Previous knowledge
EYFS

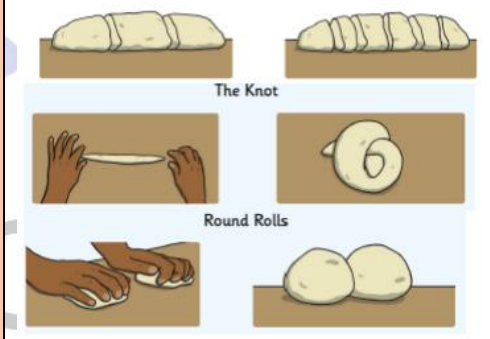
ELG:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Reception:
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills

3-4 years old:
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines,

Year 1 NC - pupils should be taught to:	**Dips and dippers** **How we do this in Year 1**	**Year 1** **Vocabulary / Glossary**
Design • 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, mock-ups and, where appropriate, information and communication technology. **Make** • 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 characteristics. **Evaluate**	Explain where in the world different foods originate from. Understand that all food comes from plants or animals. Understand that food has to be farmed, grown elsewhere (e.g. home) or caught. Name and sort foods into the five groups in the Eatwell Guide. Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why. Explore and evaluate a range of existing products in the context of comparing different dips, mainly through discussions, comparisons, and simple written *sensory* evaluations. Explore and compare a range of existing dippers. Explain positives and things to improve. Use the basic principles of a healthy and varied diet in the context of comparing different ingredients in dips and dippers. With support, follow a simple plan or recipe. Begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer, blender. Learn to use hand tools and kitchen equipment safely and appropriately and learn to follow	Texture – how something feels or looks. Fruit - the sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food. Vegetables - plant used for food. Sensory evaluation – subjective testing of foods where senses are used to evaluate qualities such as appearance, smell, taste, texture (mouth feel). Cut, chop, blend, mix, dip. Dippers, plants, portion, product, design, make, evaluate https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/  Hygiene – some key pointers • Jewellery is removed • Hair is tied back • Sleeves are rolled up • Aprons are on • Hands are washed • Cuts are covered

• explore and evaluate a range of existing products; • evaluate their ideas and products against design criteria. **Cooking and Nutrition** • use the basic principles of a healthy and varied diet to prepare dishes; • understand where food comes from.	hygiene procedures. Plan and design an appealing dip and dipper based on given design criteria and clearly show ideas. Follow a design to make a new dip and dipper, carrying out practical tasks with some confidence. Evaluate their ideas and products against design criteria.	Food hygiene worksheets https://www.highspeedtraining.co.uk/hub/free-food-hygiene-worksheets/

Year 3 NC - pupils should be taught to:	Baking bread How we do this in Year 3	Year 3 Vocabulary / Glossary
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. **Make** • 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. **Evaluate** • investigate and analyse a range of existing products; • evaluate their ideas and products against their own	Learn about the history of Warburtons. Find out about important people and events in the past that have shaped the way bread is made and sold today. Taste different breads and analyse the texture, smell, appearance and flavour. Understand purpose of market research and generate ideas for design criteria based on research. Develop clear goals that the bread must achieve in order to be successful, innovative and appealing (design criteria). Practise kneading and shaping dough into rolls and knots. Create own shapes for the rolls. Use own design criteria to inform designs. Generate a selection of first designs, incl researching recipes. Investigate and learn about key baking terms (e.g. use pf yeast, gluten, risen, proving) Evaluate ideas against the set design criteria. Use initial designs and design criteria to inform final design. Produce annotated sketches to clearly show final design and verbally explain and communicate this. Select and prepare ingredients hygienically using appropriate kitchen equipment. Measure ingredients accurately to the nearest gram and millilitre. Knead, shape and bake bread. Evaluate product against design criteria whilst making it; adjusting and improving when needed. Carry out a final written evaluation of bread, taking into account the opinion of others.	**Dough-** A thick, malleable (sometimes elastic) paste made out of grains, leguminous or chestnut crops. **Yeast** - Single celled microorganisms used in baking and making alcoholic beverages. **Gluten** - a protein that allows bread dough to develop and create large pockets of air. Bread flours tend to be rich in gluten. **Benching** - a process where the gluten in the bread relaxes. Also called resting or the intermediate proof. **Proof/proofing** - the final rise of the shaped dough before baking. **Fermentation** - a process where yeast metabolises sugars to create carbon dioxide and alcohol. **Leavening** - Leavening is the process of adding gas to a dough before or during baking to produce a bread that is lighter and more easily chewed. Most bread eaten in the west is leavened. **Kneading** - Flour, salt and fat are mixed with the yeast and water. Flexible dough formed, kneaded to stretch the dough and develop the gluten and form an elastic dough. Different ways of shaping bread:  Hygiene – some key pointers • Jewellery is removed • Hair is tied back • Sleeves are rolled up • Aprons are on • Hands are washed • Cuts are covered

design criteria and consider the views of others to improve their work; • understand how key events and individuals in design and technology have helped shape the world. **Cooking and Nutrition** • understand and apply the principles of a healthy and varied diet; • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; .		Food hygiene worksheets https://www.highspeedtraining.co.uk/hub/free-food-hygiene-worksheets/

Year 5 NC - pupils should be taught to:	Seasonal cooking How we do this in Year 5	Year 5 Vocabulary / Glossary
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. **Make** • 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. **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; **Cooking and Nutrition** • understand and apply the principles of a	Learn about seasonality and know when different fruit and vegetables are in season in the United Kingdom. Understand seasonality and know where and how a variety of ingredients are reared, caught and processed in the United Kingdom. Research Vegetarianism and Veganism and foods (non-meat) that provide protein. Learn about the nutritional value of soup and how it contributes to a balanced diet. Research a wide variety of soup flavour combinations and find out which vegetables are in season at the moment. Learn how vegetables are grown. Find out how/why some soups are processed and demonstrate understanding. Taste and evaluate a range of soups, describing texture and taste. Research how to prepare ingredients for soup-making. Understand the importance of safe and hygienic food preparation and storage and reasons for these. Collect recipes on how to make a simple soup including how to blend ingredients. Develop a design specification and criteria for their soup. Research appropriate recipes (initial designs) and prepare a recipe, in a group, for a soup of their choice. Produce a detailed plan of all the processes and steps to be undertaken. Make the soup using principles of good food hygiene. Weigh and measure ingredients accurately.	Seasonality, out of season, fruit, vegetables, reared, caught, processed, protein, vegan, vegetarian, nutrients, cut, chop, blend, cook, bake, heat Seasonality • Climate conditions affect when food is produced in the UK. • Seasonality is the time of year when a food type is at its best in terms of flavour or harvest. In the UK some examples of foods and their seasonality are: ◊ Cherries—July. ◊ Strawberries— June, July, August and September. ◊ New potatoes—April, May, June and July. ◊ Turnips—January, February, October, November and December. ◊ Duck—October, November and December. Out of season • Some foods that are 'out of season' in the UK have to be imported from around the world. This has many negative impacts, for example: * It has to travel further to the shops so transport creates more greenhouse gases. * It has to travel further to the shops so it may not be as fresh therefore not taste as good and could have lost nutrients. Some foods cannot be grown at all in the UK such as oranges but it is better to eat oranges grown in Spain rather than further away such as Africa or Australia. Hygiene – some key pointers • Jewellery is removed • Hair is tied back • Sleeves are rolled up • Aprons are on • Hands are washed • Cuts are covered Food hygiene worksheets https://www.highspeedtraining.co.uk/hub/free-food-hygiene-worksheets/

healthy and varied diet; • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Evaluate their soup against their design specification.	