Tonacliffe Primary School Design and Technology Progression Document – Food Technology

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| **EYFS** | -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. | | |
|  | **KS1** | **LKS2** | **UKS2** |
| **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. | 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. | 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 |
| **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. | 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. | 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** | 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. | 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. | 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 understating** | 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 plate*.  Know and use technical and sensory vocabulary  relevant to the project. | 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. | 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. |
| **Key Vocab** | 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 |