



Christ Church C of E Primary – Design Technology Progression Map

Cooking and Nutrition							
	Nursery and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	<p>CL</p> <ul style="list-style-type: none"> •Begin to use the language of designing and making, e.g. join, build and shape. <p>EAD</p> <ul style="list-style-type: none"> •Learning about planning and adapting initial idea 	<ul style="list-style-type: none"> • Designing smoothie carton packaging by-hand or on ICT software 	<ul style="list-style-type: none"> • Designing a healthy wrap based on a food combination which work well together 	<ul style="list-style-type: none"> • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish 	<ul style="list-style-type: none"> • Designing a biscuit within a given budget, drawing upon previous taste testing 	<ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients • Writing an amended method for a recipe to incorporate the relevant changes to ingredients • Designing appealing packaging to reflect a recipe 	<ul style="list-style-type: none"> • Writing a recipe, explaining the key steps, method and ingredients • Including facts and drawings from research undertaken
Make	<p>EAD</p> <ul style="list-style-type: none"> •To learn to construct with a purpose in mind. - Selects tools and techniques needed to shape, assemble and join materials. 	<ul style="list-style-type: none"> • Chopping fruit and vegetables safely to make a smoothie • Identifying if a food is a fruit or a vegetable 	<ul style="list-style-type: none"> • Slicing food safely using the bridge or claw grip • Constructing a wrap that meets a design brief 	<ul style="list-style-type: none"> • Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination 	<ul style="list-style-type: none"> • Following a baking recipe • Cooking safely, following basic hygiene rules • Adapting a recipe 	<ul style="list-style-type: none"> • Cutting and preparing vegetables safely • Using equipment safely, including knives, hot pans and hobs 	<ul style="list-style-type: none"> • Following a recipe, including using the correct quantities of each ingredient • Adapting a recipe based on research

		<ul style="list-style-type: none"> • Learning where and how fruits and vegetables grow 		<ul style="list-style-type: none"> • Following the instructions within a recipe 		<ul style="list-style-type: none"> • Knowing how to avoid cross-contamination • Following a step by step method carefully to make a recipe 	<ul style="list-style-type: none"> • Working to a given timescale • Working safely and hygienically with independence
Evaluation	<p>EAD</p> <ul style="list-style-type: none"> •Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method 	<ul style="list-style-type: none"> • Tasting and evaluating different food combinations • Describing appearance, smell and taste • Suggesting information to be included on packaging 	<ul style="list-style-type: none"> • Describing the taste, texture and smell of fruit and vegetables • Taste testing food combinations and final products • Describing the information that should be included on a label • Evaluating which grip was most effective 	<ul style="list-style-type: none"> • Establishing and using design criteria to help test and review dishes • Describing the benefits of seasonal fruits and vegetables and the impact on the environment • Suggesting points for improvement when making a seasonal tart 	<ul style="list-style-type: none"> • Evaluating a recipe, considering: taste, smell, texture and appearance • Describing the impact of the budget on the selection of ingredients • Evaluating and comparing a range of products • Suggesting modifications 	<ul style="list-style-type: none"> • Identifying the nutritional differences between different products and recipes • Identifying and describing healthy benefits of food groups 	<ul style="list-style-type: none"> • Evaluating a recipe, considering: taste, smell, texture and origin of the food group • Taste testing and scoring final products • Suggesting and writing up points of improvements in productions • Evaluating health and safety in production to minimise cross contamination
Technical knowledge	<p>EAD/PD</p> <ul style="list-style-type: none"> •To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. •Learn how everyday objects 	<ul style="list-style-type: none"> •Understanding the difference between fruits and vegetables • Describing and grouping fruits by texture and taste 	<ul style="list-style-type: none"> •Understanding what makes a balanced diet • Knowing where to find the nutritional information on packaging • Knowing the five food groups 	<ul style="list-style-type: none"> • Learning that climate affects food growth • Working with cooking equipment safely and hygienically • Learning that imported foods travel from far away 	<ul style="list-style-type: none"> •Understanding the impact of the cost and importance of budgeting while planning ingredients for biscuits •Understanding the environmental impact on future product and cost of production 	<ul style="list-style-type: none"> • Understanding where food comes from - learning that beef is from cattle and how beef is reared and processed • Understanding what constitutes a balanced diet 	<ul style="list-style-type: none"> • Learning how to research a recipe by ingredient • Recording the relevant ingredients and equipment needed for a recipe •Understanding the combinations of food that will

	<p>work by dismantling things.</p> <ul style="list-style-type: none"> •To begin to understand some of the tools, techniques and processes involved in food preparation. <p>PSED</p> <ul style="list-style-type: none"> •Children have basic hygiene awareness. 			<p>and this can negatively impact the environment</p> <ul style="list-style-type: none"> • Learning that vegetables and fruit grow in certain seasons • Learning that each fruit and vegetable gives us nutritional benefits • Learning to use, store and clean a knife safely 		<ul style="list-style-type: none"> • Learning to adapt a recipe to make it healthier • Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option 	<p>complement one another</p> <ul style="list-style-type: none"> •Understanding where food comes from, describing the process of 'Farm to Fork' for a given ingredient
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