

Step by Step Learning	Design Technology	Cookery
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**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- **Work with and prepare food safely**
- **Know the basic principles of cooking**
- **Apply the principles of nutrition and healthy eating**

**Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial skill for life that enables our pupils to feed themselves and others affordably and well. Now and in later life.**

#### **Year Four**

##### **‘The Great Perton Bake Off’**

**Children will adapt and independently follow a recipe to create a biscuit. They will make a prototype and develop their own ideas by including their own ingredients. Children will work to a given budget to produce the prototype. In addition they will create packaging for their biscuits using a selection of designs, various materials, templates and fixings. A judging panel will decide a winning design and biscuit. Pupils will receive constructive feedback and make adaptations to their recipes should the need arise.**

#### **Year Three**

**Children will learn about seasonal vegetables/fruits and know that climate affects growth. They will understand excellent hygiene practices and food preparation/safety. This area of DT will allow them to create a recipe that is healthy/nutritious. They will independently create tarts, using good health hygiene and safety awareness. Pupils will taste their finished products and evaluate their final production.**

#### **Year Two**

**Children will have access to learning about balanced diets and greater food classification. They will understand where our food comes from and how it is sought. Children will continue to develop greater skills and use basic principles of a healthy and varied diet to prepare foods whenever needed.**

#### **Year One**

**Children will be able to identify fruit & vegetable classifications. Tasting sessions will allow them to explore a range of fruits/veg and their appearances. They will create own recipes/follow their recipes step by step to make their smoothie. In addition to this they will learn how to use a child safety knife safely to peel fruits and also use a blender with adult supervision.**

#### **EYFS**

**Pupils will be encouraged to wash hands before touching foods. They will learn about choices of healthy/unhealthy diet and foods. They will be able to follow simple instructions to use simple equipment, with step by step guides and adult supervision. Use of creativity in role play for enhancing vocabulary and working with foods, vegetables and equipment through play scenarios (shop, café, kitchen at home).**



## Step by Step Learning

## Design Technology

## Structures & Mechanisms

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- **Develop a practical , creative and technical expertise to perform everyday tasks with confidence and be able to participate successfully in an increasing technological world.**
- **They will be aware that high quality design and technology makes an essential contribution to the creativity, culture, wealth and well– being of the nation.**
- **Children will continuously develop the skill to critique, use evaluation, be confident to test ideas of their own work and others to make adaptations where needed. Self and peer assessment is a key life skill and develops clear communications and the ability to work with other people to make the world a better place.**

### Year Four

**Children will 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. They will understand how key events and individuals in design and technology have helped shape the world They will have greater understanding and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). They will independently apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**

### Year Three

**Children will use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose to design their electrical museum display posters. They will select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing accurately to make their poster to make a museum display. Pupils will begin to understand and use electrical systems in their products, for example, series circuits incorporating switches, bulbs, buzzers and motors.**

### Year Two

**Children will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. They will use previous skills to continue to use the skills of performing practical tasks to cut, shape, join and finish their moving puppets with increasing independence.**

### Year One

**Children will design purposeful, functional, appealing moving storybook for themselves and other users based on design criteria. They will explore and use mechanisms, for example, levers, sliders, wheels and axles, in their storybook. Pupils will select from and use a range of tools and equipment to perform practical tasks, for example cutting, shaping, joining and finishing.**

### EYFS

**Children will use construction resources/ junk modelling to create with materials and Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.**



## Step by Step Learning

## Design Technology

## Sewing

**When all components are taught, practised, processed and transferred to long term memory, our children will be able to:**

- **Use the skills taught to be creative, design and make things using equipment safely.**
  - **Take risks, be resourceful and enterprising in the world we live in today**
  - **Apply sewing skills within daily life and be capable citizens.**
- **Through continuous evaluation, they will develop crucial understanding of its impact on daily life and the wider world.**

### Year Four

**Children will confidently select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing accurately. They will be confident in selecting from a range of materials and have sufficient vocabulary to express their ideas and needs. They be able to apply sewing skills such as threading needles, tying a knot at the end of threads and finishing off using first hand skills, should they need to, with greater confidence.**

### Year Three

**Children will use research to design and work with a template to create their own pillow design. They will be confident in selecting a range of materials and equipment to fill their cushion with wadding and thread needles to sew their own templates independently with accuracy. They will use two stitches whilst working on this piece of work, one being running stitch and the other cross stitch. Upon completion they will use the technique of finishing off the stitch and beginning to apply the skill of knotting thread. Children will learn about the art of appliqué and create their own designs to decorate their cushions.**

### Year Two

**Children will design, functional, appealing products for themselves and other users based on design criteria. for their pouch and understand its purpose. They will continue to generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Children will select and use a range of tools and equipment to perform practical tasks [example, cutting, shaping, joining and finishing]. They will be using children's sewing needles and wide thread to learn a basic running stitch to join the fabric.**

### Year One

**Children will generate, develop, model and communicate their ideas for puppets through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. They will Select from and use a range of tools and equipment to perform practical tasks to create a puppet, using skills to cutting, shaping, joining and finishing. To join the design they will use a stapler.**

### EYFS

**Develop small motor skills so that they can use a range of tools competently, safely and confidently to weave and thread paper/fabric and cards. They will begin to join materials together using a variety of small tools including scissors and tapes/glue.**