

St Columb Minor Academy – DT Substantive knowledge progression EYFS/KS1/KS2									
<u>composites</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>		
Design			Components (eg specific learr	ning intention)				
			Understandi	ng contexts, users, a	and purposes				
Key vocab:		G	enerating, developi	ng, modelling, and	communicating idea	as			
-	Explore the	State what	State what	Explain clearly	Explain clearly	Explain clearly	Explain clearly		
	sensory	products they	products they	what products	what products	and justify	and justify		
	qualities of	are designing	are designing	they are	they are	what products	what products		
	materials	and making	and making	designing and	designing and	they are	they are		
		which have a	which have a	making which	making which	designing and	designing and		
	Begin to use	clear purpose	clear purpose	have a clear	have a clear	making which	making which		
	the language	and an	and an	purpose and	purpose and	have a clear	have a clear		
	of designing	Intended user.	Intended user.	an intended	an Intended	purpose and	purpose and		
	and making,	Designed	Designets	user.	user.	an intended	an intended		
	e.g. join, build	Begin to	Begin to	the deside he	I have a start a large	user.	user.		
	and shape.	understand	understand	Undertake	Undertake				
		the needs of	the needs of	research to	research to	Undertake	Undertake		
	Use pictures	users other	users other	gather	gather	research to	research to		
	and words to	than	than	information	information	inform the	inform the		
	convey what	themselves.	themselves.	about the	about the	design	design		
	they want to	Concrete and	Concepto and	needs and	needs and	process, using	process, using		
	таке.	Generate and	Generate and	wants of	wants of	surveys,	surveys,		
		taik about	taik about	Individuals		interviews,	interviews,		
		loeas by	loeas by	and groups	and groups	questionnaire	questionnaire		
		nanunng matarials and	nanuing materials and	using surveys,	using surveys,	s and web-	s and web-		
		materials and	materials and	questionnaire	questionnaire	based	based		
		bandling	bandling	s, ell	s, ell	resources.	resources.		
		investigating	investigating	Generate	Generate	الدم	الدم		
		and	and	ideas by	ideas by	knowledge of	use knowledge of		
		disassembling	disassembling	collecting and	collecting and	inventors	inventors		
		aisassembiling.	aisassembing.				inventors,		

	Learn to use	Learn to use	information	information	engineers,	engineers,
	and respond	and respond	from a	from a	chefs and	chefs and
	to simple	to simple	number of	number of	manufacturer	manufacturer
	design criteria	design criteria	sources,	sources,	who have	who have
	to help	to help	including ICT	including ICT	developed	developed
	develop their	develop their	based sources	based sources	ground-	ground-
	ideas	ideas.	to generate	to generate	breaking	breaking
			design ideas.	design ideas.	products to	products to
	Generate	Generate			design their	design their
	ideas by	ideas by	Disassemble	Disassemble	own	own
	drawing on	drawing on	and	and	innovative	innovative
	their own	their own	investigate	investigate	designs.	designs.
	experiences.	experiences.	existing	existing		
			everyday	everyday	Generate	Generate
	Use	Use	products to	products to	ideas by	ideas by
	knowledge of	knowledge of	see how they	see how they	collecting and	collecting and
	existing	existing	fit their user	fit their user	using	using
	products to	products to	and purpose.	and purpose.	information,	information,
	help come up	help come up			from a	from a
	with ideas.	with ideas.	Work from a	Work from a	number of	number of
			given design	given design	sources,	sources,
	Model ideas	Model ideas	specification	specification	including ICT	including ICT
	by exploring	by exploring	to guide their	to guide their	based	based
	materials,	materials,	thinking.	thinking.	sources.	sources.
	components	components				
	and	and	Learn what a	Learn what a	Review	Review
	construction	construction	prototype is	prototype is	mechanical	mechanical
	kits and by	kits and by	and use pre-	and use pre-	products to	products to
	making	making	made	made	see how they	see how they
	templates and	templates and	examples of	examples of	function and	function and
	mock-ups.	mock-ups.	prototypes	prototypes	meet user's	meet user's
			and patterns.	and patterns.	needs.	needs.
			Generate	Generate	Develop their	Develop their
			labelled and	labelled and	own simple	own simple
			annotated	annotated	design	design

	Use information and communicatio n technology, where appropriate, to develop and communicate their ideas. To begin to use software to represent 2D designs. To use pictures and	Use information and communicatio n technology, where appropriate, to develop and communicate their ideas. To begin to use software to represent 2D designs. To use pictures and	sketches of their ideas, using computer- aided design where appropriate. Learn an increasing range of correct technical vocabulary to use to enable them to explain.	sketches of their ideas, using computer- aided design where appropriate. Learn an increasing range of correct technical vocabulary to use to enable them to explain.	specification to guide their thinking. Create and use a prototype/pat tern to scale. Create cross- sectional drawings, exploded diagrams and CAD software to represent designs.	specification to guide their thinking. Create and use a prototype/pat tern to scale. Create cross- sectional drawings, exploded diagrams and CAD software to represent designs.
	To use pictures and words to convey what they want to make. To think of interesting ways to decorate food that I have made.	To use pictures and words to convey what they want to make. Think of interesting ways to decorate food that I have made thinking of what would be best for the person eating it.			Identify the properties and qualities of materials they might use such as cardboard, wood, plastic.	Identify the properties and qualities of materials they might use such as cardboard, wood, plastic.

Make	Components (eg specific learning intention)										
			KS1: Mechanisn	ns, structures, f	ood and textiles	5					
	KS2: Mechanical systems, electrical systems, structures, food and textiles										
Key vocab:	Planning										
	Practical skills and techniques										
	To learn to	To learn to Learn how to Learn how to To use To use To use To use									
	construct with	keep	keep	learning from	learning from	learning from	learning from				
	a purpose in	themselves	themselves	maths and	maths and	maths and	maths and				
	mind.	and other safe	and other safe	science to	science to	science to	science to				
		when using	when using	help design	help design	help design	help design				
	To learn how	tools and	tools and	and make	and make	and make	and make				
	to use a range	materials such	materials such	products that	products that	products that	products that				
	of small tools,	as holding	as holding	work.	work.	work.	work.				
	e.g. scissors,	scissors away	scissors away								
	hole punch,	from self and	from self and	To know that	To know that	To know that	To know that				
	stapler,	clothes, etc.	clothes, etc.	materials have	materials have	materials have	materials have				
	woodworking			both	both	both	both				
	tools, rolling	Learn simple	Learn simple	functional	functional	functional	functional				
	pins, pastry	characteristics	characteristics	properties	properties	properties	properties				
	cutters.	and	and	and aesthetic	and aesthetic	and aesthetic	and aesthetic				
		properties of	properties of	qualities.	qualities.	qualities.	qualities.				
	To have basic	materials they	materials they								
	hygiene	will use in	will use in	To know the	To know the	To know the	To know the				
	awareness.	order to make	order to make	correct	correct	correct	correct				
		informed	informed	technical	technical	technical	technical				
	To safely use	choices.	choices.	vocabulary for	vocabulary for	vocabulary for	vocabulary for				
	and explore a	.	.	the projects	the projects	the projects	the projects				
	variety of	Demonstrate	Demonstrate	they are	they are	they are	they are				
	materials,	a range of	a range of	undertaking.	undertaking.	undertaking.	undertaking.				
	tools and	cutting and	cutting and	1	1	1	1				
	techniques.	snaping	snaping	Learn	Learn	Learn	Learn				
		techniques;	techniques;	essential	essential	essential	essential				
		cearing/cuttin	cearing/cuttin	for sofety and	for sofoty and	for sofoty and	for sefety and				
		g/ioluling,	g/ioluling,	bygiono when	bygiono when	hygiono whon	bygiono when				
				handling	handling	handling	handling				
		curling.	curling.	nandling	nandling	nandling	nandling				

			materials and	materials and	materials and	materials and
	Measure,	Measure,	tools safely.	tools safely.	tools safely.	tools safely.
	mark out, cut	mark out, cut				
	and shape	and shape	Measure,	Measure,	Measure,	Measure,
	materials and	materials and	mark out, cut	mark out, cut	mark, cut out	mark, cut out
	components.	components.	and shape a	and shape a	and shape a	and shape a
			range of	range of	range of	range of
	Shape paper	Shape paper	materials and	materials and	materials and	materials and
	and card by	and card by	components	components	components.	components.
	cutting with	cutting with	with some	with some	e.g. using	e.g. using
	scissors.	scissors.	accuracy.	accuracy.	saws and sand	saws and sand
			e.g. using	e.g. using	paper using	paper using
	Mark out	Mark out	saws and sand	saws and sand	cm & mm to	cm & mm to
	materials to	materials to	paper using	paper using	measure.	measure.
	be cut using a	be cut using a	cms to	cms to		
	template.	template.	measure.	measure.	To understand	To understand
					that materials	that materials
	Assemble, join	Assemble, join	Use a wider	Use a wider	can be	can be
	and combine	and combine	range of	range of	combined and	combined and
	materials and	materials and	materials and	materials and	mixed to	mixed to
	components	components	components	components	create more	create more
	with	with	than KS1,	than KS1,	useful	useful
	adhesives and	adhesives and	including	including	characteristic.	characteristic.
	tapes.	tapes, or	construction	construction		
		creating	materials and	materials and	To use a range	To use a range
	Saw wood	hinges.	kits, textiles,	kits, textiles,	of tools in	of tools in
	with a gents	_	food	food	order to be	order to be
	saw/backsaw.	Saw wood	ingredients,	ingredients,	able to choose	able to choose
		with a gents	mechanical	mechanical	appropriately	appropriately
	Use wood	saw/backsaw.	components	components	from them.	from them.
	glue.		and electrical	and electrical		
		Use wood	components.	components.	Use modelling	Use modelling
	Use a drill or	glue.			wire, pliers,	wire, pliers,
	hole punch.				wire cutters	wire cutters
		Use a drill or			etc.	etc.
		hole punch.				

	Learn simple	Learn simple	Use tools	Use tools	Use	Use
	finishing	finishing	independently	independently	techniques	techniques
	techniques.	techniques,	with	with	that involve a	that involve a
		including	increasing	increasing	number of	number of
		those from art	accuracy,	accuracy,	steps.	steps.
		and design.	control and	control and		
			awareness of	awareness of	Use a glue gun	Use a glue gun
	Mechanisms		conservation	conservation	with close	with close
	Use and	Mechanisms	e.g. bench	e.g. bench	supervision.	supervision.
	explore	Use and	hooks and	hooks and		
	different	explore	mitre blocks,	mitre blocks,	Use a hand	Use a hand
	levers and	different	electric	electric	drill to drill	drill to drill
	slides in my	mechanisms;	components	components	tight and	tight and
	work.	levers and	(such as bulbs	(such as bulbs	loose fit holes.	loose fit holes.
		slides in my	and buzzers),	and buzzers),		
	Use a range of	work.	wire strippers,	wire strippers,	Use finishing	Use finishing
	materials and		staplers,	staplers,	techniques to	techniques to
	components,	Use a range of	cardboard	cardboard	strengthen	strengthen
	including	materials and	triangles etc.	triangles etc.	and improve	and improve
	construction	components,			the	the
	materials and	including	Learn to use a	Learn to use a	appearance of	appearance of
	kits and	construction	range of tools	range of tools	their product.	their product.
	mechanical	materials and	with accuracy	with accuracy		
	components.	kits and	including	including	Ensure	Ensure
		mechanical	scissors,	scissors,	products have	products have
	Use wheels	components.	what tools	what tools	a high-quality	a high-quality
	and axles		should we	should we	finish using	finish using
	(pushed	Use wheels	include for	include for	appropriate	appropriate
	through)	and axles	lks2 and uks2?	lks2 and uks2?	resources	resources
		(pushed			(such as	(such as
	Use	through)			sanding	sanding
	construction				wood).	wood).
	kits.	Use				
		construction				
	Make moving	kits.				
	joints using					

	paper	Make moving	Learn how	Learn how	Mechanical	Mechanical
	fasteners,	joints using	finishing	finishing	systems	systems
	wood, axels	paper	techniques	techniques	Use simple	Use simple
	etc	fasteners,	can improve	can improve	mechanisms,	mechanisms,
		wood, axels	the	the	e.g. pulleys,	e.g. pulleys,
	Identify how	etc	appearance of	appearance of	cams, cogs.	cams, cogs.
	toys can be		their product.	their product.		
	made to move	Identify how			Begin to use	Begin to use
	(push, pull)	toys can be	Mechanical	Mechanical	hydraulics.	hydraulics.
		made to move	Systems	systems	Design ICT	Design ICT
	Use	(push, pull)	Cut slots.	Cut slots and	controlled	controlled
	programmabl			internal	mechanisms-	mechanisms-
	e toys (e.g.	Use	Use cutting	shapes.	use computer	use computer
	Roamer)	programmabl	and shaping		to control	to control
	Create pop-	e toys (e.g.	techniques	Use cutting	programs and	programs and
	ups and	Roamer)	that include	and shaping	equipment.	equipment.
	sliders	Create pop-	cuts within	techniques	FLOWOL.	FLOWOL.
		ups and	the perimeter	that include		
		sliders	of the	cuts within	Know that	Know that
			material (slots	the perimeter	mechanical	mechanical
		Use a range of	or cut outs).	of the	systems have	systems have
		materials to		material (slots	an input,	an input,
		create models	To know how	or cut outs).	process and	process and
		with wheels	mechanical		output.	output.
		and axels e.g.	systems such	To know how	-	-
		tubes, dowel	as levers and	mechanical	Know how	Know how
		and cotton	linkages or	systems such	mechanical	mechanical
		reels.	pneumatic	as levers and	systems such	systems such
			systems	linkages or	as cams or	as cams or
		Use simple	create	pneumatic	pulleys or	pulleys or
		pop-ups.	movement.	systems	gears create	gears create
				create	movement.	movement.
	Structures	Structures		movement.		
	Investigate	Build				
	strengthening	freestanding				
		structures,				

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	sheet	exploring how	Use	Use	Structures	Use a cam to
	materials.	they can be	mechanisms	mechanisms	Construct	make an up
		made	in their	in their	regular free	and down
	Build	stronger,	products, e.g.	products, e.g.	standing 3D	mechanism.
	structures,	stiffer and	syringes for	syringes for	frames –	
	exploring how	more stable.	pneumatics,	pneumatics,	bridges.	Structures
	they can be		levers, gears,	levers, gears,	Use	Construct
	made	Make box	pulleys.	pulleys.	techniques for	regular free
	stronger,	models, card			reinforcing	standing 3D
	stiffer and	and wood	Use levers and	Use levers and	and	frames –
	more stable.	constructions.	pulleys to	pulleys to	strengthening	bridges.
			create moving	create moving	structures.	Use
	Make box	Use materials	parts using	parts using		techniques for
	models, card	to practise	split pins, card	split pins, card	Use	reinforcing
	and wood	drilling,	and string.	and string.	construction	and
	constructions.	screwing,			kits and	strengthening
		nailing and		To use and	building	structures.
		gluing to		explore	instructions to	
		strengthen		complex pop-	identify how	Use
		products.		ups.	structures are	construction
					stabilised and	kits and
			Structures	Structures	strengthened.	building
			To know how	To know how		instructions to
			to make	to make	Know how to	identify how
			strong, stiff	strong, stiff	reinforce and	structures are
			shell	shell	strengthen a	stabilised and
			structures.	structures.	3D	strengthened.
					framework.	
			Use	Use		Know how to
			construction	construction		reinforce and
			kits to test for	kits to test for	Electrical	strengthen a
			strength.	strength.	Systems	3D
					Attach motors	framework.
			Investigate		for electrical	
			how		control.	Electrical
			structures can			Systems

Substantive Knowledge Design and Technology

		fail when	Investigate	Switch motors	Attach motors
		loaded, and	how	on/off	for electrical
		stabilise	structures can		control.
		structures to	fail when	Control	
		withstand	loaded, and	electrical	Switch motors
		greater loads.	stabilise	circuits with	on/off
			structures to	ICT (e.g. use	
		Understand	withstand	computer to	Control
		different	greater loads.	operate	electrical
		structures		switch)	circuits with
		types,	Understand		ICT (e.g. use
		shell/frame.	different	Know how to	computer to
			structures	program a	operate
		Strengthen	types,	computer to	switch)
		frames using	shell/frame.	monitor	
		diagonal		changes in the	Know how to
		struts.	Investigate	environment	program a
			how to make	and control	computer to
		Electrical	structures	their	monitor
		Systems	more stable	products.	changes in the
		Explore	e.g. by		environment
		batteries and	widening the	Know how	and control
		bulbs.	base.	more complex	their
				electrical	products.
		Use simple	Electrical	circuits and	
		switches to	Systems	components	Know how
		achieve a	Explore	can be used to	more complex
		functional	batteries and	create	electrical
		result.	bulbs.	functional	circuits and
				products.	components
		To know how	Use simple		can be used to
		simple	switches to	Know that	create
		electrical	achieve a	electrical	functional
		circuits and	functional	systems have	products.
		components	result.	an input,	
		can be used to			

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				create	To know how	process and	Know that
				functional	simple	output.	electrical
				products.	electrical	Control o	systems have
				To know how	circuits and	Control a	an input,
				to program a	can be used to	an ICT control	
				computer to	create	model.	output.
				control	functional		Create circuits
				products.	products.		that employ a
							number of
				Give a series	To know how		components
				of commands	to program a		(such as LEDs,
				(Roamer).	computer to		resistors and
					products		transistorsj.
					products		
					Give a series		
					of commands		
					(Roamer).		
					Create series		
					circuits.		
Analysing			Components (eg specific learr	ning intention)	I	
and	Own ideas	Own ideas	Own ideas	Own ideas	Own ideas	Own ideas	Own ideas
Evaluating	and products	and products	and products	and products	and products	and products	and products
	_	Use design	Use design	Refer to their	Refer to their	Refer to their	Refer to their
	Learn about	criteria to	criteria to	design criteria	design criteria	design criteria	design criteria
Key vocab:	planning and	guide	guide	as they design	as they design	as they design	as they design
	initial ideas to	production	production	anu make.	anu make.	anu make.	anu make.
	make them	p. 00033.	p. 00033.				
	better.						

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Begin to talk	Develop	Develop	Modify plans	Modify plans	Modify plans	Modify plans
about changes	vocabulary	technical	as they work	as they work	as they work	as they work
made during	related to the	vocabulary	and use their	and use their	and use their	and use their
the making	products they	related to the	design criteria	design criteria	design criteria	design criteria
process, e.g.	are making.	products they	to evaluate	to evaluate	to evaluate	to evaluate
making a		are making.	their	their	their	their
decision to	Existing		completed	completed	completed	completed
use a different	Products		products.	products.	products.	products.
joining	Explore and					
method.	ask questions	Existing	Existing	Existing	Existing	Existing
	of products	Products	products	products	products	products
	such as:	Explore and	Investigate	Investigate	Investigate	Investigate
	- what	ask questions	and analyse:	and analyse:	and analyse:	and analyse:
	products are	of products	- how well	- how well	- how well	- how well
	- who	such as:	products have	products have	products have	products have
	products are	- what	been designed	been designed	been designed	been designed
	for	products are	- how well	- how well	- how well	- how well
	- what	- who	products have	products have	products have	products have
	products are	products are	been made	been made	been made	been made
	for	for	- why	- why	- why	- why
	- how	- what	materials have	materials have	materials have	materials have
	products work	products are	been chosen	been chosen	been chosen	been chosen
	- how	for	- what	- what	- what	- what
	products are	- how	methods of	methods of	methods of	methods of
	used	products work	construction	construction	construction	construction
	-where	- how	have been	have been	have been	have been
	products	products are	used	used	used	used
	might be used	used	- how well	- how well	- how well	- how well
	-what	-where	products work	products work	products work	products work
	materials	products	- how well	- how well	- how well	- how well
	products are	might be used	products	products	products	products
	made from	-what	achieve their	achieve their	achieve their	achieve their
	-what they	materials	purposes	purposes	purposes	purposes
	like and dislike	products are	- how well	- how well	- how well	- how well
	about	made from	products meet	products meet	products meet	products meet
	products					

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		Make a protype.	-what they like and dislike about products Make more than one prototype and learn which works best.	user needs and wants Key events and individuals Know about inventors, designers, engineers, chefs and manufacturer s who have developed ground- breaking products.	user needs and wants Key events and individuals Know about inventors, designers, engineers, chefs and manufacturer s who have developed ground- breaking products.	user needs and wants Key events and individuals Know about inventors, designers, engineers, chefs and manufacturer s who have developed ground- breaking products.	user needs and wants Key events and individuals Know about inventors, designers, engineers, chefs and manufacturer s who have developed ground- breaking products.
Toxtilos			Components	l log specific learr	ing intention)		
Textiles	l a a ma dia	Lutur du an		eg specific learr		life a different	Liss different
Key vocab:	Learn to thread using pre-punctured fabric and card	Introduce learning to thread a needle (large binca type). Learn to tie simple reef knots.	Introduce learning to thread a needle (large binca type). Learn to tie simple reef knots. Learn to use running stitch to join two	Weave with a variety of materials. Sew using a range of basic stitches e.g: running stitch, back stitch and over stitch.	Weave with a variety of materials. Sew using a range of basic stitches e.g: running stitch, back stitch and over stitch.	Use different ways to join materials, e.g. glue, pins, press studs, Velcro, various stitches, buttons. Learn to make own simple pattern pieces.	Use different ways to join materials, e.g. glue, pins, press studs, Velcro, various stitches, buttons. Learn to make own simple pattern pieces.

		Learn to use running stitch to join two pieces of fabric.	pieces of fabric.	Learn to thread a needle (large binca type).	Learn to thread a needle (large binca type).	Able to join fabrics using a range of stitches with	Able to join fabrics using a range of stitches with		
				Learn to tie simple knots.	Learn to tie simple knots.	increasing independence including	increasing independence including		
				Use patterns and templates.	Use patterns and templates.	blanket stitch.	blanket stitch.		
				Pinning and cutting with increasing accuracy.	Pinning and cutting with increasing accuracy.				
				Learn about the properties of a small	Learn about the properties of a small				
				fabrics.	fabrics.				
Cooking	Components (eg specific learning intention)								
and	Know that all	Know that all	Know that all	Understand	Understand	Understand	Understand		
Nutrition	food comes	food comes	food comes	seasonality	seasonality	seasonality	seasonality		
Key vocab:	from plants or animals.	from plants or animals.	animals.	and know how a variety of ingredients	and know how a variety of ingredients	and know how a variety of ingredients	and know how a variety of ingredients		
	Know the	Know that	Know that	are grown,	are grown,	are grown,	are grown,		
	a healthy diet.	farmed.	farmed.	and	and	and	and		
	a nearly area	grown	grown	processed.	processed.	processed.	processed.		
	Know that	elsewhere	elsewhere						
	everyone	(e.g. home) or	(e.g. home) or						
	least five	caugni.	caugni.						

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portions of a variety of fruit and vegetables every day. To manage own basic hygiene. To use cutlery safely.	Know that everyone should eat at least five portions of a variety of fruit and vegetables every day. To name and sort foods into the five groups in The Eatwell Guide. Understand the importance of food safety and hygiene; washing hands. To prepare simple dishes safely and hygienically, without using a heat source. To use cutlery safely.	Know that everyone should eat at least five portions of a variety of fruit and vegetables every day. To name and sort foods into the five groups in The Eatwell Guide. Understand the importance of food safety and hygiene; washing hands. To prepare simple dishes safely and hygienically, without using a heat source. To use cutlery safely and accurately.	Understand that food ingredients can be fresh, pre-cooked and processed. To understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Guide. To know the 5 areas of the Eatwell Guide. To know that to be active and healthy, food and drink are needed to provide energy for the body.	Understand that food ingredients can be fresh, pre-cooked and processed. To understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Guide. To know the 5 areas of the Eatwell Guide. To know that to be active and healthy, food and drink are needed to provide energy for the body.	Understand how food is processed into ingredients that can be eaten and used in cooking. To understand the importance of a healthy and varied diet and know the 5 areas of the Eatwell Guide. To know that food and drink contain different substances – nutrients, water and fibre – that are needed for health.	Understand how food is processed into ingredients that can be eaten and used in cooking. To understand the importance of a healthy and varied diet and know the 5 areas of the Eatwell Guide. To know that food and drink contain different substances – nutrients, water and fibre – that are needed for health.
		accurately.				

	To use a bridge technique to cut food safely. To cut, peel and grate safely and accurately. Spread soft butter with a knife. Think of interesting ways to decorate food that I have made thinking of what would be best for the person eating it.	To use a bridge technique to cut food safely. To cut, peel and grate ingredients safely. Spread soft butter with a knife. To use measuring cups, spoons, and scales to measure out ingredients in grams. To use a jug to measure liquids in ml.	To understanding basic hygiene and know how bacteria develops. To peel and grate soft foods e.g. courgette, cheese To use measuring cups, spoons, and scales to measure out ingredients in grams. Use a jug to measure liquids in ml. To mix ingredients to form a bread dough To knead and shape dough.	To develop a deeper understanding of basic hygiene and how bacteria develops. To peel and grate soft foods e.g. courgette, cheese To use measuring cups, spoons, and scales to measure out ingredients in grams. Use a jug to measure liquids in ml. To crack an egg & beat an egg. To cut fat (butter) into flour and rub	To develop a deeper understanding of basic hygiene and how bacteria develops. To peel and grate soft and harder foods e.g. apple, carrot, parmesan To measure ingredients accurately using different equipment. To use simple combination of 'Bridge' and 'Claw' e.g. onion Use a hand mixer or blender	To develop a deeper understanding of basic hygiene and how bacteria develops. To measure ingredients to the nearest gram/ml and calculate ratios of ingredients to scale up or down a recipe. To use simple combination of 'Bridge' and 'Claw' e.g. onion To combine ingredients appropriately (beating, rubbing). To crack an egg &
			To knead and shape dough.	To cut fat (butter) into flour and rub fat into flour.	blender	rubbing). To crack an egg & separating

	Think of		Assemble or	Assemble or
	interesting		cook	cook
	ways to		ingredients,	ingredients,
	decorate food		controlling the	controlling the
	that I have		temperature	temperature
	made thinking		of the oven or	of the oven or
	of what would		hob with adult	hob with adult
	be best for		supervision	supervision
	the person		e.g. to sweat a	e.g. to sweat a
	eating it.		soup	soup
				To roll pastry.
				Use a hand
				mixer or
				blender

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