and Technology Knowledge and Skills Progression

*Our goal for Design Technology education is for children to become resourceful, innovative, enterprising and capable citizens, developing their:*

- *knowledge and skills to design, make and evaluate high-quality prototypes and products;*
- *knowledge and understanding of newly emerging and rapidly developing technologies; and*
- *an understanding of nutrition and learning how to cook.*

### EYFS Framework

<b>Three and Four-Year-Olds</b>	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Explore how things work.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>
<b>Reception</b>	Physical Development	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>

		<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>
ELG	Physical Development: Fine Motor Skills	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>
	Expressive Arts and Design: Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>

KS1		
<b>Technical Knowledge</b>		<ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• explore and use mechanisms, such as levers, sliders, wheels and axles, in their products</li> </ul>
<b>Designing</b>		<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>
<b>Making (mastering techniques)</b>	<b>Materials</b>	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as glueing, hinges or combining materials to strengthen).</li> </ul>
	<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>
	<b>Electricals and Electronics</b>	<ul style="list-style-type: none"> <li>• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).</li> </ul>
	<b>Computing</b>	<ul style="list-style-type: none"> <li>• Model designs using software.</li> </ul>
	<b>Construction</b>	<ul style="list-style-type: none"> <li>• Use materials to practise drilling, screwing, glueing and nailing materials to make and strengthen products</li> </ul>
	<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Create products using levers, wheels and winding mechanisms.</li> </ul>
	<b>Food Technology</b>	Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.

	<b>Evaluating and communicating</b>	<ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products.</li> <li>• evaluate their ideas and products against design criteria.</li> </ul>
<b>LKS2</b>		
	<b>Technical Knowledge</b>	<ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</li> </ul>
	<b>Designing</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>
<b>Making (mastering techniques)</b>	<b>Materials</b>	<ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul>
	<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching.</li> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul>
	<b>Electricals and Electronics</b>	<ul style="list-style-type: none"> <li>• Create series and parallel circuits</li> </ul>
	<b>Computing</b>	<ul style="list-style-type: none"> <li>• Control and monitor models using software designed for this purpose.</li> </ul>
	<b>Construction</b>	<ul style="list-style-type: none"> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques</li> </ul>
	<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul>
	<b>Food Technology</b>	<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, rear</p>
	<b>Evaluating and communicating</b>	<ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products.</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<b>UKS2</b>		

<b>Technical Knowledge</b>		<ul style="list-style-type: none"> <li>• understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.</li> <li>• apply their understanding of computing to programme, monitor and control their products.</li> </ul>
<b>Designing</b>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>
<b>Making (mastering techniques)</b>	<b>Materials</b>	<ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> </ul>
	<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ul>
	<b>Electricals and Electronics</b>	<ul style="list-style-type: none"> <li>• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</li> </ul>
	<b>Computing</b>	<ul style="list-style-type: none"> <li>• Write code to control and monitor models or products.</li> </ul>
	<b>Construction</b>	<ul style="list-style-type: none"> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul>
	<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Convert rotary motion to linear using cams.</li> <li>• Use innovative combinations of electronics (or computing) and mechanics in product design.</li> </ul>

	<b>DT Subject knowledge/content</b> <i>What technical knowledge, designing and mastering techniques will help them with their project?</i>		<b>Evaluating and communicating</b> <i>How do you want them to show their understanding? outcomes will they produce? What ICT can they use?</i>	
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**Year 1**

<p><b>Design</b> Generate, develop, model and communicate their ideas through talking, drawing or templates.</p> <p><b>Technical knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><b>Make</b> Cut materials safely using tools provided. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p> <p><b>Evaluate</b> evaluate their ideas and products against design criteria.</p>	<p><b>D&amp;T STEM Project</b></p> <p>Design a dream playground</p>	<p>Children will work in teams to design and build their 'dream playground'. Carefully thinking about planning the materials they will use and thinking about what features to put in each area of the playground.</p>	
<p><b>Vocabulary</b> <i>What scientific and DT terminology will they need for this learning?</i></p>	<p>Hard, Soft, Bendy, Rough , Smooth, Elastic, Waterproof Cut, fold, join, fix, structure, wall, tower, weak, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cube, cylinder, design, make, evaluate, purpose, ideas, stable, strong</p> <p>Scissors, shears, felt, cotton, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function, identical, front, back</p> <p>Design, Build, Construct, Material , Structure, Cut , Glue</p> <p>Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>		<p><b>Cross Curricular Links</b> Science: Links to Materials topic</p>
<p><b>Resources</b> <i>What sources and resources are you going to use? What trips/visitors will support learning? What texts can you use to support learning? What ICT can you use?</i></p>	<p>Bricks / cement? / lego, Straw, Paper straws , Glue, String, Foam bricks, Cardboard, Cutting tools</p>		

## Year 2

### **Designing:**

design purposeful, functional, appealing products for themselves and other users based on design criteria.

### **Technical knowledge:**

explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

### **Make:**

- Cut materials safely using tools provided.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
- Create products using levers, wheels and winding mechanisms.

### **Evaluate**

- explore and evaluate a range of existing products.

### **Primary Engineer Shoebox buggy**

Children will work in teams to make a shoebox buggy. They will follow instructions on how to make the basic design and then be given the option of how to add extra parts to make their vehicle more appealing.

Children can test their buggy on force ramps to see that they travel in a straight line, and how to make them go faster or more slowly.

One team per class could represent their age category in the primary Engineer Celebration event

Pupils could use iPads to stop motion the moving of their vehicles

<p><b>Vocabulary</b>  <i>What scientific and DT terminology will they need for this learning?</i></p>	<p>design, function / functional, develop, product, construct, model, material, template, cut, build, structure, components, tools</p> <p>Engineer, Material, Wood, Gears, Axle, opaque, transparent and translucent, reflective, non-reflective, flexible, rigid  Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching</p>	<p><b>Cross Curricular Links</b></p> <p>Science: links to materials topic</p>
<p><b>Resources</b>  <i>What sources and resources are you going to use? What trips/visitors will support learning? What texts can you use to support learning? What ICT can you use?</i></p>	<p>Shoeboxes, Wheels, Dowling, Saws, Cutting blocks, Decorative card, paper, tissue, Testing ramps</p>	
<p style="text-align: center;"><b>Year 3</b></p>		

<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• <b>Select appropriate joining techniques.</b></li> <li>• Strengthen materials using suitable techniques.</li> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as <u>levers</u>, winding mechanisms, pulleys and gears).</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<p>Design and make a shadow puppet with a moving part</p>	<p>Children plan and make a puppet with a moving part</p> <p>Children can perform a puppet show at the end of the session</p> <p>Students can test transparent, opaque and translucent materials when making their puppet</p>	
<p><b>Vocabulary</b> <i>What scientific and DT terminology will they need for this learning?</i></p>	<p>Shadow, Torch, Light source, Transparent, Opaque, Reflection, Transparent, Translucent, Opaque, Design, Plan, Evaluate, Stick, Join, Lever, Material</p>		<p><b>Cross Curricular Links</b> <b>Science: Links to light topic</b></p>
<p><b>Resources</b> <i>What sources and resources are you going to use? What trips/visitors will support learning? What texts can you use to support learning? What ICT can you use?</i></p>	<p>Card, Wooden sticks, Straws, Torches, Tracing paper, Tape, Cellophane, Drawing pins</p>		



## Year 4

<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>• understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</li> <li>• understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• select and use a wide range of tools and equipment (for example, cutting, shaping, joining and finishing) accurately             <ul style="list-style-type: none"> <li>• Select and use a wide range of materials and components (construction materials, textiles)</li> </ul> </li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products.</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p>Primary Engineer Mars Rover</p>	<p>Children work in teams of 3-4 to follow the steps to build a Mars Rover. Children can first research and learn about the surface on Mars and think about the design criteria for their buggy.</p> <p>Children test product and one team per class takes their design to the Primary Engineer Award Celebration Event</p>	
<p><b>Vocabulary</b>  <i>What scientific and DT terminology will they need for this learning?</i></p>	<p>Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p> <p>design, function / functional, develop, product, construct, model, material, template, cut, build, mechanism, incorporate, structure, components, tools, gears</p>	<p>Cross Curricular Links  <b>Science: Link to Electricity topic</b></p>	

**Resources**

*What sources and resources are you going to use? What trips/visitors will support learning? What texts can you use to support learning? What ICT can you use?*

Primary Engineer Packs:  
 Toolboxes with kit for each group of 3 children (See separate planning in Year 4 folder)  
 Saws  
 Wire spinner  
 Batteries

**Year 5****Design:**

- 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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

**Technical knowledge:**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.

**Make:**

- Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
- Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

**Evaluate:**

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

## Chain Reaction Project

Make a product that involves a lever, pulley or gear – See separate planning in the Science folder

<ul style="list-style-type: none"> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul>			
<p><b>Vocabulary</b>  <i>What scientific and DT terminology will they need for this learning?</i></p>	<p>Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</p> <p>design, function / functional, develop, product, construct, model, material, template, cut, build, mechanism, incorporate, structure, components, tools</p> <p>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, input device, output device, copper track, user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p> <p>Seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype, aesthetics, function, constraints</p>		<p><b>Cross Curricular Links</b>  Science: linked to forces</p>
<p><b>Resources</b>  <i>What sources and resources are you going to use? What trips/visitors will support learning? What texts can you use to support learning? What ICT can you use?</i></p>	<p>Pully, gears, forces, timers ipads for stop motion</p>		
<p><b>Year 6</b></p>			
<p>Design:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Technical knowledge:</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.</li> </ul> <p>Make:</p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p>	<p>Crest Discovery Project: Stop the Spread Linked to microorganisms</p>	<p>Children work as a team to design and build a water sanitation product linking to Global Goals</p>	<p>Children work as a team to design and build a water sanitation product linking to Global Goals</p>

<ul style="list-style-type: none"> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products.</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>			
<p><b>Vocabulary</b>  <i>What scientific and DT terminology will they need for this learning?</i></p>	<p>Bacteria, microorganisms, living, disease</p> <p>design, function / functional, develop, product, construct, model, material, template, cut, build, mechanism, incorporate, structure, components, tools, lever, pulley</p> <p>Computer-aided design, (CAD), Computer-aided manufacture (CAM) augmented reality, face, plane, extrude, view cube, dimension, radius, align, empathy, scale, modify, repeat, copy, flip design brief, design criteria, design decisions, innovative, prototype</p> <p>Mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p>		<p><b>Cross Curricular Links</b>  Science: Links to Micro-organisms and living things and their habitats</p>
<p><b>Resources</b>  <i>What sources and resources are you going to use? What trips/visitors will support learning? What texts can you use to support learning? What ICT can you use?</i></p>	<p>Resources outlined in separate planning saved in Science folder</p>		

## Food Technology Curriculum Progression

Our goal for Food Technology Education is that children know how to be safe, healthy and emotionally regulated, so they can manage their future lives in a positive way, by developing:

- understanding of how to look after their physical and mental health and well-being (link with PSHE Curriculum);
- Understand the principles of nutrition and healthy eating (link with Design and Technology Curriculum); and
- Enjoying exploring, discovering and creating meaningful connections with the world (link with science Curriculum).

### Science curriculum

### Geography curriculum

### PSHE Curriculum (Health Education)

<u>Year</u>	<u>Technical Knowledge</u>	<u>Making (mastering techniques) suggestions/examples</u>	<u>Evaluating and communicating</u>
<u>Nursery</u>		<u>Gingerbread men (link with Reading)</u>  <u>Fruit smoothies (Fair Trade Fortnight), flapjacks, vegetable animals etc.</u>	<u>Express food preferences</u>
<u>Reception</u>	<u>Farms including where food come from</u>	<u>Fruit salad/kebabs</u>  <u>Cress head</u>	<u>Express food preferences</u>
<u>Year One</u>	<u>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</u>	<u>Jam sandwich</u>  <u>Frozen fruit kebabs</u>	<u>Evaluate their own cooking</u>

<p><u>Year Two</u></p>	<p><u>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</u>  <u>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</u>  <u>What constitutes a healthy diet (including understanding calories and other nutritional content).</u></p>	<p><u>Muesli Wraps</u></p>	<p><u>Evaluate their own cooking</u></p>
<p><u>Year Three</u></p>	<p><u>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</u></p>	<p><u>Pizza (Pizza Express Skills Builder)</u>  <u>Smoothie</u></p>	<p><u>Evaluate their own cooking and others'.</u></p>

<p><u>Year Four</u></p>	<p><u>-describe the simple functions of the basic parts of the digestive system in humans</u></p> <p><u>-identify the different types of teeth in humans, their simple functions and how to look after them (Dental Health)</u></p> <p><u>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay</u></p> <p><u>The principles of planning and preparing a range of healthy meals.</u></p> <p><u>Construct and interpret a variety of food chains, identifying producers, predators and prey.</u></p>	<p><u>Ice Cream (As part of Skills Builder with Udderlicious)</u></p> <p><u>Salad and hummus pitta</u></p>	<p><u>Evaluate their own cooking and others'.</u></p>
<p><u>Year Five</u></p>	<p><u>-the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</u></p> <p><u>Risks associated with unhealthy eating and other behaviours (e.g. the impact of alcohol on diet or health).</u></p>	<p><u>Biscuits (or bread Skills Builder Belle Epoque)</u></p> <p><u>Rainbow layered salad in a jar</u></p>	<p><u>Evaluate their own cooking and others'. Consider views of others.</u></p>

<p><u>Year</u></p> <p><u>Six</u></p>	<p><u>-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, including their brain (Mental health).</u></p> <p><u>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</u></p>	<p><u>Dip and dippers (e.g. carrot sticks)</u></p> <p><u>Sushi/Japanese Wagamamas (Skills Builder)</u></p>	<p><u>Evaluate their own cooking and others'. Consider the views of others.</u></p>
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