

## St Columb Minor Design Technology Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
<b>Design</b>	<p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>use their knowledge of existing products and their own experience to help generate their ideas;</li> <li>design products that have a purpose and are aimed at an intended user;</li> <li>explain how their products will look and work through talking and simple annotated drawings;</li> <li>design models using simple computing software;</li> <li>plan and test ideas using templates and mock-ups;</li> <li>understand and follow simple design criteria;</li> <li>work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.</li> </ul>	<p>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.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>identify the design features of their products that will appeal to intended customers;</li> <li>use their knowledge of a broad range of existing products to help generate their ideas;</li> <li>design innovative and appealing products that have a clear purpose and are aimed at a specific user;</li> <li>explain how particular parts of their products work;</li> <li>use annotated sketches and cross-sectional drawings to develop and communicate their ideas;</li> <li>when designing, explore different initial ideas before coming up with a final design;</li> <li>when planning, start to explain their choice of materials and components including function and aesthetics;</li> <li>test ideas out through using prototypes;</li> <li>use computer-aided design to develop and communicate their ideas</li> <li>develop and follow simple design criteria;</li> <li>work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> </ul>	<p>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.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>use their knowledge of a broad range of existing products to help generate their ideas;</li> <li>design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user;</li> <li>explain how particular parts of their products work;</li> <li>use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas;</li> <li>generate a range of design ideas and clearly communicate final designs;</li> <li>consider the availability and costings of resources when planning out designs;</li> <li>work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.</li> </ul>	<p>Begin to draw on their own</p>	<p>Start to generate ideas by drawing on</p>	<p>With growing confidence,</p>	<p>Start to generate ideas, considering</p>	<p>Start to generate, develop, model and communicate</p>	<p>Generate, develop, model and communicate their</p>

	<p>experience to help generate ideas and research conducted on criteria.</p> <p>Start to suggest ideas and explain what they are going to do.</p> <p>Begin to understand the development of existing products: explain what they are for, how they work, what materials have been used.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and simple drawings.</p> <p>Communicate with others about how they want to construct their product.</p>	<p>their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Develop their ideas through talk and drawings and label parts.</p> <p>Pupils begin to explain why they chose a certain material.</p>	<p>generate ideas for an item considering its purpose and the user.</p> <p>When planning, explain their choice of materials and components including function and aesthetics.</p> <p>Start to order the main stages of making a product.</p> <p>Put together a step by step plan which shows the order and what equipment and tools they need.</p>	<p>the purposes for which they are designing.</p> <p>When planning, explain their choice of materials and components including function and aesthetics considering the views of others to improve their work.</p> <p>Confidently make labelled drawings from different views showing specific features.</p> <p>Develop a clear plan on the process and how to use materials, equipment and suggesting alternative methods if the first attempt fails.</p>	<p>their ideas through discussion, annotated sketches and diagrams.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Draw up a specification for their design-link with Mathematics and Science.</p> <p>Produce a detailed step-by-step plan.</p> <p>Suggest some alternative plans and say what the good points and drawbacks are about each.</p> <p>With growing confidence, apply a range of finishing techniques, including those from art and design</p> <p>Explain how their product will appeal to the audience</p>	<p>ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, and pattern.</p> <p>Confidently use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p> <p>Use market research to inform plans.</p> <p>Suggest ideas about how their product could be sold and work within a given budget.</p> <p>Confidently draw up a specification for their design- link with Mathematics and Science.</p> <p>Suggest alternative methods of making if the first attempts fail.</p> <p>Plan the order of their work, choosing appropriate materials,</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Identify the strengths and areas for development in their ideas and products.</p>
	Children select from and use a range of tools		Children select from and use a wider range of		Children select from and use a wider range of tools and	

Make	<p>and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Children can:</b></p> <p><b><u>Planning</u></b></p> <p>with support, follow a simple plan or recipe;</p> <p>begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;</p> <p>select from a range of materials, textiles and components according to their characteristics;</p> <p><b><u>Practical skills and techniques</u></b></p> <p>learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>use a range of materials and components, including textiles and food ingredients;</p> <p>with help, measure and mark out;</p> <p>cut, shape and score materials with some accuracy;</p> <p>assemble, join and combine materials, components or ingredients;</p> <p>demonstrate how to cut, shape and join fabric to make a simple product;</p> <p>manipulate fabrics in simple ways to create the desired effect;</p> <p>use a basic running stitch;</p> <p>cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p> <p>begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>		<p>tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately.</p> <p>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.</p> <p><b>Children can:</b></p> <p><b><u>Planning</u></b></p> <p>with growing confidence, carefully select from a range of tools and equipment, explaining their choices;</p> <p>select from a range of materials and components according to their functional properties and aesthetic qualities;</p> <p>place the main stages of making in a systematic order;</p> <p><b><u>Practical skills and techniques</u></b></p> <p>learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures;</p> <p>use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;</p> <p>with growing independence, measure and mark out to the nearest cm and millimetre;</p> <p>cut, shape and score materials with some degree of accuracy;</p> <p>assemble, join and combine material and components with some degree of accuracy;</p> <p>demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product;</p> <p>join textiles with an appropriate sewing technique;</p> <p>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.</p>		<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>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.</p> <p><b>Children can:</b></p> <p><b><u>Planning</u></b></p> <p>independently plan by suggesting what to do next;</p> <p>with growing confidence, select from a wide range of tools and equipment, explaining their choices;</p> <p>select from a range of materials and components according to their functional properties and aesthetic qualities;</p> <p>create step-by-step plans as a guide to making;</p> <p><b><u>Practical skills and techniques</u></b></p> <p>learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures;</p> <p>independently take exact measurements and mark out, to within 1 millimetre;</p> <p>use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</p> <p>cut a range of materials with precision and accuracy;</p> <p>shape and score materials with precision and accuracy;</p> <p>assemble, join and combine materials and components with accuracy;</p> <p>demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;</p> <p>join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;</p> <p>refine the finish using techniques to improve the appearance of their product, such as sanding or a more</p>	
	<p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures,</p>	<p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p>	<p>Select a wider range of tools and techniques for making their product.</p> <p>Explain their choice</p>	<p>Select and use a wider range of tools and techniques for making their product safely.</p> <p>Know how to</p>	<p>Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them with accuracy.</p> <p>Aim to make and to</p>

	<p>exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Identify and talk about products which use electricity to make them work</p> <p>With help, measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole punch safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole punch safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>With help, measure, cut and score with some accuracy.</p> <p>Start to assemble, join and combine materials in order to make a product.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p> <p>Start to choose and use appropriate finishing techniques based on their own ideas.</p> <p>Join fabric using a running stitch, glue and tape.</p>	<p>of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Start to use simple electrical circuits and mechanical systems.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Select the most appropriate too and techniques for the given task.</p> <p>Begin to make choices of materials both for its appearance and qualities.</p> <p>Begin to use some simple stitches.</p>	<p>measure, mark out, cut and shape a range of materials, using appropriate tools equipment and techniques.</p> <p>Begin to combine components and materials in different ways.</p> <p>Demonstrate how to measure, tape, pin, cut and join with accuracy.</p> <p>Use some finishing techniques to strengthen and improve the appearance of their product using a range of equipment.</p> <p>Use a range of different stitches to join fabric.</p>	<p>wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Combine components and materials in different ways with accuracy.</p> <p>Know how more complex electrical circuits and components can be used to create functional products.</p> <p>Use a variety of finishing techniques to strengthen and improve the appearance of their product using a range of equipment.</p> <p>Demonstrate motivation/perseverance to refine and improve their products.</p>	<p>achieve a quality product</p> <p>Demonstrate when to make modifications as they go along.</p> <p>Know how to combine complex electrical circuits and components to create functional products.</p> <p>Make decisions and select the most appropriate mechanical system for a particular purpose.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment.</p> <p>Demonstrate motivation/perseverance to refine and improve their products.</p>
	<p>Children explore and evaluate a range of existing products. They evaluate their ideas and</p>		<p>Children investigate and analyse a range of existing products. They evaluate their ideas and products against their own design criteria and</p>	<p>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</p>		

## Evaluate

<p>products against design criteria.</p> <p><b>Children can:</b> explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;</p> <p>explain positives and things to improve for existing products;</p> <p>explore what materials products are made from;</p> <p>talk about their design ideas and what they are making;</p> <p>as they work, start to identify strengths and possible changes they might make to refine their existing design;</p> <p>evaluate their products and ideas against their simple design criteria;</p> <p>start to understand that the iterative process sometimes involves repeating different stages of the process.</p>	<p>consider the views of others to improve their work. They understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Children can:</b> explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose;</p> <p>explore what materials/ingredients products are made from and suggest reasons for this;</p> <p>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;</p> <p>evaluate their product against their original design criteria;</p> <p>evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p>	<p>improve their work. They understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Children can:</b> complete detailed competitor analysis of other products on the market;</p> <p>critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;</p> <p>evaluate their ideas and products against the original design criteria, making changes as needed.</p>			
<p>Start to evaluate their product by discussing how well it works in relation to the purpose.</p> <p>When looking at existing products, explain what they like and dislike about the products and why.</p> <p>Begin to evaluate their products as they are developed, identifying</p>	<p>Evaluate their work against their design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>Evaluate their products as they are developed, identifying what went well and possible changes they</p>	<p>Start to evaluate their product against their original design criteria.</p> <p>Begin to evaluate familiar products and consider the views of others to improve them.</p> <p>Suggest improvements to their final design.</p>	<p>Evaluate their product throughout the process making some simple changes where necessary.</p> <p>Evaluate their products, thinking of both appearance and function.</p> <p>Evaluate their products carrying out simple tests.</p> <p>Identify improvements to their final design explaining why these would improve the final design.</p>	<p>Start to evaluate a product against the original design specification and by carrying out appropriate tests.</p> <p>Evaluate their work both during and at the end of the assignment and seek evaluation from others.</p> <p>Evaluate appearance and function against original criteria, suggesting improvements and refinements.</p>	<p>Evaluate their work continuously both during and at the end of the assignment and frequently seek evaluation from others.</p> <p>Evaluate their products, identifying strengths and areas for development, and carry out appropriate tests.</p> <p>Record their evaluations using drawings with labels – clearly identifying improvements and refinements.</p>

	strengths and possible changes they might make next time.	might make next time.				
<p style="text-align: center;"><b>Technical Knowledge</b></p>	<p>Children build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>build simple structures, exploring how they can be made stronger, stiffer and more stable;</li> <li>talk about and start to understand the simple working characteristics of materials and components; <ul style="list-style-type: none"> <li>explore and create products using mechanisms, such as levers, sliders and wheels.</li> </ul> </li> </ul>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>understand that materials have both functional properties and aesthetic qualities;</li> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li> <li>understand and demonstrate how mechanical and electrical systems have an input and output process;</li> <li>make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</li> <li>explain how mechanical systems such as levers and linkages create movement;</li> <li>use mechanical systems in their products.</li> </ul>	<p>Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>They apply their understanding of computing to program, monitor and control their products.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</li> <li>understand and demonstrate that mechanical and electrical systems have an input, process and output;</li> <li>explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;</li> <li>apply their understanding of computing to program, monitor and control a product.</li> </ul>			
<p style="text-align: center;"><b>Cooking and Nutrition</b></p>	<p>Children use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>They understand where food comes from.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>explain where in the world different foods originate from;</li> <li>understand that all food comes from plants or animals;</li> </ul>	<p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>start to know when, where and how food is</li> </ul>	<p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as</li> </ul>			

	<p>understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</p> <p>name and sort foods into the five groups in the Eatwell Guide;</p> <p>understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</p> <p>use what they know about the Eatwell Guide to design and prepare dishes.</p>		<p>grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</p> <p>understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</p> <p>with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;</p> <p>use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;</p> <p>explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;</p> <p>understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;</p> <p>prepare ingredients using appropriate cooking utensils;</p> <p>measure and weigh ingredients to the nearest gram and millilitre;</p> <p>start to independently follow a recipe; start to understand seasonality.</p>		<p>poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</p> <p>understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;</p> <p>understand that food is processed into ingredients that can be eaten or used in cooking;</p> <p>demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source;</p> <p>demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling;</p> <p>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;</p> <p>adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma;</p> <p>alter methods, cooking times and/or temperatures; measure accurately and calculate ratios of ingredients to scale up or down from a recipe; independently follow a recipe.</p>	
<p>Begin to understand that all food comes from plants or animals.</p> <p>Start to understand how to name and sort foods into the five groups.</p> <p>Know that everyone should eat at least five portions of fruit</p>	<p>Understand that all food comes from plants or animals.</p> <p>Develop understanding of where different foods come from and also food from native to different countries.</p> <p>Understand how to name and sort foods</p>	<p>Start to know that food is grown, reared and caught in the UK, Europe and the wider world.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink.</p>	<p>Know that food is grown, reared and caught in the UK, Europe and the wider world.</p> <p>Understand why a healthy diet is important.</p> <p>Know that to be active and healthy, food and drink are</p>	<p>Begin to explain how ingredients are grown, reared and caught in the UK, Europe and the wider world.</p> <p>Begin to understand that seasons may affect the food available.</p> <p>Evaluate a meal and consider if they</p>	<p>Explain how ingredients are grown, reared and caught.</p> <p>Understand that seasons may affect the food available.</p> <p>Know different food and drink contain different substances that are needed for health.</p> <p>Plan a healthy and</p>	

	<p>and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Begin to use techniques such as cutting, peeling and grating.</p> <p>Measure and weigh food items using non-standard measures (e.g. spoons and cups).</p>	<p>into the five groups in</p> <p>Recognise the need for a variety of food in a diet.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating</p>	<p>Begin to know that to be active and healthy, food and drink are needed to provide energy.</p> <p>Understand how to prepare and cook a variety of dishes including having experience of using a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>needed to provide energy.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes including having experience of using a heat source.</p> <p>Understand what to do to be safe and hygienic.</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Measure and weigh ingredients accurately.</p>	<p>contribute towards a balanced diet</p> <p>Begin to understand that different food and drink contain different substances that are needed for health.</p> <p>Explain what times of year particular foods are eaten in.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes including the use of a heat source.</p> <p>Demonstrate increasing confidence in how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Begin to use appropriate tools and equipment, weighing and measuring with scales.</p>	<p>affordable diet.</p> <p>Explain how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source.</p> <p>Confidently use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Use appropriate tools and equipment, weighing and measuring with scales.</p>
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