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Find to follow:

- Vision, Intent, Implementation and Impact statements for Design and Technology using the Twinkl scheme.
- Early Years Foundation Stage, Key Stage 1 and Key Stage 2 National Curriculum Expectations.
- A progression of skills and learning objectives (children can statements) from EYFS through to Upper Keystage 2.

Each topic is complemented with an overview of the topic learning objectives and assessment criteria which needs to be met for WTS, EXS and GDS.

Vision

Our vision for Design and Technology is to give children the skills to represent their own ideas and thoughts, discovering ways to use and purpose materials and media through original thinking.

Intent

At St Albert the Great, we use a coherently planned sequence of design and technology lessons using the Twinkl planning scheme to help teachers ensure they have progressively covered the knowledge, understanding and skills required in the National Curriculum. The aim is to inspire children through a broad range of practical experiences to create innovative designs which solve real and relevant problems within a variety of different contexts. The iterative design process is fundamental and runs throughout the planning. This repetitive process encourages children to identify real and relevant problems, critically evaluate existing products and then take risks and innovate when designing and creating solutions to the problems. Time is built in to reflect, evaluate and improve on prototypes using design criteria throughout to support this process. Opportunities are provided for children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment and helping to inspire children to become the next generation of innovators.

Implementation

Design and Technology skills and understanding are built into Twinkl lessons, following an iterative process. However, this is not to say that this structure should be followed rigidly: it allows for the revision of ideas to become part of good practice and ultimately helps to build a depth to children's understanding. Through revisiting and consolidating skills, the plans and resources help children build on prior knowledge alongside introducing new skills, knowledge and challenge. A specific series of lessons should be used for each key stage, which offer structure and narrative but are by no means to be used exclusively, rather to support planning. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Use of the adult guides and accurate design and technology subject knowledge are recommended and provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the skills and knowledge that they are teaching. Through these lessons, we intend to inspire pupils and practitioners to develop a love of Design and Technology and see how it has helped shaped the ever-evolving technological world they live in.

Impact

The impact of using the full range of resources, including display materials, should be seen across the school with an increase in the profile of Design and Technology. The learning environment across the school should become more consistent with design and technology technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement could be improved through the use of design and technology-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that Design and Technology is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of skills and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons and summative assessments aimed at targeting next steps in learning.

EYFS National Curriculum

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Physical Development (Moving and Handling)

Children handle equipment and tools effectively, including pencils for writing.

Key Stage 1 National Curriculum Expectations

Design

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- explore and evaluate a range of existing products;
- evaluate their ideas and products against design criteria.

Technical Knowledge

Pupils should be taught to:

- build structures, exploring how they can be made stronger, stiffer and more stable;
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes;
- understand where food comes from.

Key Stage 2 National Curriculum Expectations

Design

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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;
- understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];
- apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

Pupils should be taught to:

- 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;
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	EYFS	KS1	LKS2	UKS2
Design	**Birth to 3 (UW)** Explore materials with different properties. Explore natural materials, indoors and outside. **Birth to 3 (EAD)** Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. **3-4 (PD)** Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. **3-4 (Maths)** Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Children design purposeful, functional, appealing products for themselves, and other users based on design criteria. They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Children can: a use their knowledge of existing products and their own experience to help generate their ideas; b design products that have a purpose and are aimed at an intended user; c explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups; f understand and follow simple design criteria; g work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. Children 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. They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Children can: a identify the design features of their products that will appeal to intended customers; b use their knowledge of a broad range of existing products to help generate their ideas; c design innovative and appealing products that have a clear purpose and are aimed at a specific user; d explain how particular parts of their products work; e use annotated sketches and cross-sectional drawings to develop and communicate their ideas; f when designing, explore different initial ideas before coming up with a final design; g when planning, start to explain their choice of materials and components including function and aesthetics; h test ideas out through using prototypes; i use computer-aided design to develop and communicate their ideas (see note on p. 1);	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. Children 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. They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Children can: a use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; b use their knowledge of a broad range of existing products to help generate their ideas; c design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; d explain how particular parts of their products work; e use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; f generate a range of design ideas and clearly communicate final designs; g consider the availability and costings of resources when planning out designs;

	3-4 (EAD) Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. **Reception (PD)** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. **Reception (Maths)** Select, rotate, and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. **Reception (EAD)** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. **ELG (CL)** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.		j develop and follow simple design criteria; k work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.	h work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

	ELG (PSED) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. **ELG (PD)** Use a range of small tools, including scissors, paintbrushes, and cutlery. **ELG (EAD)** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			

	EYFS	KS1	LKS2	UKS2
Make	**Birth to 3 (UW)** Explore materials with different properties. **Birth to 3 (EAD)** Make simple models which express their ideas. **3-4 (PD)** Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. **3-4 (Maths)** Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. **3-4 (EAD)** Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. **Reception (CL)** Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in non-fiction books. **Reception (PD)** Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skillsneeded to engage in an iterative process of making. Children select from and use a range of tools and equipment toperform practical tasks [for example, cutting, shaping, joining and finishing]. They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Children can: Planning a with support, follow a simple plan or recipe; b begin to select from a range of hand tools and equipment,such as scissors, graters, zesters, safe knives, juicer; c select from a range of materials, textiles and components according to their characteristics; Practical skills and techniques d learn to use hand tools and kitchen equipment safely andappropriately and learn to follow hygiene procedures; e use a range of materials and components, including textiles and food ingredients; f with help, measure and mark out; g cut, shape and score materials with some accuracy; h assemble, join and combine materials, components or ingredients; i demonstrate how to cut, shape and join fabric to make asimple product; j manipulate fabrics in simple ways to create the desiredeffect; k use a basic running stich; l cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;	**KS2 Design and Technology National Curriculum** Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skillsneeded to engage in an iterative process of making. Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,shaping, joining and finishing] accurately. They 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. Children can: Planning a with growing confidence, carefully select from a range oftools and equipment, explaining their choices; b select from a range of materials and componentsaccording to their functional properties and aesthetic qualities; c place the main stages of making in a systematic order; Practical skills and techniques d learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; e use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; f with growing independence, measure and mark out to thenearest cm and millimetre; g cut, shape and score materials with some degreeof accuracy; h assemble, join and combine material and components with some degree of accuracy;	**KS2 Design and Technology National Curriculum** Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skillsneeded to engage in an iterative process of making. Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting,shaping, joining and finishing], accurately. They 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. Children can: Planning a independently plan by suggesting what to do next; b with growing confidence, select from a wide range of toolsand equipment, explaining their choices; c select from a range of materials and componentsaccording to their functional properties and aesthetic qualities; d create step-by-step plans as a guide to making; Practical skills and techniques e learn to use a range of tools and equipment safely andappropriately and learn to follow hygiene procedures; f independently take exact measurements and mark out, towithin 1 millimetre; g use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; h cut a range of materials with precision and accuracy; i shape and score materials with precision and accuracy;

	Reception (Maths) Select, rotate, and manipulate shapes in order to developspatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just asnumbers can. **Reception (EAD)** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. **ELG (CL)** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussionsand small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. **ELG (PSED)** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. **ELG (PD)** Use a range of small tools, including scissors, paintbrushes, and cutlery.	m begin to use simple finishing techniques to improve theappearance of their product, such as adding simple decorations.	i demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; j join textiles with an appropriate sewing technique; k begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.	j assemble, join and combine materials and components with accuracy; k demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to makea more complex product; l join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; m refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.

	ELG (EAD) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			

	EYFS	KS1	LKS2	UKS2
Evaluate	**3-4 (CL)** Use longer sentences of four to six words. **3-4 (PD)** Use a comfortable grip with good control when holding pens and pencils. **3-4 (Maths)** Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' **3-4 (UW)** Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. **Reception (CL)** Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Describe events in some detail. **Reception (PSED)** Think about the perspectives of others. **Reception (PD)** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skillsneeded to engage in an iterative process of designing and making. Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.Children can: a explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; b explain positives and things to improve for existing products; c explore what materials products are made from; d talk about their design ideas and what they are making; e as they work, start to identify strengths and possible changes they might make to refine their existing design; f evaluate their products and ideas against their simpledesign criteria; g start to understand that the iterative process sometimesinvolves repeating different stages of the process.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skillsneeded to engage in an iterative process of designing and making. Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improvetheir work. They understand how key events and individuals in design andtechnology have helped shape the world. Children can: a explore and evaluate existing products, explaining the purpose of the product and whether it is designed well tomeet the intended purpose; b explore what materials/ingredients products are madefrom and suggest reasons for this; c consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; d evaluate their product against their original design criteria; e evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skillsneeded to engage in an iterative process of designing and making. Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and consider the views of others to improvetheir work. They understand how key events and individuals in design andtechnology have helped shape the world. Children can: a complete detailed competitor analysis of other productson the market; b critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; c evaluate their ideas and products against the originaldesign criteria, making changes as needed.

	Reception (EAD) Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. **ELG (CL)** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussionsand small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. **ELG (PSED)** Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. **ELG (PD)** Use a range of small tools, including scissors, paintbrushes, and cutlery. **ELG (EAD)** Share their creations, explaining the process they have used.			

	EYFS	KS1	LKS2	UKS2
Technical Knowledge	**Birth to 3 (EAD)** Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. **3-4 (PD)** Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. **3-4 (Maths)** Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' **3-4 (UW)** Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Children build structures, exploring how they can be made stronger, stiffer and more stable. They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Children can: a build simple structures, exploring how they can be made stronger, stiffer and more stable; b talk about and start to understand the simple workingcharacteristics of materials and components; c explore and create products using mechanisms, such aslevers, sliders and wheels.	Children apply their understanding of how to strengthen, stiffenand reinforce more complex structures. They understand and use mechanical systems in their products[for example, gears, pulleys, cams, levers and linkages]. They understand and use electrical systems in their products[for example, series circuits incorporating switches, bulbs, buzzers and motors]. They apply their understanding of computing to program,monitor and control their products. Children can: a understand that materials have both functional properties and aesthetic qualities; b apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create moreuseful characteristics of products; c understand and demonstrate how mechanical and electrical systems have an input and output process; d make and represent simple electrical circuits, such as a series and parallel, and components to create functional products; e explain how mechanical systems such as levers andlinkages create movement; f use mechanical systems in their products.	Children apply their understanding of how to strengthen, stiffenand reinforce more complex structures. They understand and use mechanical systems in their products[for example, gears, pulleys, cams, levers and linkages]. They understand and use electrical systems in their products[for example, series circuits incorporating switches, bulbs, buzzers and motors]. They apply their understanding of computing to program,monitor and control their products. Children can: a apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create moreuseful characteristics of products; b understand and demonstrate that mechanical and electrical systems have an input, process and output; c explain how mechanical systems, such as cams, create movement and use mechanical systems in their products; d apply their understanding of computing to program,monitor and control a product.

	3-4 (EAD) 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. **Reception (CL)** Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Describe events in some detail. **Reception (Maths)** Select, rotate, and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. **Reception (EAD)** Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. **ELG (CL)** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.			

	ELG (PSED) Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly. **ELG (PD)** Use a range of small tools, including scissors, paintbrushes, and cutlery. **ELG (EAD)** 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.			

	EYFS	KS1	LKS2	UKS2
Cooking and Nutrition	**Birth to 3 (UW)** Explore materials with different properties. **Birth to 3 (EAD)** Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. **3-4 (PD)** Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. **3-4 (Maths)** Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' **3-4 (UW)** Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Talk about the differences between materials and changes they notice. **3-4 (EAD)** 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.	Children use the basic principles of a healthy and varied diet toprepare dishes. They understand where food comes from.Children can: a explain where in the world different foods originate from; b understand that all food comes from plants or animals; c understand that food has to be farmed, grown elsewhere(e.g. home) or caught; d name and sort foods into the five groups in theEatwell Guide; e understand that everyone should eat at least five portionsof fruit and vegetables every day and start to explain why; f use what they know about the Eatwell Guide to design andprepare dishes.	Children understand and apply the principles of a healthy andvaried diet. They prepare and cook a variety of predominantly savourydishes using a range of cooking techniques. They understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Children can: a start to know when, where and how food is grown (such asherbs, tomatoes and strawberries) in the UK, Europe and the wider world; b understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; c with support, use a heat source to cook ingredients showing awareness of the need to control the temperatureof the hob and/or oven; d use a range of techniques such as mashing, whisking,crushing, grating, cutting, kneading and baking; e explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in theEatwell Guide and be able to apply these principles whenplanning and cooking dishes; f understand that to be active and healthy, nutritious foodand drink are needed to provide energy for the body; g prepare ingredients using appropriate cooking utensils; h measure and weigh ingredients to the nearest gramand millilitre; i start to independently follow a recipe; j start to understand seasonality.	Children understand and apply the principles of a healthy andvaried diet. They prepare and cook a variety of predominantly savourydishes using a range of cooking techniques. They understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. Children can: a know, explain and give examples of food that is grown(such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; b understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; c understand that food is processed into ingredients thatcan be eaten or used in cooking; d demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienicallyincluding, where appropriate, the use of a heat source; e demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; f explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; g adapt and refine recipes by adding or substituting one ormore ingredients to change the appearance, taste, texture and aroma; h alter methods, cooking times and/or temperatures;

	Reception (CL) Learn new vocabulary. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Describe events in some detail. **Reception (PSED)** See themselves as a valuable individual. Think about the perspectives of others. **Reception (PD)** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: scissors, knives, forks and spoons. **Reception (Maths)** Select, rotate, and manipulate shapes in order to developspatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just asnumbers can. **Reception (EAD)** Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. **ELG (CL)** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussionsand small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.			i measure accurately and calculate ratios of ingredients toscale up or down from a recipe; j independently follow a recipe.

	ELG (PSED) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. **ELG (PD)** Use a range of small tools, including cutlery. **ELG (EAD)** 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.			