



Year 1 Design and Technology – Summer

Food Technology – Sensational Salads

Previous Knowledge and Skills	Key Vocabulary	
• Can identify some fruits and vegetables • Know where some fruits and vegetables grow from	Fruit Vegetables Healthy diet Bridge hold Cut	Food safety Recipe Taste Evaluate
Key Learning		
• To name different fruits and vegetables and explain where some food grows • To explore and evaluate existing products • To explain why they need to eat fruit and vegetables • To prepare and make a healthy salad from root vegetables • To explain where fish comes from and why it is important to eat fish • To prepare a tasty fish salad		
Key knowledge and skills (the 'stuff' we want you to remember)		
Skills - Design	Skills - Make	
• Design a healthy salad based on a successful criteria.	• Select from and use a range of tools and equipment to perform practical tasks. • Chop food safely. • Follow a design to create a salad.	
Skills - Evaluate	Product Knowledge	
• Explore and evaluate a range of existing products. • Taste and evaluate the final product against successful criteria.	• Understand where food comes from in the context of looking at different fruit and vegetable. • Understand the difference between fruits and vegetables	
Focus Question – What can I include in a healthy seasonal salad?		

Year 2 Design and Technology – Summer

Food Technology – Dips and Dippers

Previous Knowledge and Skills		Key Vocabulary	
- Understand where food comes from in the context of looking at different fruit and vegetable. - Understand the difference between fruits and vegetables	Dips	Food safety	
	Vegetables	Equipment	
	Healthy diet	Recipe	
	Chopping	Taste	
	Ingredients	Evaluate	
Key Learning			
- To evaluate different dips and think about where different foods come from - To explore different dippers and describe them - To explain why they need to eat a balance and variety of food groups to stay healthy - To make dips and dippers - To plan their own appealing dip and dipper, showing clear ideas - To follow a plan to make their own dip and dipper and evaluate their own design			
Key knowledge and skills (the 'stuff' we want you to remember)			
Skills - Design		Skills - Make	
Design purposeful, functional, appealing products for themselves and other users based on design criteria in the context of designing a new dip.	- Select from and use a range of tools and equipment to perform practical tasks. - Chop food safely. - Follow a design to make a new dip and dipper.		
Skills - Evaluate		Product Knowledge	
- Explore and evaluate a range of existing products in the contents of comparing different dips. - Taste and evaluate the final product against successful criteria.	- Understand where food comes from. - Explain the basic principles of a healthy and varied diet in the contexts of comparing different ingredients in dips and dippers.		
Focus Question – What makes a healthy fruit or vegetable meal?			

Year 3 Design and Technology – Summer

Food Technology – Edible Garden

Previous Knowledge and Skills		Key Vocabulary	
- Understand where food comes from. - Explain the basic principles of a healthy and varied diet in the contexts of comparing different ingredients in dips and dippers.		Eat Well Guide	Food safety
		Proportions	Equipment
		Seasonality	Recipe
		Measure	Taste
		Ingredients	Evaluate
Key Learning			
- To name some herbs and know how to grow them - To explain what makes a healthy diet and varied and can cook a healthy balanced meal - To explain where, when and how strawberries are grown in the UK - To use kitchen tools correctly to prepare and make a tasty, nutritious drink - To explain when tomatoes are in season in the UK and where and how they are grown - To prepare and cook a healthy and tasty meal using tomatoes as the main ingredients			
Key knowledge and skills (the 'stuff' we want you to remember)			
Skills - Design		Skills - Make	
Design a healthy and nutritious recipe for a meal using seasonal ingredients.		- Select from and use a wider range of tools and equipment to perform practical tasks accurately in the context of kitchen tools - Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques in the context of making a strawberry smoothie - Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques in the context of cooking a dish made with tomatoes.	
Skills - Evaluate		Product Knowledge	
Taste and evaluate the meal, considering taste, smell, texture and appearance.		- Understand seasonality and know where and how varieties of ingredients are grown in the context of where and how herbs and strawberries are grown. - Understand seasonality, and know where and how varieties of ingredients are grown in the context of growing tomatoes.	
Focus Question – What would I choose to grow to create a healthy meal?			

Year 4 Design and Technology – Summer

Food Technology – The Great Bread Bake off

Previous Knowledge and Skills		Key Vocabulary	
• Understand where food comes from. • Understand a healthy and varied diet • Be able to cut and prepare food	Production	Food safety	
	Characteristics	Equipment	
	Dough	Recipe	
	Knead	Taste	
	Ingredients	Evaluate	
Key Learning			
• To find out about the important people and events in the past that have shaped the way bread is made and sold today • To investigate and analyse existing products according to their characteristics • To develop a design criteria and shape dough • To develop designs based on their design criteria and clearly communicate their final designs • To select ingredients and kitchen equipment to follow a bread recipe			
Key knowledge and skills (the 'stuff' we want you to remember)			
Skills - Design		Skills - Make	
• 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 in the context of creating a design criteria for a new type of bread.		• Select from and use a wider range of tools and equipment to perform practical tasks for example shaping accurately in the context of shaping salt dough. • Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques in the context of making a new bread product.	
Skills - Evaluate		Product Knowledge	
• Investigate and analyse a range of existing products in the context of different breads made by Warburtons. • Taste and evaluate the meal, considering taste, smell, texture and appearance.		• Understand how key events and individuals in design and technology have helped shape the world in the context of the history behind Warburtons.	
Focus Question – How can I take my bread beyond the basic loaf?			

Year 5 Design and Technology – Summer

Food Technology – Global Foods

Previous Knowledge and Skills		Key Vocabulary	
- Understand seasonality and know where and how varieties of ingredients are grown. - To design, prepare and create their own recipe.		The claw	Stable food
		The bridge	Food safety
		Shredding	Equipment
		Extract	Recipe
		Peeling	Taste
		Grating	Evaluate
Key Learning			
- To know where in the world ingredients comes from - To explain that diets around the world are based on similar food groups - To explain why rice is a good stable food and to cook rice - To demonstrate a range of food skills and techniques - To demonstrate a range of basic and advanced food skills and cooking techniques - To accurately and mainly independently follow a recipe demonstrating a range of cooking techniques			
Key knowledge and skills (the 'stuff' we want you to remember)			
Skills - Design		Skills - Make	
Adapt a traditional recipe		- Select from and use a wider range of tools and equipment to perform practical tasks - Prepare and cook a variety of savory dishes using a range of cooking techniques in the contexts of preparing and cooking Mexican food. - Use a range of cooking techniques to cook Chinese food. - Use a range of cooking pretzels.	
Skills - Evaluate		Product Knowledge	
Taste and evaluate the meal, considering taste, smell, texture and appearance.		- Understand seasonality and know where and how varieties of ingredients are grown. - Understand and apply the principles of a healthy and varied diet in the contexts of understanding how diets are varied around the world but still consist of the same food group. - Understand the nutritional benefits of eating rice.	
Focus Question – How does food from around the world differ?			

Year 6 Design and Technology – Summer

Food Technology – Seasonal Cooking

Previous Knowledge and Skills		Key Vocabulary	
- Understand seasonality and know where and how varieties of ingredients are grown. - Understand and apply the principles of a healthy and varied diet in the contexts of understanding how diets are varied around the world but still consist of the same food group. - Understand the nutritional benefits of eating rice.	Seasonality	Healthy diet	
	Reared	Food safety	
	Protein	Equipment	
	Proportion	Recipe	
	Storage	Taste	
	Equipment	Evaluate	
Key Learning			
- To explain what seasonality means and know when different fruit and vegetables are in season in. - To explain where, when and how a variety of ingredients are reared, caught and processed - To taste and evaluate seasonal foods - To explain the importance of protein as a proportion of a healthy diet - To generate, evaluate and refine recipe ideas - To explain how to store foods correctly and prepare, cook and evaluate a healthy seasonally meal.			
Key knowledge and skills (the 'stuff' we want you to remember)			
Skills - Design		Skills - Make	
- Select from a wider range of ingredients, according to their functional properties and aesthetic qualities in the context of selecting ingredients for a seasonal meal. - Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of designing a healthy seasonal meal.		- Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques in the context of preparing and cooking a healthy seasonal meal. - Select from and use a wider range of tools and equipment to perform practical tasks	
Skills - Evaluate		Product Knowledge	
- Taste and evaluate the meal, considering taste, smell, texture and appearance. - Consider the views of others to improve their work in the context of improving their design for a seasonal meal.		- Understand seasonality in the context of when fruit and vegetables are in season in Britain. - Understand seasonality and know where and how a variety of ingredients are reared caught and processed in the context of where food is reared, caught and processed in the United Kingdom. - To understand seasonality in the context of tasting food that is in season - Understand and apply the principles of a healthy and varied diet in the context of the importance of protein in the diet.	
Focus Question – What are the ingredients and cooking techniques in a healthy seasonal meal?			