

APS CURRICULUM – DESIGN TECHNOLOGY				YEAR/ TERM: YEAR B, SPRING TERM	
		Knowledge, Skills and understanding breakdown			
YEAR 1 and 2		Year 1			
National Curriculum Links	Cooking and nutrition	Use of materials	Construction	Knowledge, skills and understanding breakdown	
• Aims: understand and apply the principles of nutrition and learn how to cook. • Work in a range of relevant contexts • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • select from and use a range of tools and equipment to perform practical tasks. • select from and use a wide range of materials including ingredients. • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. • use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from.	• Can they cut food safely? • Can they describe the texture of foods? • Do they wash their hands and make sure that surfaces are clean? • Can they think of interesting ways of decorating food they have made?	• Can they make a structure or model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be?	• Can they talk to others about how they want to construct their product? • Can they select appropriate resources and tools for their project? • Can they make simple plans before making objects (drawings/arranging pieces) before building?	• Developing, planning and communicating ideas: - Can they think of some ideas of their own? - Can they explain what they want to do? - Can they use pictures and words to plan? • Working with tools, equipment, materials and components to make quality products: - Can they explain what they are making? - Which tools are they using? • Evaluating processes and products: - Can they describe how something works? - Can they talk about their own work and things that other people have done?	

CORE Learning / Sticky Knowledge	Year 2			
	Cooking and nutrition	Use of materials	Construction	Knowledge, skills and understanding breakdown
Year 1- Designing: • use own ideas to describe something and describe how their own idea works. • Explain to someone else how they want to make their product and make a simple plan before making. Year 1- Making: • Use own ideas to make something • Choose appropriate resources and tools Year 1- evaluating: • Describe how something works • Explain what works well and not so well in the model they have made Year 1- food technology: • Cut food safely Year 2- designing: • Think of an idea and plan what to do next Year 2- making: • Choose tools and materials and explain why they have chosen them • Join materials and components in different ways. • Measure materials to use in a model or structure Year 2- evaluating: • Explain what went well with their work Year 2- food technology: • Weigh ingredients to use in a recipe • Describe the ingredients used when making a dish or cake	• Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen?	• Can they measure materials to use in a model or structure? • Can they join materials in different ways? • Can they use joining, folding or rolling to make materials stronger?	• Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they consider how to improve their construction?	• Developing, planning and communicating ideas: - Can they think of ideas and plan what to do next? - Can they choose the best tools and materials? Can they give a reason why these are best? - Can they describe their design by using pictures, diagrams, models and words? • Working with tools, equipment, materials and components to make quality products: - Can they join things together in different ways? • Evaluating processes and products: - What went well with their work? - If they did it again, what would they want to improve?

Community links/visits				
• Visit to a local supermarket • Phunky foods 'Bag a Breakfast' practical workshop				
Links to Phunky Foods scheme of work				
• Bag a Breakfast: - The importance of eating breakfast - Alternative suggestions for a healthier breakfast - Using the Eatwell plate to identify features of a well-balanced breakfast - Comparing two or more different meals and discussing why one may be healthier than the other - Breakfast around the world- where do our foods come from? (using a world map) - Identifying wholemeal foods from a selection of breakfast items - Food safety and hygiene/kitchen preparation - Bag a Breakfast workshop - Evaluating activities and what we have learnt				
• Strive for Five: - The importance of having five portions of fruit and vegetables every day (eat a rainbow) - Categorising fruit and vegetables of different colours (each colour helps our bodies in a different way) - Calculating a portion size - Designing a poster based on their favourite fruit or vegetable and why it is important to eat it regularly - Food safety and hygiene/kitchen preparation recap - Practical activity (eat a rainbow) - Evaluation and what we have learnt				