

Wrawby DT Curriculum Overview – Long Term Plan 2025-26

Autumn Term - Textiles				
	EYFS/Year 1	Y2/3	Y4/5	Y5/6
The Big Question	How can textile materials and decorative techniques be combined to design and make Christmas decorations that are both visually appealing and durable for repeated use?	How can textile materials and decorative techniques be combined to design and make Christmas decorations that are both visually appealing and durable for repeated use?	How can textile materials and decorative techniques be combined to design and make Christmas decorations that are both visually appealing and durable for repeated use?	How can textile materials and decorative techniques be combined to design and make Christmas decorations that are both visually appealing and durable for repeated use?
DT Focus knowledge focus	Textiles Pioneer Class 1 and Class 2 – William Morris	Textiles Pioneer Class 1 and Class 2 – William Morris	Textiles Pioneer Class 3 and Class 4 Vivienne Westwood	Textiles Pioneer Class 3 and Class 4 Vivienne Westwood
Enquiry Focus	Templates and joining - Celebrations RE link - Make a tree decoration - Reception focus cutting skills and joining (gluing) embellishments - Year 1 cutting skills - Joining - sewing skills (running stitch) - Adding embellishments	2D shape to 3D shape model - Celebrations RE link - Make a stocking - Use a given pattern to draw around - Cut pattern pieces from fabric - Join two 2D pieces with sewing skills - Adding embellishments	Combining different fabrics - Celebrations RE link - Collaborate to make an Advent Calendar - Use a given pattern to draw around - Measure and cut pattern pieces from fabric - Join pieces of fabric with sewing skills - Add embellishments such as numbers	Using CAD in Textiles - Celebrations RE link - Collaborate to make fabric Christmas bunting - Make own pattern - Measure and cut pattern pieces from fabric - Join pieces of fabric with sewing skills - Join all the pieces together - Add embellishments
Substantive Knowledge	Key learning in design and technology Prior learning Explored and used different fabrics. Cut and joined fabrics with simple techniques. Thought about the user and purpose of products. Designing Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. Evaluating Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria. Technical knowledge and understanding Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.	Key learning in design and technology Prior learning Have joined fabric in simple ways by gluing and stitching. Have used simple patterns and templates for marking out. Have evaluated a range of textile products. Designing Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others’ views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Evaluating Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others’ views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project. Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project	Key learning in design and technology Prior learning Experience of basic stitching, joining textiles and finishing techniques. Experience of making and using simple pattern pieces. Designing Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock ups and prototypes and, where appropriate, computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Technical knowledge and understanding A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate. Technical knowledge and understanding A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate.	Prior learning Experience of stitching, joining and finishing techniques in textiles. Experience of making and using textiles pattern pieces. Experience of simple computer-aided design applications. Designing Generate innovative ideas through research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. Making Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating Investigate and analyse textile products linked to their final product. Compare the final product to the original design specification. Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Technical knowledge and understanding Fabrics can be strengthened, stiffened and reinforced where appropriate. 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.

Disciplinary Knowledge	Focused Tasks Investigate fabrics to determine which is best for the purpose of the product they are creating. Using prepared teaching aids, demonstrate the use of a template or simple paper pattern. Children could make their own templates or paper patterns. If necessary, they can use ones provided by the teacher. Using prepared teaching aids, demonstrate the correct use of appropriate tools to mark out, tape or pin the fabric to the templates or paper patterns and cut out the relevant fabric pieces for the product. Using prepared teaching aids, demonstrate appropriate examples of joining techniques for children to practise in guided groups e.g. running stitch including threading own needle, stapling, lacing and gluing. Talk about the advantages and disadvantages of each technique. Using prepared teaching aids, demonstrate examples of finishing techniques for children to practise in guided groups e.g. sewing buttons, 3-D fabric paint, gluing sequins, printing.	Focused Tasks Demonstrate a range of stitching techniques and allow children to practise sewing two small pieces of fabric together, demonstrating the use of, and need for, seam allowances. Allow children to use a textile product they have taken apart to create a paper pattern using 2-D shapes. Provide a range of fabrics – children to consider whether fabrics are suitable for the chosen purpose and user. The fabrics also can be used for demonstrating and testing out a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing. Use questioning to develop understanding e.g. Which joining technique makes the strongest seam? Why? Which stitch is appropriate for the purpose? Which joining techniques are suitable for the fabric and purpose? How can you stiffen your fabric? What is the purpose of the fastenings? Which one is most suited to the purpose and user? What decorative techniques have been used? What effect do they have?	Focused Tasks Demonstrate a range of stitching techniques and allow children to practise sewing two small pieces of fabric together, demonstrating the use of, and need for, seam allowances. Allow children to use a textile product they have taken apart to create a paper pattern using 2-D shapes. Provide a range of fabrics – children to consider whether fabrics are suitable for the chosen purpose and user. The fabrics also can be used for demonstrating and testing out a range of decorative finishing techniques e.g. appliqué, embroidery, fabric pens/paints, printing. Use questioning to develop understanding e.g. Which joining technique makes the strongest seam? Why? Which stitch is appropriate for the purpose? Which joining techniques are suitable for the fabric and purpose? How can you stiffen your fabric? What is the purpose of the fastenings? Which one is most suited to the purpose and user? What decorative techniques have been used? What effect do they have?	Focused Tasks Develop computer-aided design (CAD) skills by using pattern making software to generate, modify, scale, save and print pattern pieces. Recognise that designs can be easily modified and repeated on the computer without the need for a physical product. Investigate using art packages on the computer to design prints that can be applied to textiles using iron transfer paper. Develop skills of 2D paper pattern making using CAD and create a 3-D paper or Dipryl mock-up of a chosen product. Remind/teach how to pin a pattern on to fabric ensuring limited wastage, how to leave a seam allowance and use different cutting techniques. Develop skills of threading needles and joining textiles using a range of stitches, building upon children’s earlier experiences of stitches e.g. improving appearance and consistency of stitches and introducing new stitches. If available, demonstrate and allow children to use sewing machines to join fabric with close adult supervision. Develop skills of sewing textiles by joining right side together and making seams. Children should investigate how to sew and shape curved edges by snip
	Vocabulary	names of existing products, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, features, suitable, quality mock up, design brief, design criteria, make, evaluate, user, purpose, function	fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype
Why this/why now?	Why this: Textiles is the shared focus because it allows all pupils to develop core DT competencies—planning, stitching, joining, embellishing, evaluating—and to apply creativity in a practical context. Why now: A whole-school approach ensures coherence and progression , avoiding repetition and helping staff see how skills deepen from simple fabric handling to complex construction and decorative techniques.			
Spring Term 2 – Structure				
	EYFS/Year 1	Y2/3	Y4/5	Y5/6
The Big Question	Can I make a strong chair for Baby Bear?	Can I make a gift box?	Can I use CAD to design packaging for a product?	Can I use a solid and stable frame structure to make a kite?
DT knowledge focus	Strong and stable Structures Pioneer – Morag Myerscough	Strong and stable Structures Pioneer – Morag Myerscough	Strong and stable Structures Pioneer – Morag Myerscough	Strong and stable Structures Pioneer – Morag Myerscough
Enquiry Focus	Making a strong and stable structure	Shell structures – nets	Shell Structures using CAD	Frame Structures
Substantive Knowledge	Prior learning Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. Experience of different methods of joining card and paper. Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings. Making Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating. Evaluating Explore a range of existing freestanding structures in the	Prior learning Experience of using different joining, cutting and finishing techniques with paper and card. A basic understanding of 2D and 3D shapes in mathematics and the physical properties and everyday uses of materials in science. Designing Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making Order the main stages of making. Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities.	Prior learning Experience of using different joining, cutting and finishing techniques with paper and card. A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. Familiarity with general purpose software that can be used to draw accurate shapes, such as Microsoft Word, or simple computer aided design (CAD), such as Techsoft Primary. Designing Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. Making Plan the order of the main stages of making.	Prior learning Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. Designing Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making Formulate a clear plan, including a step-by step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to

	school and local environment e.g. everyday products and buildings. Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding. Know how to make freestanding structures stronger, stiffer and more stable. Know and use techniques relevant to the project.	Use finishing techniques suitable for the product they are creating. Evaluating Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project.	Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use computer-generated finishing techniques suitable for the product they are creating. Evaluating Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Develop and use knowledge of how to construct strong, stiff shell structures. Know and use technical vocabulary relevant to the project.	accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures. Technical knowledge and understanding Understand how to strengthen.
Disciplinary Knowledge	Focused Tasks Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials that children are likely to use to make their structures. Discuss the suitability of materials for their products according to their characteristics. Ask the children to build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks e.g. How can you stop your structures from falling over? How they can be made stronger and stiffer in order to carry a load? Children could make models of the structures they have seen in school and the local area. Ask children to fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins. Design, make, evaluate, user, purpose, ideas, design criteria, product, function. Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials that children are likely to use to make their structures. Discuss the suitability of materials for their products according to their characteristics. Ask the children to build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks e.g. How can you stop your structures from falling over? How they can be made stronger and stiffer in order to carry a load? Children could make models of the structures they have seen in school and the local area. Ask children to fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins. Encourage them to think about how folding materials can make them stronger, stiffer, stand up and be more stable cube.	Focused Tasks Children use kit parts with flat faces to construct nets. Practise making nets out of card, joining flat faces with masking tape to create 3-D shapes. Experiment with assembling in nets in numerous ways. Demonstrate skills and techniques of scoring, cutting out and assembling using pre-drawn nets. Then allow children to practise by constructing a simple box. Show how a window could be cut out and acetate sheet added. Demonstrate how to use different ways of stiffening and strengthening their shell structures e.g. folding and shaping, corrugating, ribbing, laminating. Provide opportunities for the children to practise these and to carry out tests to find out where their structures might need to be strengthened or stiffened. Children discuss and explore the graphics techniques and media that could be used to achieve the desired appearance of their products. Practise using computer-aided design (CAD) software to design the net, text and graphics for their products according to purposes. Develop a design brief with the children within a context which is authentic and meaningful. Discuss with the children the uses and purposes of their shell structures e.g. What does the product need to do? Who is it aimed at? How will the purpose and user affect your design decisions? Agree on design criteria that can be used to guide the development and evaluation of children's products e.g. How will we know that we have designed and made successful products? Ask the children to use annotated sketches and prototypes to develop, model and communicate their ideas for the product e.g. What will you need to include in your design? How can you improve it? What materials will you use? How will you make sure your product works well and has the right appearance? Ask children to identify the main stages of making and the appropriate tools and skills they learnt through focused tasks. Encourage the children to work with accuracy, using computer-aided design (CAD) where appropriate. Evaluate throughout and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.	Focused Tasks Demonstrate simple drawing software such as Techsoft 2D Primary or Microsoft Word. Ask children to explore the interface and drawing tools to practise drawing and manipulating shapes such as rectangles, squares, ellipses, trapezoids and triangles. Ask children to use the software to open existing drawings including nets and to draw nets of their own, using gridlines and pre-shaped tools. Let the children explore and be guided to try out different fill and font tools to become familiar with the graphic design aspects of the available software to achieve the desired appearance of their products. Practise making nets out of card, joining flat faces with masking tape to create 3-D shapes. Experiment with assembling pre-drawn nets in numerous ways using scoring, cutting and assembling techniques. Allow children to construct a simple box and show how a window can be cut out and acetate sheet added. Develop a design brief with the children within a context which is authentic and meaningful. Discuss the uses and purposes of their shell structure e.g. What does the product need to do? Who is it aimed at? How will the purpose and user affect your design decisions? Agree on design criteria that can be used to guide the development and evaluation of children's products e.g. How will we know that we have designed and made successful products? Ask the children to develop a design using computer-aided design (CAD) software to create nets, addressing the needs of the user and the purpose. Using computer-aided design (CAD) software ask the children to print out their nets to develop prototypes in order to evaluate and refine their ideas e.g. What will you need to include in your design? How can you improve it? What materials will you use? How will you make sure your product works well and has the right appearance? Ask children to identify the main stages of making and the appropriate tools and skills they learnt through focused tasks. Encourage the children to work with accuracy, using their computer-aided design (CAD) skills as appropriate. Evaluate throughout and the final products against the intended purpose and with the intended user.	Focused Tasks Use a construction kit consisting of plastic strips and paper fasteners to build 2-D frameworks. Compare the strength of square frameworks with triangular frameworks. Ask the children to reinforce square frameworks using diagonals to help develop an understanding of using triangulation to add strength to a structure. Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Ask children to use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. How could each of the frameworks be reinforced and strengthened? Demonstrate the accurate use of tools and equipment. Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. Demonstrate skills and techniques for accurately joining framework materials together e.g. paper straws, square sectioned wood. Ask children to practise these, mounting their joints onto card for future reference. Discuss the brief of designing and making a small-scale frame structure e.g. Who is the intended user and what is the purpose of the frame structure? Will it be permanent, or can it be easily dismantled? What materials will you use? How will it be joined? How will it be reinforced? How will it be finished? Children should be encouraged to generate innovative ideas, drawing on their research. Ask children to develop a simple design specification to guide their thinking. Children should produce a detailed, step-by-step plan, listing tools and materials. Children's sketches should be annotated with notes to help develop and communicate their ideas. Encourage children to model their ideas first using materials such as paper, card and paper straws e.g. How will you make it stable? How will it stand up? How could you make it stronger? Where are the weak points? How could you reinforce them? What tools and materials will you need? How can you improve the design? Encourage children to make their products with accuracy. They should regularly evaluate their work.

Vocabulary	cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder	shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype	shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional
Why this/why now?	A whole-school term focused on DT structures gives pupils a coherent, meaningful journey through a key area of the curriculum, with each year group developing a different skill to ensure clear progression. Structures are highly relevant to children’s everyday experiences and provide rich opportunities for problem-solving, creativity, and practical engineering. Focusing on them now strengthens consistency across the school, supports teacher confidence through shared planning, and allows every class to contribute to a collective celebration of learning while mastering age-appropriate techniques.			
Summer Term 2 Food and Nutrition				
	EYFS/Year 1	Y2/3	Y4/5	Y5/6
The Big Question	Can I design and make a healthy fruit smoothie?	Do I know what a balanced diet is? Can I design and make a healthy snack?	Do I know that food production is seasonal? Can I design and make a food product with seasonable produce?	Do I know that food production is seasonal? Can I design and make a food product celebrating culture?
DT knowledge focus	Food and Nutrition	Food and Nutrition	Food and Nutrition	Food and Nutrition
Enquiry Focus	Preparing Fruit and Vegetables	Healthy and varied diet	Celebrating culture and seasonality	
Substantive Knowledge	Prior learning Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils. Designing Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. Making Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary.	Prior learning Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and The Eatwell Guide. Have used some equipment and utensils and prepared and combined ingredients to make a product. Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.	Prior learning Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/ charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. Technical knowledge and understanding Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.	
Disciplinary Knowledge	Focused Tasks Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important?	Focused Tasks Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique,	Focused Tasks Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients. Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically. Techniques could be practised following a basic recipe to prepare and cook a savoury food product.	

	Demonstrate how to use simple utensils and provide opportunities for the children to practise food processing skills such as washing, grating, peeling, slicing, squeezing e.g. Do we eat the whole fruit? Why or why not? Which parts do we eat? What might we have to do before eating this? Why do we cut, grate, peel and slice in this way? Discuss different effects achieved by different processes. Discuss healthy eating advice, including eating more fruit and vegetables; using The Eatwell Guide model talk about the importance of fruit and vegetables in our balanced diet e.g. Why is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them? Set a context for designing and making which is authentic and meaningful. Discuss with the children the possible products that they might want to design, make and evaluate and who the products will be for. Agree on design criteria that can be used to guide the development and evaluation of children's products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Use talk and drawings when planning for a product; ask the children to develop, model and communicate their ideas e.g. What will you need? What fruit/vegetable will you need? How much will you need? How will you present the product? Talk to the children about the main stages in making, considering appropriate utensils and food processes they learnt about through IEAs and FTs. Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.	grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. Food preparation and cooking techniques could be practised by making a food product using an existing recipe. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important? Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for. Develop and agree on design criteria with the children within a context that is authentic and meaningful. This can include criteria relating to healthy eating and a varied diet e.g. What do you need to consider to make it part of a balanced diet? How do we select the ingredients? How could we make it appealing to eat? Ask children to generate a range of ideas encouraging realistic responses. Using discussion, annotated sketches and information and communication technology if appropriate, ask the children to develop and communicate their ideas. Ask children to consider the main stages in making the food product, before preparing/cooking the product including the ingredients and utensils they will need. Evaluate as the assignment proceeds and the final product against the intended purpose and user, reflecting on the design criteria previously agreed. Consider what others think of the product when considering how the work might be improved.	Ask questions about which ingredients could be changed or added in a basic recipe such as types of flour, seeds, garlic, vegetables. Consider texture, taste, appearance and smell. When using a basic dough recipe, explore making different shapes to change the appearance of the food product e.g. Which shape is most appealing and why? Develop a design brief and simple design specification with the children within a context that is authentic and meaningful. This can include design criteria relating to nutrition and healthy eating. Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for. Ask children to generate a range of ideas encouraging innovative responses. Agree on design criteria that can be used to guide the development and evaluation of the children's product. Using annotated sketches, discussion and information and communication technology if appropriate, ask children to develop and communicate their ideas. Ask children to record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge, understanding and skills learnt through IEAs and FTs. Evaluate the work as it progresses and the final product against the intended purpose and user reflecting on the design specification
Vocabulary	Fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief
Why this/why now?	A whole-school term focused on food and nutrition gives pupils essential life skills while building a clear progression of knowledge about healthy eating, cooking techniques, and where food comes from. Food education is immediately relevant to every child's daily life, helping them make informed choices and develop independence. Prioritising it now supports a consistent approach across the school, strengthens cross-curricular links with science and PSHE, and allows each year group to master age-appropriate skills — from simple preparation to more complex cooking and nutritional understanding — culminating in a shared celebration of learning and healthy living.		