

# **DT skills progression document**

## **Updated Spring 2023**

### **DESIGNING**

Understanding context—uses and purposes

Generating, developing, modelling and communicating ideas

### **MAKING**

Planning

Practical skills and techniques

### **EVALUATING**

Own ideas and products

Existing products

Key events and individuals

### **TECHNICAL KNOWLEDGE**

Making products work

### **COOKING AND NUTRITION**

Where food comes from (knowledge)

Food preparation, cooking and nutrition

**To be used alongside TEducation - A Guide to Progression in Design and Technology**

Designing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Understanding context users and purposes</b>	<ul style="list-style-type: none"> <li>• Work within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community.</li> <li>• Describe what their products are for and who might use them.</li> <li>• Say how their products will work.</li> <li>• Make simple comments on how they will make their products suitable for their intended users.</li> <li>• Use simple design criteria to help develop their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.</li> <li>• State what products they are designing and making.</li> <li>• Say whether their products are for themselves or other users.</li> <li>• Describe the purpose of their products.</li> <li>• Say how their products will work.</li> <li>• Say how they will make their products suitable for their intended users.</li> <li>• Use simple design criteria to help develop their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Work within a range of contexts, such as the home, school, leisure, industry and the wider environment.</li> <li>• Identify the purpose of their products.</li> <li>• Indicate the design features of their products that will appeal to intended users.</li> <li>• Explain how their products work.</li> <li>• Gather information about the needs and wants of particular individuals and groups.</li> <li>• Have some understanding of how to write their own design criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.</li> <li>• Describe the purpose of their products.</li> <li>• Indicate the design features of their products that will appeal to intended users.</li> <li>• Explain how particular parts of their products work.</li> <li>• Gather information about the needs and wants of particular individuals and groups.</li> <li>• Develop their own design criteria and use these to inform their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.</li> <li>• Describe the purpose of their products.</li> <li>• Indicate the design features of their products that will appeal to intended users.</li> <li>• Explain, in detail, how particular parts of their products work.</li> <li>• Identify the needs, wants, preferences and values of particular individuals and groups.</li> <li>• Develop a simple design specification to guide their thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.</li> <li>• Identify, describe and discuss with peers the purpose of their products.</li> <li>• Indicate the design features of their products that will appeal to intended users.</li> <li>• Explain how particular parts of their products work.</li> <li>• Carry out / use research, using surveys, interviews, questionnaires and web-based resources.</li> <li>• Identify the needs, wants, preferences and values of particular individuals and groups.</li> <li>• Develop a design specification to guide their thinking.</li> </ul>
<b>Generating, developing, modelling and communicating ideas.</b>	<ul style="list-style-type: none"> <li>• Use knowledge of existing products to help come up with ideas.</li> <li>• Communicate ideas by talking and drawing.</li> <li>• Use information and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas by drawing on their own experiences.</li> <li>• Use knowledge of existing products to help come up with ideas.</li> <li>• Develop and communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use discussion to share ideas.</li> <li>• Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Share and clarify ideas through discussion.</li> <li>• Use annotated sketches, cross-sectional drawings to develop and communicate their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Share, clarify and develop ideas through discussion.</li> <li>• Model their ideas using prototypes</li> <li>• Use annotated sketches, cross-sectional</li> </ul>	<ul style="list-style-type: none"> <li>• Share, clarify and develop ideas through discussion and peer critique sessions.</li> <li>• Model their ideas using prototypes and pattern pieces.</li> <li>• Use annotated</li> </ul>

	technology, where appropriate, to develop and communicate their ideas	<p>by talking and drawing.</p> <ul style="list-style-type: none"> <li>• Model ideas by exploring materials, components and construction kits.</li> <li>• Use information and communication technology, where appropriate, to develop and communicate their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use information and communication technology to aid the idea thought process.</li> <li>• Make decisions that take account of the availability of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Use information and communication technology to aid the idea thought process.</li> <li>• Make design decisions that take account of the availability of resources.</li> </ul>	<p>drawings and exploded diagrams to develop and communicate their ideas.</p> <ul style="list-style-type: none"> <li>• Use computer-aided design to develop and communicate their idea.</li> <li>• Generate ideas, drawing on research.</li> <li>• Make design decisions, taking account of constraints such as resources.</li> </ul>	<p>sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.</p> <ul style="list-style-type: none"> <li>• Use computer-aided design to develop and communicate their idea.</li> <li>• Generate innovative ideas, drawing on research.</li> <li>• Make design decisions, taking account of constraints such as time, resources and cost</li> </ul>
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<b>Making</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select from a range of tools and equipment.</li> <li>• Identify some materials as being a good choice based on characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan by suggesting what to do in a suitable order.</li> <li>• Select from a range of tools and equipment, explaining their choices.</li> <li>• Select from a range of materials and components according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Select tools and equipment suitable for the task.</li> <li>• Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Explain their choice of materials</li> <li>• Order the main stages of making</li> </ul>	<ul style="list-style-type: none"> <li>• Select tools and equipment suitable for the task.</li> <li>• Explain their choice of tools and equipment to others.</li> <li>• Select materials and components suitable for the task.</li> <li>• Explain their choice of materials and discuss their reason for choosing them.</li> <li>• Order the main stages of making</li> </ul>	<ul style="list-style-type: none"> <li>• Select tools and equipment suitable for the task.</li> <li>• Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Explain their choice of materials and components according to functional properties and aesthetic qualities</li> <li>• Produce</li> </ul>	<ul style="list-style-type: none"> <li>• Select tools and equipment suitable for the task.</li> <li>• Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Explain their choice of materials and components according to functional properties and aesthetic qualities</li> <li>• Produce</li> </ul>

					<p>appropriate lists of tools, equipment and materials needed.</p> <ul style="list-style-type: none"> <li>• formulate step-by-step plans as a guide to making</li> </ul>	<p>appropriate lists of tools, equipment and materials that they need.</p> <ul style="list-style-type: none"> <li>• Formulate step-by-step plans as a guide to making</li> </ul>
<b>Practical skills and techniques</b>	<ul style="list-style-type: none"> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a range of materials and components</li> <li>• Measure, mark out, cut and shape materials and components.</li> <li>• Assemble, join and combine materials and components.</li> <li>• Use finishing techniques, including those from art and design</li> </ul>	<ul style="list-style-type: none"> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components.</li> <li>• Measure, mark out, cut and shape materials and components.</li> <li>• Assemble, join and combine materials and components.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> <li>• Measure, mark out, cut and shape materials and components</li> <li>• Assemble, join and combine materials and components with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> <li>• Measure, mark out, cut and shape materials and components</li> <li>• Assemble, join and combine materials and components with some accuracy</li> <li>• Apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure procedures for safety and hygiene are followed.</li> <li>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> <li>• Accurately measure, mark out, cut and shape materials and components.</li> <li>• Accurately assemble, join and combine materials and components.</li> <li>• Accurately apply a range of finishing techniques, including those from art and design.</li> <li>• Use techniques that involve a number of steps</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure procedures for safety and hygiene are followed.</li> <li>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> <li>• Accurately measure, mark out, cut and shape materials and components.</li> <li>• Accurately assemble, join and combine materials and components.</li> <li>• Accurately apply a range of finishing techniques, including those from art and design.</li> <li>• Use techniques that involve a number of steps and procedures</li> <li>• Demonstrate resourcefulness when tackling practical problems</li> </ul>

Evaluating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Own ideas and products</b>	<ul style="list-style-type: none"> <li>• Talk about their design ideas and what they are making.</li> <li>• Make simple judgements about their products and ideas against design criteria.</li> <li>• Make simple suggestions on how their products could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their design ideas and what they are making.</li> <li>• Make judgements about their products and ideas against design criteria.</li> <li>• Suggest how their products could be improved</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Refer to their design criteria as they design and make.</li> <li>• Use their design criteria to evaluate their completed products</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Refer to their design criteria as they design and make.</li> <li>• Use their design criteria to evaluate their completed products</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Refer to their design criteria as they design and make.</li> <li>• Use their design criteria to evaluate their completed products</li> <li>• Evaluate their ideas and products against their original design specification</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Refer to their design criteria as they design and make.</li> <li>• Use their design criteria to evaluate their completed products</li> <li>• Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</li> <li>• Evaluate their ideas and products against their original design specification</li> </ul>
<b>Existing products</b>	<ul style="list-style-type: none"> <li>• What products are</li> <li>• Who products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>	<ul style="list-style-type: none"> <li>• What products are</li> <li>• Who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and</li> </ul>	<p><i>Investigate and analyse</i></p> <ul style="list-style-type: none"> <li>• How well products have been designed</li> <li>• How well products have been made.</li> <li>• Why materials have been chosen.</li> <li>• What methods of construction have been used.</li> <li>• How well products work.</li> <li>• How well products achieve their</li> </ul>	<p><i>Investigate and analyse</i></p> <ul style="list-style-type: none"> <li>• How well products have been designed</li> <li>• How well products have been made.</li> <li>• Why materials have been chosen.</li> <li>• What methods of construction have been used.</li> <li>• How well products work.</li> <li>• How well products achieve their</li> </ul>	<p><i>Investigate and analyse</i></p> <ul style="list-style-type: none"> <li>• How well products have been designed</li> <li>• How well products have been made.</li> <li>• Why materials have been chosen.</li> <li>• What methods of construction have been used.</li> <li>• How well products work.</li> <li>• How well products</li> </ul>	<p><i>Investigate and analyse</i></p> <ul style="list-style-type: none"> <li>• How well products have been designed</li> <li>• How well products have been made.</li> <li>• Why materials have been chosen.</li> <li>• What methods of construction have been used.</li> <li>• How well products work.</li> <li>• How well products achieve their</li> </ul>

		dislike about products	<p>purposes.</p> <ul style="list-style-type: none"> <li>Who designed and made the products.</li> <li>Where products were designed and made.</li> <li>When products were designed and made.</li> <li>Whether products can be recycled or reused</li> </ul>	<p>purposes.</p> <ul style="list-style-type: none"> <li>How well products meet user needs and wants.</li> <li>Who designed and made the products.</li> <li>Where products were designed and made.</li> <li>When products were designed and made.</li> <li>Whether products can be recycled or reused</li> </ul>	<p>achieve their purposes.</p> <ul style="list-style-type: none"> <li>How well products meet user needs and wants.</li> <li>How much products cost to make.</li> <li>How innovative products are.</li> <li>How sustainable the materials in products are.</li> <li>What impact products have beyond their intended purpose.</li> </ul>	<p>purposes.</p> <ul style="list-style-type: none"> <li>How well products meet user needs and wants.</li> <li>How much products cost to make.</li> <li>How innovative products are.</li> <li>How sustainable the materials in products are.</li> <li>What impact products have beyond their intended purpose</li> <li>How products can generate further designs.</li> </ul>
<b>Key events and individuals.</b>			<p><i>Children should know</i></p> <ul style="list-style-type: none"> <li>About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> </ul>	<p><i>Children should know</i></p> <ul style="list-style-type: none"> <li>About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> </ul>	<p><i>Children should know</i></p> <ul style="list-style-type: none"> <li>About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> <li>Link to focused architects in Art unit. For example Wrenn.</li> <li>Links to Science focused person.</li> </ul>	<p><i>Children should know</i></p> <ul style="list-style-type: none"> <li>About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> <li>Link to focused architects in Art unit. For example Wrenn.</li> <li>Links to Science focused person.</li> </ul>

<b>Technical Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Making products work</b>	<p><i>Across KS1 pupils should know</i></p> <ul style="list-style-type: none"> <li>About the simple working characteristics of materials and</li> </ul>	<p><i>Across KS1 pupils should know</i></p> <ul style="list-style-type: none"> <li>About the simple working characteristics of materials and</li> </ul>	<p><i>Across KS2 pupils should know</i></p> <ul style="list-style-type: none"> <li>How to use learning from science to help design and make products that</li> </ul>	<p><i>Across KS2 pupils should know</i></p> <ul style="list-style-type: none"> <li>How to use learning from science to help design and make products that work.</li> </ul>	<p><i>Across pupils should know</i></p> <ul style="list-style-type: none"> <li>How to use learning from science to help design and make products that</li> </ul>	<p><i>Across pupils should know</i></p> <ul style="list-style-type: none"> <li>How to use learning from science to help design and make products that work.</li> </ul>

	<p>components.</p> <ul style="list-style-type: none"> <li>• About the movement of simple mechanisms such as levers, sliders, wheels and axles.</li> <li>• How freestanding structures can be made stronger, stiffer and more stable.</li> <li>• That a 3-D textiles product can be assembled from two identical fabric shapes.</li> <li>• That food ingredients should be combined according to their sensory characteristics.</li> <li>• The correct technical vocabulary for the projects they are undertaking</li> </ul>	<p>components.</p> <ul style="list-style-type: none"> <li>• About the movement of simple mechanisms such as levers, sliders, wheels and axles.</li> <li>• How freestanding structures can be made stronger, stiffer and more stable.</li> <li>• That a 3-D textiles product can be assembled from two identical fabric shapes.</li> <li>• That food ingredients should be combined according to their sensory characteristics.</li> <li>• The correct technical vocabulary for the projects they are undertaking</li> </ul>	<p>work.</p> <ul style="list-style-type: none"> <li>• How to use learning from mathematics to help design and make products that work.</li> <li>• That materials have both functional properties and aesthetic qualities.</li> <li>• That materials can be combined and mixed to create more useful characteristics.</li> <li>• That mechanical and electrical systems have an input, process and output.</li> <li>• The correct technical vocabulary for the projects they are undertaking</li> </ul> <p><i>Lower KS2 Should also know</i></p> <ul style="list-style-type: none"> <li>• How mechanical systems such as levers and linkages or pneumatic systems create movement.</li> <li>• How simple electrical circuits and components can be used to create functional products.</li> <li>• How to program a computer to control their products.</li> <li>• How to make strong, stiff shell structures.</li> </ul>	<ul style="list-style-type: none"> <li>• How to use learning from mathematics to help design and make products that work.</li> <li>• That materials have both functional properties and aesthetic qualities.</li> <li>• That materials can be combined and mixed to create more useful characteristics.</li> <li>• That mechanical and electrical systems have an input, process and output.</li> <li>• The correct technical vocabulary for the projects they are undertaking</li> </ul> <p><i>Lower KS2 Should also know</i></p> <ul style="list-style-type: none"> <li>• How mechanical systems such as levers and linkages or pneumatic systems create movement.</li> <li>• How simple electrical circuits and components can be used to create functional products.</li> <li>• How to program a computer to control their products.</li> <li>• How to make strong, stiff shell structures.</li> <li>• That a single fabric shape can be used</li> </ul>	<p>work.</p> <ul style="list-style-type: none"> <li>• How to use learning from mathematics to help design and make products that work.</li> <li>• That materials have both functional properties and aesthetic qualities.</li> <li>• That materials can be combined and mixed to create more useful characteristics.</li> <li>• That mechanical and electrical systems have an input, process and output.</li> <li>• The correct technical vocabulary for the projects they are undertaking</li> </ul> <p><i>Upper KS2 Should also know</i></p> <ul style="list-style-type: none"> <li>• How mechanical systems such as cams or pulleys or gears create movement.</li> <li>• How more complex electrical circuits and components can be used to create functional products.</li> <li>• How to program a computer to monitor changes in the environment and control their products.</li> </ul>	<ul style="list-style-type: none"> <li>• How to use learning from mathematics to help design and make products that work.</li> <li>• That materials have both functional properties and aesthetic qualities.</li> <li>• That materials can be combined and mixed to create more useful characteristics.</li> <li>• That mechanical and electrical systems have an input, process and output.</li> <li>• The correct technical vocabulary for the projects they are undertaking</li> </ul> <p><i>Upper KS2 Should also Know</i></p> <ul style="list-style-type: none"> <li>• How mechanical systems such as cams or pulleys or gears create movement.</li> <li>• How more complex electrical circuits and components can be used to create functional products.</li> <li>• How to program a computer to monitor changes in the environment and control their products.</li> <li>• How to reinforce and strengthen a 3D framework.</li> </ul>
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			<ul style="list-style-type: none"> <li>• That a single fabric shape can be used to make a 3D textiles product.</li> <li>• That food ingredients can be fresh, pre-cooked and processed.</li> </ul>	<p>to make a 3D textiles product.</p> <ul style="list-style-type: none"> <li>• That food ingredients can be fresh, pre-cooked and processed.</li> </ul>	<ul style="list-style-type: none"> <li>• How to reinforce and strengthen a 3D framework.</li> <li>• That a 3D textiles product can be made from a combination of fabric shapes.</li> <li>• That a recipe can be adapted by adding or substituting one or more ingredient</li> <li>• How to use learning from science and maths to help design and make products that work.</li> </ul>	<ul style="list-style-type: none"> <li>• That a 3D textiles product can be made from a combination of fabric shapes.</li> <li>• That a recipe can be adapted by adding or substituting one or more ingredient</li> <li>• How to use learning from science and maths to help design and make products that work.</li> </ul>
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Cooking and nutrition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Where food comes from (knowledge)</b>	<p><i>Across KS1 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>	<p><i>Across KS1 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>	<p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul>	<p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul>	<p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul> <p><i>In late KS2 pupils should also know:</i></p> <ul style="list-style-type: none"> <li>• that seasons may affect the food available</li> <li>• how food is processed into ingredients that can be eaten or used in cooking</li> </ul>	<p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul> <p><i>In late KS2 pupils should also know:</i></p> <ul style="list-style-type: none"> <li>• that seasons may affect the food available</li> <li>• how food is processed into ingredients that can be eaten or used in cooking</li> </ul>



<p><b>Food preparation, cooking and nutrition</b></p>	<p><i>Across KS1 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• how to name and sort foods into the five groups in The eatwell plate</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>• how to use techniques such as cutting, peeling and grating</li> </ul>	<p><i>Across KS1 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• how to name and sort foods into the five groups in The eatwell plate</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>• how to use techniques such as cutting, peeling and grating</li> </ul>	<p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p><i>In early KS2 pupils should also know:</i></p> <ul style="list-style-type: none"> <li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eat well plate</li> <li>• that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul>	<p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p><i>In early KS2 pupils should also know:</i></p> <ul style="list-style-type: none"> <li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eat well plate</li> <li>• that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul>	<p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p><i>In late KS2 pupils should also know:</i></p> <ul style="list-style-type: none"> <li>• that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>• that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>	<p><i>Across KS2 pupils should know:</i></p> <ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p><i>In late KS2 pupils should also know:</i></p> <ul style="list-style-type: none"> <li>• that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>• that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>
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