



Curriculum Area Overview Design and Technology

The vision for Design and Technology and Cooking

Design and Technology is an inspiring, practical and functional subjects that offer the opportunity for our children and young people to be creative, imaginative and productive.

Through a range of appropriately set lessons for each learning pathway, Design and Technology lessons will challenge children and young people to learn about themselves, the materials and products around them and how the world works. The curriculum will develop character, build confidence, improve understanding of and bring context to learning from other subjects and prepare children and young people for adulthood.

Over time, lessons will facilitate the development of inter and intra-personal skills including cooperation, respect, inquisitiveness, resilience and creativity.

Physical development is also improved; strength and coordination will be challenged through practical projects that will help test and refine motor skill ability. Children and young people will learn and apply real-world attributes such as; problem-solving and time-management, as well as learning technical and practical skills valued in many professions.

Developing skills that will improve the independence of future adults is at the heart of what is delivered in Design and Technology lessons, in food lessons this is especially apparent as children and young people learn how to eat well, manage their diets, prepare food safely and develop independence in kitchen and food preparation areas.

Children and young people often work towards similar briefs and will be provided similar materials. Learning focus, level of support as well as complexity of outcome are differentiated to meet the needs of the child or young person.

Our School Ethos and Values

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop here. SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'.

Our School Mission Statement

We provide the best education for all our children so that when they leave our school they have the skills, knowledge and aspirations to lead fulfilling lives as adults.

Our Vision

We believe that children thrive when encouraged and supported; they respond to being treated in a positive and nurturing manner. The principles that comprise SURE are valued by both children and staff. They reflect our desire to help children to understand their difficulties, support their wellbeing, develop respect for themselves and others and become successful in what they do and achieve throughout their time in school and into adulthood.





Mowbray Curriculum Intent

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.

Curriculum Intent for Design and Technology and Cooking

EYFS

Our curriculum will:

- Enable our children to use their natural creativity and offer opportunities for investigation, design and making to allow them to learn about their world.
- Design Technology and Cooking are inextricably linked to exploration and investigation. Our children will engage in activities exploring and investigating a range of objects and materials, both natural and manufactured
- Through their senses children come to know a great deal about what things can do and what can be done with them. They begin to identify similarities and differences, identifying common patterns and exceptions.
- Through exploration, children can begin to explore cause and effect, which over time will lead them to questions about how things happen and how they work.

Our curriculum will be broadened by:

Teaching Strategies and Interventions:

- Attention Autism
- TACPAC
- Rainbow Trail
- Forest School
- Cooking





Enrichment:

- School trips
- Visitors into school including crafters, manufacturers and retailers
- Culture Days
- Whole School celebrations
- Learning through making and selling

Primary Semi-Formal	Primary Formal Pastoral	Primary Formal
<p>Our curriculum will: Enable our children to use their natural creativity and offer opportunities for investigation, design and making to allow them to learn about their world.</p> <p>Design Technology and Cooking are inextricably linked to exploration and investigation. Our children will engage in activities exploring and investigating a range of objects and materials, both natural and manufactured.</p> <p>Through their senses children come to know a great deal about what things can do and what can be done with them. They begin to identify similarities and differences, identifying common patterns and exceptions.</p> <p>Through exploration, children can begin to explore cause and effect, which over time will lead them to questions about how things happen and how they work.</p>	<p>Our curriculum will: Offer a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum.</p> <p>Design and Technology and Cooking intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced experience and understanding of tools and techniques.</p> <p>Students will develop a well-rounded knowledge of design and evaluation.</p> <p>The Design Technology concepts are to master practical skills, design, make, evaluate and improve and to take inspiration from design throughout history.</p>	<p>Our curriculum will: Offer a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum.</p> <p>Design Technology and Cooking intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced experience and understanding of tools and techniques.</p> <p>Students will develop a well-rounded knowledge of design and evaluation.</p> <p>The Design Technology concepts are to master practical skills, design, make, evaluate and improve and to take inspiration from design throughout history.</p> <p>The concept of mastering practical skills involves developing the skills needed to make high quality products.</p>





	<p>The concept of mastering practical skills involves developing the skills needed to make high quality products.</p> <p>The concept of designing, making, evaluating and improving involves developing the process of design thinking and seeing design as a process.</p> <p>The concept of taking inspiration from design throughout history involves appreciating the design process that has influenced the products we use in everyday life.</p>	<p>The concept of designing, making, evaluating and improving involves developing the process of design thinking and seeing design as a process.</p> <p>The concept of taking inspiration from design throughout history involves appreciating the design process that has influenced the products we use in everyday life.</p>
Curriculum Entitlement		
<p>Our curriculum will be broadened by:</p> <p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Attention Autism - TACPAC - Rainbow Trail - Forest School - Cooking <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors into school including crafters, manufacturers and retailers - Culture Days - Whole School celebrations - Learning through making and selling 	<p>Our curriculum will be broadened by:</p> <p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Attention Autism - TACPAC - Rainbow Trail - Forest School - Cooking <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors into school including crafters, manufacturers and retailers - Culture Days - Whole School celebrations - Mini enterprise initiatives - Learning through making and selling 	<p>Our curriculum will be broadened by:</p> <p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Rainbow Trail - Forest School - Cooking <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors into school including crafters, manufacturers and retailers - Culture Days - Whole School celebrations - Mini enterprise initiatives - Learning through making and selling





Secondary Semi-Formal	Secondary Formal Pastoral	Secondary Formal
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Curriculum Entitlement

Our curriculum will be broadened by:	Our curriculum will be broadened by:	Our curriculum will be broadened by:
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<p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Jabadao - Attention Autism - TACPAC - Rainbow Trail - Forest School - Cooking <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors into school including crafters, manufacturers and retailers - Culture Days - Whole School celebrations - Learning through making and selling 	<p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Rainbow Trail - Forest School - Cooking <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors into school including crafters, manufacturers and retailers - Culture Days - Whole School celebrations - Mini enterprise initiatives - Learning through making and selling 	<p>Teaching Strategies and Interventions:</p> <ul style="list-style-type: none"> - Rainbow Trail - Forest School - Cooking <p>Enrichment:</p> <ul style="list-style-type: none"> - School trips - Visitors into school including crafters, manufacturers and retailers - Culture Days - Whole School celebrations - Mini enterprise initiatives - Learning through making and selling - Cooking residential - Work experience in food industry
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D&T and cooking Primary Long-Term Plan for ALL PATHWAYS
ART/DT taught over 1 half term/term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 2022 – 2023 Theme overview and key content	<i>All About Me</i> ART KS1 - Colours LKS2 - Bodies UKS2 – Local Art	<i>Me and My Local Area</i> DT KS1 – My fabulous face LKS2 – Seasonal and Local Produce UKS2 – Seasonal Cooking	<i>Ye Olde World</i> DT KS1 – 3D creations LKS2 - Puppets UKS2 – Woodwork skills	<i>The Natural World</i> ART KS1- Marvellous minibeasts LKS2 - Insects UKS2 – Wildlife and Nature	<i>Off on a Journey</i> ART KS1 - Fabricate LKS2 - Seasons UKS2 – The Seaside	<i>Coastal Life</i> DT KS1 – Lunch boxes LKS2 – Bread UKS2 - Bread





Year 2 2023 – 2024 Theme overview and key content	<i>Great Britain</i> ART KS1 – Exploring Colours LKS2 – British Art UKS2 – British Art	<i>Let's Celebrate</i> DT KS1 – Moving Traditional Tale Pictures LKS2 – Musical Instruments UKS2 - Textiles	<i>Back in Time</i> ART KS1 - Miro LKS2 – European Art UKS2 – Plants and Flowers	<i>Our Earth</i> DT KS1 – Dips and Dippers LKS2 – Mechanical posters UKS2 – Global Food	<i>Go Outside and Explore</i> DT KS1 – Biscuits LKS2 – Juggling Balls UKS2 – Connecting Materials	<i>Let's go Travelling</i> ART KS1 – Nature Creations LKS2 – Fruit and Vegetables UKS2 – South American Art
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D&T Secondary Formal LTP						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Theme	Identity	Identity	Other Worlds & Culture	Other Worlds & Culture	Natural World	Natural World
Year 1	COOKING Seasonal cooking using home grown produce and locally sourced supplies to make simple snacks and seasonal recipes. Introduction to safety and hygiene in the room and routines.	COOKING Seasonal cooking using home grown produce and locally sourced supplies Focus on festival cookery – Halloween/Bonfire night/Christmas. Making chutneys and pickles to sell Design and Manufacture	COOKING Seasonal cooking focus on healthy economical savory meals for individuals and families. Design and Manufacture	COOKING Seasonal cooking focus on healthy economical savory and sweet meals for individuals and families. Design and Manufacture	COOKING Seasonal baking focus on adapting recipes to improve attributes such as colour, flavour , texture Design and Manufacture	COOKING Seasonal baking focus on picnic foods. Design and Manufacture





	Design and Manufacture					
Year 2 Theme						
Year 2 Content	<p>COOKING Seasonal cooking using home grown produce and locally sourced supplies to make simple snacks and seasonal recipes. Introduction to safety and hygiene in the room and routines.</p> <p>Design and Manufacture</p>	<p>COOKING Seasonal cooking using home grown produce and locally sourced supplies Focus on festival cookery – Halloween/Bonfire night/Christmas. Making chutneys and pickles to sell</p> <p>Design and Manufacture</p>	<p>COOKING Seasonal cooking focus on healthy economical savory meals for individuals and families.</p> <p>Design and Manufacture</p>	<p>COOKING Seasonal cooking focus on healthy economical savory and sweet meals for individuals and families.</p> <p>Design and Manufacture</p>	<p>COOKING Seasonal baking focus on adapting recipes to improve attributes such as colour, flavour , texture</p> <p>Design and Manufacture</p>	<p>COOKING Seasonal baking focus on picnic foods.</p> <p>Design and Manufacture</p>
Year 3 Theme						
Year 3 Content	<p>COOKING Seasonal cooking using home grown produce and locally sourced supplies to make simple snacks and</p>	<p>COOKING Seasonal cooking using home grown produce and locally sourced supplies Focus on festival cookery –</p>	<p>COOKING Seasonal cooking focus on healthy economical savory meals for individuals and families.</p>	<p>COOKING Seasonal cooking focus on healthy economical savory and sweet meals for individuals and families.</p>	<p>COOKING Seasonal baking focus on adapting recipes to improve attributes such as colour, flavour , texture.</p>	<p>COOKING Seasonal baking focus on picnic foods.</p> <p>Design and Manufacture</p>





	seasonal recipes. Introduction to safety and hygiene in the room and routines. Design and Manufacture	Halloween/Bonfire night/Christmas. Making chutneys and pickles to sell Design and Manufacture	Design and Manufacture	Design and Manufacture	Design and Manufacture	
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COOKING LTP IN SECONDARY ARE GENERIC FOR EACH YEAR AND RECIPES/SKILLS/PROCESSES/KNOWLEDGE ARE LINKED AROUND DIFFERENTIATED RECIPES AND INGREDIENTS AVAILABLE. STUDENTS SHOULD ACQUIRE, DEVELOP AND SECURE PRACTICAL FOOD SKILLS OVER TIME, DEMONSTRATING GREATER ACCURACY AND PRECISION ALONG WITH TIME MANAGEMENT AND DOVETAILING.

D&T Secondary Formal-Pastoral LTP

D&T Secondary Formal-Pastoral LTP						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Theme	Identity	Identity	Other Worlds & Culture	Other Worlds & Culture	Natural World	Natural World
Year 1 Content	COOKING Cooking using seasonal produce. Farming and shopping link Design and Manufacture	COOKING Cooking for Bonfire night, Halloween and Christmas Design and Manufacture	COOKING Cooking healthy meals using local produce Design and Manufacture	COOKING Cooking healthy meals using local produce Exploring the garden to survey what is growing Design and Manufacture	COOKING Summer recipes. Link to nutrition needs of individuals Design and Manufacture	COOKING Making picnic food and sharing with others Design and Manufacture
Year 2 Theme						





Year 2 Content	<p>COOKING Cooking using seasonal produce. Farming and shopping link</p> <p>Design and Manufacture</p>	<p>COOKING Cooking for Bonfire night, Halloween and Christmas</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals using local produce</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals using local produce Exploring the garden to survey what is growing</p> <p>Design and Manufacture</p>	<p>COOKING Summer recipes. Link to nutrition needs of individuals</p> <p>Design and Manufacture</p>	<p>COOKING Making picnic food and sharing with others</p> <p>Design and Manufacture</p>
Year 3 Theme						
Year 3 Content	<p>COOKING Cooking using seasonal produce. Farming and shopping link</p> <p>Design and Manufacture</p>	<p>COOKING Cooking for Bonfire night, Halloween and Christmas</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals using local produce</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals using local produce Exploring the garden to survey what is growing</p> <p>Design and Manufacture</p>	<p>COOKING Summer recipes. Link to nutrition needs of individuals</p> <p>Design and Manufacture</p>	<p>COOKING Making picnic food and sharing with others</p> <p>Design and Manufacture</p>

D&T and cooking Secondary Semi-Formal LTP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1 Theme	Identity	Identity	Other Worlds & Culture	Other Worlds & Culture	Natural World	Natural World
Year 1 Content	<p>COOKING Cooking using seasonal produce. Farming and shopping link</p> <p>Design and Manufacture</p>	<p>COOKING Cooking for Bonfire night, Halloween and Christmas</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals linked to theme, using local produce</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals linked to theme, using local produce Exploring the garden to survey what is growing</p> <p>Design and Manufacture</p>	<p>COOKING Summer recipes. Link to nutrition needs of individuals</p> <p>Design and Manufacture</p>	<p>COOKING Making picnic food and sharing with others</p> <p>Design and Manufacture</p>
Year 2 Theme	Historical (Castles and Knights)	Historical (Castles and Knights)	Food?	Food?	We're going on a Journey	We're going on a Journey
Year 2 Content	<p>COOKING Cooking using seasonal produce. Farming and shopping link</p> <p>Design and Manufacture</p>	<p>COOKING Cooking for Bonfire night, Halloween and Christmas</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals using local produce</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals using local produce Exploring the garden to survey what is growing</p> <p>Design and Manufacture</p>	<p>COOKING Summer recipes. Link to nutrition needs of individuals</p> <p>Design and Manufacture</p>	<p>COOKING Making picnic food and sharing with others</p> <p>Design and Manufacture</p>
Year 3 Theme	Fantasy	Fantasy	Growth	Growth	Do the Right thing	Do the Right thing





Year 3 Content	<p>COOKING Cooking using seasonal produce. Farming and shopping link</p> <p>Design and Manufacture</p>	<p>COOKING Cooking for Bonfire night, Halloween and Christmas</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals using local produce</p> <p>Design and Manufacture</p>	<p>COOKING Cooking healthy meals using local produce Exploring the garden to survey what is growing</p> <p>Design and Manufacture</p>	<p>COOKING Summer recipes. Link to nutrition needs of individuals</p> <p>Design and Manufacture</p>	<p>COOKING Making picnic food and sharing with others</p> <p>Design and Manufacture</p>
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KS4 OPTION COURSES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1 BTEC LEVEL 1 Introductory Diploma in Vocational Studies Preparing and Cooking food – Unit HT5 2022 – 2023 Theme overview and key content</p>	<p>Introduction to course Planning dishes to meet specified requirements • Preparing, cooking and presenting food • Working in a safe and hygienic manner</p>	<p>Planning dishes to meet specified requirements • Preparing, cooking and presenting food • Working in a safe and hygienic manner</p>	<p>Exam preparation.</p>	<p>Exam and final assessment</p>	<p>Summer recipes. Link to nutrition needs of individuals Residential</p>	<p>Making picnic food and sharing with others</p>
<p>Year 2 2023 – 2024</p>	<p>Introduction to course</p>	<p>• Be able to use cooking skills to</p>	<p>Exam preparation.</p>	<p>Exam preparation.</p>	<p>Summer recipes. Link to nutrition needs of individuals</p>	<p>Making picnic food and sharing with others</p>





<p>BTEC Home Cooking Level1/2</p>	<ul style="list-style-type: none"> • Be able to use cooking skills to make home-cooked food • Demonstrate food safety and hygiene process. • Understand the value of passing on information about home cooking 	<p>make home-cooked food</p> <ul style="list-style-type: none"> • Demonstrate food safety and hygiene process. • Understand the value of passing on information about home cooking 			<p>Residential</p>	
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Step	DT progression of skills
1	<p>I can close my hand firmly around an object placed in my palm.</p> <p>I can show interest in new experiences: for example, showing renewed interest if presented a different toy or book.</p> <p>I can show interest in new experiences: for example, showing renewed interest if presented a different toy or book.</p>
2	<p>I can explore my hands and fingers: for example, watch them, press my hands together, clasp and unclasp my hands.</p> <p>I can show interest in new experiences: for example, showing renewed interest if presented a different toy or book.</p>
3	<p>I can persistently and deliberately reach out for objects.</p> <p>I can use my whole hand to hold an object (palmar grasp).</p> <p>I can play with and explore objects/pictures by touching them.</p> <p>I can play with and explore objects/books by using my oral and olfactory senses (placing them in my mouth and/or smelling them.)</p>





	I can play with and explore objects by listening to sounds made.
4	<p>I incidentally discover mark-making: for example, notice that trailing a finger through spilt juice creates marks and patterns.</p> <p>I can show that I enjoy listening to sound-making toys.</p> <p>I can use objects to make sounds: for example, bangs them together, hits with a hammer, shakes an instrument.</p> <p>I can pick up things between my thumb and fingers with an immature pincer grasp.</p> <p>I can discover mark making: for example, noticing that trailing a finger through spilt juice changes it.</p>
5	<p>I can start to make marks intentionally.</p> <p>I can copy using an object after seeing adult do it: for example, holds beater and bangs drum, etc.</p> <p>I can copy gestures that are not part of their repertoire: watches carefully then copies something they haven't done before.</p> <p>I can pick up small objects easily between my thumb and index finger using a pincer grasp.</p> <p>I can start to make marks intentionally.</p>
6	<p>I can hold a pen or crayon using my whole hand (palmar) grasp and scribble with different strokes.</p> <p>I can enjoy the sensory experience of making marks in food, damp sand, water, mud, paste, or paint.</p> <p>I can start to understand the cause and effect of my actions when mark making.</p> <p>I can copy other's use of objects almost immediately.</p> <p>I can demonstrate an understanding of use of objects when playing: for example, attempts to place pieces in a puzzle.</p> <p>I can pick up objects in palmar grasp and shake, wave, bang, pull, and tugs them in between two hands, and looks at them.</p>
7	<p>I can scribble spontaneously and make strokes and dots on paper, enjoying the sensory feeling of making marks.</p> <p>I can explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression: for example, exploring paint using fingers as well as brushes and other tools.</p> <p>I can notice and show an interest in the transformative effect of their action on materials and resources.</p> <p>I can collect items in a container to move around: for example, collects pebbles in a bucket or bricks in a shopping bag.</p>
8	<p>I can make connections between my movements and the marks they make when using crayons and chinks: draws vertical lines; produces circular scribble; produces side-to-side and to-and-from scribble.</p> <p>I can build simple structures with solid wooden blocks: for example, a tower.</p> <p>I can experiment with blocks, colours and marks.</p> <p>I can explore colour and how colours can be changed by chance.</p> <p>I can use my whole arm when mark making.</p>





	<p>I can construct by stacking solid wooden blocks vertically and horizontally, making enclosures and creating spaces.</p>
9	<p>I can play with playdough and make different shapes, I can tell others what I have made.</p> <p>I can hold a pencil in a developing tripod grip between my thumb and two fingers; no longer using whole hand.</p> <p>I can pick up tiny objects accurately and quickly using pincer grip.</p> <p>I can scribble write, including 'V' shape and vertical lines.</p>
10	<p>I can express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>I can begin to name familiar colours.</p> <p>I can show that I have favourite materials.</p> <p>I can build simple structures using a variety of construction toys: for example, building a tower out of Duplo bricks.</p> <p>I can show increasing control in holding, using, and manipulating a range of tools and objects, such as tambourines, jugs, hammers, and mark making tools.</p>
11	<p>I can experiment with ways to enclose a space, create shapes, and represent actions, sounds, and objects.</p> <p>I can use 3D and 2D structures to explore materials and/or to express ideas.</p> <p>I can use construction materials as a means to an end: for example, making a road or house to be used as part of a game rather than as something simply to be explored.</p> <p>I can use everyday materials to explore, understand, and represent their world: their ideas, interests, and fascinations.</p> <p>I can make simple models which express their ideas.</p> <p>I can hold a pencil near its tip between my first two fingers and thumb and use it with good control to draw.</p>
12	<p>I can explore colour and colour mixing.</p> <p>I can create closed shapes with continuous lines and begins to use these shapes to represent objects.</p> <p>I can join a variety of construction materials in both horizontal and vertical directions.</p> <p>I can explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>I show I can develop my own ideas and then decide which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> <p>I can show I am interested in and can describe the texture of things: for example, 'rough', 'smooth', etc.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can notice what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously.</p> <p>I can respond imaginatively to art works and objects: for example, 'this music sounds likes dinosaurs'; 'that sculpture is squishy like this [child physically demonstrates]'; 'that peg looks like a mouth'.</p>





	<p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>I can show a preference for dominant hand: note which one, if any.</p>		
13	<p>I can choose a colour for a purpose.</p> <p>I can use various construction materials: for example, joining pieces, stacking vertically and horizontally, balancing, making enclosures, and creating spaces.</p> <p>I can use tools for a purpose.</p> <p>I can create representations of both imaginary and real-life ideas, events, people, and objects.</p> <p>I can use available resources to create props, or creates imaginary ones to support play.</p>		
14	<p>I can demonstrate that I understand that different media can be combined to create new effects.</p> <p>I can experiment to create different textures.</p> <p>I can construct with a purpose in mind, using a variety of resources.</p> <p>I can respond to comments and questions, talking about their creations.</p> <p>I can use simple tools and techniques competently and appropriately.</p> <p>I can select appropriate resources and adapts work where necessary.</p> <p>I can return to and build on their previous learning, refining ideas, and developing their ability to represent them.</p> <p>I can work collaboratively, sharing ideas, resources, and skills.</p> <p>I can respond to comments and questions, talking about my creations.</p> <p>I can choose particular colours, and materials for my own imaginative purposes.</p> <p>I can explore, use, and refine a variety of artistic effects to express my ideas and feelings.</p>		
	Technical Knowledge		
	Design	Make	Evaluate
15	<p>I can explain what I want to do</p> <p>I can use pictures and words to plan</p> <p>I can research similar existing products</p>	<p>I can select materials/textiles, tools/equipment to cut, shape, join, finish and explain choices</p>	<p>I can communicate/talk about existing products considering: use, materials, how they work, audience, where they might be used</p>
	Skills		
	<p>I can measure, mark out, cut, shape and join materials/textiles to make a product - with support</p> <p>I can cut, peel and grate safely, with support</p> <p>I can work in a safe and hygienic manner</p>		





		<p>I can describe differences in materials and textures</p> <p>I can describe differences between some food groups (i.e. sweet, vegetable etc.)</p> <p>I can say where some foods come from, (i.e. plant or animal)</p> <p>I can discuss how fruit and vegetables are healthy</p>	<p>I can communicate/talk about existing products, and say what is and isn't good</p>	
16	<p>I can explain what I want to do and describe how I may do it</p> <p>I can describe design using pictures, words, models, diagrams, begin to use IT.</p> <p>I can design products for myself and others following design criteria</p>	<p>I can describe which tools I'm using and why</p> <p>I can describe some different characteristics of materials</p> <p>I can explain choices of textile</p>	<p>I can describe what went well, thinking about design criteria</p> <p>I can evaluate how good existing products are</p>	<p>I can measure materials or textiles</p> <p>I can join materials /components together in different ways</p> <p>I can use joining, rolling or folding to make it stronger</p> <p>I can use own ideas to try to make product stronger</p> <p>I can use finishing techniques to make my product look good</p> <p>I can use levers or slides</p>





	<p>I can choose the best tools and materials, and explain my choices</p>	<p>I can describe properties of ingredients and importance of varied diet</p> <p>I can say where food comes from (animal, underground etc.)</p> <p>I can describe how food is farmed, home-grown, caught</p> <p>I can describe “five a day”</p>		<p>I can carefully cut textiles to produce accurate pieces</p> <p>I can draw an eat well plate and explain there are groups of food</p> <p>I can cut, peel and grate with increasing competence and confidence</p> <p>I can work safely and hygienically</p>
17	<p>I can describe purpose of product</p> <p>I can follow a given design criteria</p> <p>I can create a plan which shows order, equipment and tools</p>	<p>I can work through a plan in order</p> <p>I can consider how good product will be</p> <p>I can assemble, join and combine materials and components with some accuracy</p>	<p>I can use design criteria to evaluate finished product</p> <p>I can say what I would change to make design better</p> <p>I can learn about some inventors/designers/engineers/chefs/manufacturers of</p>	<p>I can work accurately to make cuts and holes</p> <p>I can join materials/materials in different ways</p> <p>I can select appropriate tools / techniques</p> <p>I can alter a product after checking, to make it better</p> <p>I can use simple lever and linkages to create movement</p> <p>I can choose textiles considering appearance and functionality</p>





	<p>I can describe design using an accurately labelled sketch and words</p> <p>I can explain how product will work</p> <p>I can use computers to show design, with support.</p>	<p>I can describe how a healthy diet = variety/balance of food/drinks</p> <p>I can explain how food and drink are needed for active/healthy bodies.</p>	<p>ground-breaking products</p>	<p>I can carefully select ingredients</p> <p>I can use equipment safely</p> <p>I can make product look attractive</p> <p>I can prepare and cook some dishes safely and hygienically</p> <p>I can use some of the following techniques : peeling, chopping, slicing, grating, mixing, spreading, kneading and baking - with support</p>
18	<p>I can use research for design ideas</p> <p>I can show design meets a range of requirements and is fit for purpose</p> <p>I can have at least one idea about how to create product and suggest improvements for design.</p> <p>I can produce a plan and explain it to others</p>	<p>I can select suitable tools and equipment, explain choices in relation to required techniques and use accurately</p> <p>I can select appropriate materials, fit for purpose; explain choices</p> <p>I can understand that a simple fabric shape can be used to make a 3D textiles project</p>	<p>I can refer to design criteria while designing and making</p> <p>I can use criteria to evaluate product</p> <p>I can evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</p> <p>I can research whether products can be recycled or reused</p>	<p>I can make a prototype</p> <p>I can measure carefully to avoid mistakes</p> <p>I can make a strong, stiff structure</p> <p>I can use levers and linkages/pneumatics to create movement</p> <p>I can independently use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>





		<p>I can think about presenting product in interesting/ attractive ways</p> <p>I can explain how to be safe/hygienic</p> <p>I can understand ingredients can be fresh, pre-cooked or processed</p> <p>I can describe eat well plate and how a healthy diet = variety / balance of food and drinks</p>		
19	<p>I can use internet and questionnaires for research and design ideas</p> <p>I can create own design criteria</p> <p>I can use cross-sectional planning and annotated sketches</p>	<p>I can produce suitable lists of tools, equipment/materials needed</p> <p>I can select appropriate materials, fit for purpose; explain choices, considering functionality</p>	<p>I can evaluate ideas and finished product against specification, considering purpose and appearance.</p> <p>I can evaluate and discuss existing products, considering: how well they've been made, materials,</p>	<p>I can model and refine design ideas by making prototypes and using pattern pieces.</p> <p>I can measure accurately enough to ensure precision</p> <p>I can refine product after testing</p> <p>I can prepare and cook simple savoury dishes safely and hygienically including, where appropriate, use of heat source</p>





	<p>I can create and follow detailed step-by-step plan</p>	<p>I can explain how there are different substances in food / drink needed for health</p> <p>I can understand food can be grown, reared or caught in the UK and the wider world</p> <p>I can explain how to be safe / hygienic and follow own guidelines</p> <p>I can mainly accurately apply a range of finishing techniques</p>	<p>whether they work, how they have been made, fit for purpose</p> <p>I can research how sustainable materials are</p> <p>I can talk about some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products</p>	<p>I can use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>I can use techniques that involve a small number of steps</p>
20	<p>I can use research of user's individual needs, wants, requirements for design</p> <p>I can create own design criteria and specification</p> <p>I can use annotated sketches, cross-sectional</p>	<p>I can produce suitable lists of tools, equipment, materials needed, considering constraints</p> <p>I can create, follow, and adapt detailed step-by-step plans</p>	<p>I can evaluate quality of design while designing and making; is it fit for purpose?</p> <p>I can evaluate ideas and finished product against specification, stating if it's fit for purpose</p>	<p>I can select materials carefully, considering intended use of the product, the aesthetics and functionality.</p> <p>I can refine product after testing, considering aesthetics, functionality and purpose</p> <p>I can use cams, pulleys and gears to create movement</p> <p>I can use a range of joining techniques</p>





	<p>planning and exploded diagrams</p> <p>I can make design decisions, considering, resources and cost</p> <p>I can use computer-aided designs</p>	<p>I can use techniques that involve a number of steps</p> <p>I can explain seasonality of foods</p> <p>I can be resourceful with practical problems</p> <p>I can describe some of the different substances in food and drink, and how they can affect health</p> <p>I can name some types of food that are grown, reared or caught in the UK or wider world</p>	<p>I can do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose</p> <p>I can evaluate how much products cost to make</p> <p>I can discuss some key inventors/designers/engineers/chefs/manufacturers of ground-breaking products</p>	<p>I can prepare and cook a variety of simple savoury dishes safely and hygienically including, where appropriate, the use of heat source.</p> <p>I can use a range of techniques confidently and with accuracy such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
	Knowledge			Skills
21	<p>I can produce a step-by-step recipe based on a food product that I have chosen / I can produce a step-by-step instructions based on a product that I have chosen to create</p> <p>I can use specialist tools and equipment to make food products look professional. I can use specialist tools and equipment to make RM/Textile products look professional.</p>			<p>ACQUIRE AND DEMONSTRATE PRACTICAL SKILLS</p> <ul style="list-style-type: none"> • Weigh and measure • Blitz • Crush • Grate • Knife skills – slice, cut, chop, trim • Peel





	<p>I can investigate and develop skills in modifying the appearance of food / textile/RM product.</p> <p>I can evaluate my food/RM/Textile products against my set criteria and identify ways of improving them.</p> <p>I can explain the importance of a balanced diet.</p> <p>I can explain the selection of materials I have chosen for product design.</p> <p>I can compare how diets are adapted for athletes and other groups e.g. the elderly.</p> <p>I can compare different products for different briefs.</p> <p>I know how to select and modify recipes and ideas and use them in planning a meal.</p>	<ul style="list-style-type: none"> • Drain • Zest • Mix • Fold • Rub-in • Layer • Portion and divide • Coat • Form and shape • Bake • Boil and simmer • Fry • Grill • Stir-fry
22	<p>I can produce a detailed step by step recipe based on a food product that I have created / I can produce a detailed step-by-step set of instructions based on a product I have created</p> <p>I can develop food products that include a wider range of requirements such as aesthetics, cost and nutritional needs of a target group</p> <p>I can develop DT products that include a wider range of requirements such as aesthetics, cost and needs of a target group</p>	<p>DEVELOP AND DEMONSTRATE PRACTICAL SKILLS</p> <ul style="list-style-type: none"> • Weigh and measure • Blitz • Crush • Grate • Juice • Knife skills – cut, chop, dice, slice and trim • Peel • Sift





	<p>I can use a range of cooking equipment/DT Tools with minimal support and guidance.</p> <p>I can demonstrate that I know how to make adjustments to the settings of equipment and machinery such as food mixers and ovens / Drills</p> <p>I can apply the rules of safe and hygienic practices in my cooking lesson / I can apply the rules of safety when using a range of equipment.</p> <p>I can evaluate my work and suggest improvements to taste, appearance and texture</p>	<ul style="list-style-type: none"> • Knead • Mash • Mix, stir and combine • Prove • Rub-in • Whisk • Cut-out • Form and shape • Spread • Portion and divide • Roll-out • Bake • Fry • Melt, boil and simmer • Stir-fry • Grill
<p>23</p>	<p>I can consider creative risks when making design decisions.</p> <p>I can combine ideas from a variety of sources.</p> <p>I can use mathematical modelling to help to scale up a recipe or alter the size of a product</p> <p>I can follow procedures for safety and hygiene and understand the process of risk assessment.</p>	<p>SECURE AND DEMONSTRATE PRACTICAL SKILLS</p> <ul style="list-style-type: none"> • Weigh and measure • Peel • Knife skills – chop and slice • Core • Crush • Grate • Juice • Fold • Mix, stir and combine • Rub-in





	<p>I can evaluate and refine my ideas and products against a specification, taking into account the views of the target group</p> <p>I understand the properties of ingredients/materials and how they can be used.</p> <p>I can competently use a range of cooking techniques with confidence</p> <p>I can competently use a range of DT techniques for RM and textiles with confidence.</p>	<ul style="list-style-type: none"> • Whisk • Form and shape • Roll-out • Decorate and garnish • Layer • Spread • Bake • Boil and simmer • Fry • Grill <p>Plus the practical food skills secured, consolidated and demonstrated through the pupils' own choice of recipes.</p>
<p>24 BTEC Level 1</p>	<p>I can research and create a recipe for a specified target group.</p> <p>I can research and create a product for a specific target group.</p> <p>I can create a plan which shows consideration of choice of ingredients, equipment and timings including availability of seasonal ingredients.</p> <p>can create a plan which shows consideration of choice of materials, equipment and can explain my reasoning.</p> <p>I can evidence detailed safety, hygiene and quality controls to ensure my food end product is of a high standard.</p> <p>I can evidence detailed safety and quality controls to ensure my DT end product is of a high standard.</p> <p>I can identify the costing of a prepared meal.</p> <p>I can identify the costing of a product.</p>	





	<p>I can demonstrate a range of higher level skills with confidence</p> <p>I can present the final food outcome with consideration to taste, texture and appearance.</p> <p>I can present the final DT product outcome with consideration to appearance, finish and audience.</p>	
25	<p>I can produce detailed research ideas taking into consideration the targeted person/group being catered for.</p> <p>I can develop realistic and detailed planning with accurate application of choice of ingredients, equipment and timings including availability of seasonal ingredients. I can develop realistic and detailed planning with accurate application of materials, equipment.</p> <p>I can select appropriate ingredients with extensive research into their nutritional value for a specified target group. I can select appropriate material and tools with extensive research into their suitability for a product and specific target group.</p> <p>I can consistently select and use the correct ingredients and equipment to develop a recipe demonstrating more complex levels of skill. I can consistently select and use the correct materials and equipment to develop a product demonstrating more complex levels of skill.</p> <p>I can produce a product that shows a high level of finishing skills which are aesthetically pleasing that are fully consistent and appropriate to the desired outcome.</p>	





	I can execute all planned work efficiently and independently in a logical sequence.	
Step 26 – Level 22023/24 ?		

