

Design and Technology & Cooking and Nutrition

Phase 1-	2
Phase 2-	14
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DT Following this guide when planning and teaching :

Are students able to or have an understanding of ;

- Assured understanding of who they are designing and making for
- The purpose of the product, how it would work and its success criteria
- Modify their designs and prototypes in light of simple testing
- Articulate how they develop technical skills including using tools
- Articulate how they apply skills from other subjects (e.g. Maths - measurement; Science - knowledge of mechanisms, structures, forces or the effect of heat to create and explain how their products work)
- Use increasingly technical vocabulary when talking or writing about what they might change as their work develops.
- Show evidence of a range of designers being studied in context to the line of inquiry - diversity is key.

Evidence of thorough evaluation needs to be made clear

Phase 1-

Phase 1					
Year 1					
<u>Module 1</u> Cooking and Nutrition- Seasonal recipes	<u>Module 2</u> Textiles- Clothing	<u>Module 3</u> Cooking and Nutrition- Influences around the world	<u>Module 4</u> Structures Waterproof	<u>Module 5</u> Modelling- 3D	<u>Module 6</u> Cooking and Nutrition-Healthy snacks
Year 2					
<u>Module 1</u> Great British Recipes.	<u>Module 2</u> Resistant materials	<u>Module 3</u> Come dine with me	<u>Module 4</u> Landmarks	<u>Module 5</u> Food packaging	<u>Module 6</u> Seasonal fruits and vegetables
Year 3					
<u>Module 1</u> Farming	<u>Module 2</u> Craft	<u>Module 3</u> Bake off	<u>Module 4</u> Moving parts- <i>Wheels, hinges.</i>	<u>Module 5</u> Our environment	<u>Module 6</u> Balanced Diet
<ul style="list-style-type: none"> • Sustainability and the environment- Students will be able to demonstrate some understanding around our responsibilities to protect the planet. They will begin to understand the implications of consumer consumption and can talk about carbon footprint and ecological and sustainable farming .. E.g- sourcing wood/ fishing/ dairy farming. 					

M1 Pupils encounter activities and experience

- They may be passive or resistant
- They may show simple reflex responses [for example, startling at sudden noises or movements]
- Any participation is fully prompted.

M1 (ii) Pupils show emerging awareness of activities and experiences

- They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [*for example, pausing over food smells in the room*]
- They may give intermittent reactions

M2 (i) Pupils begin to respond consistently to familiar people, events and objects • They react to new activities and experiences

- They begin to show interest in people, events and objects
- They accept and engage in coactive exploration

M2 (ii) Pupils begin to be proactive in their interactions

- They communicate consistent preferences and affective responses
- They recognise familiar people, events and objects
- They perform actions, often by trial and improvement, and they remember learned responses over short periods of time
- They cooperate with shared exploration and supported participation.

M3 (i) Pupils begin to communicate intentionally

- They seek attention through eye contact, gesture or action.
- They request events or activities
- They participate in shared activities with less support. They sustain concentration for short periods
- They explore materials in increasingly complex ways
- They observe the results of their own actions with interest
- They remember learned responses over more extended periods

M3 (ii) Pupils use emerging conventional communication • They greet known people and may initiate interactions and activities

- They can remember learned responses over increasing periods of time and may anticipate known events
- They may respond

M4 With support pupils begin to assemble components provided for an activity.

- Students contribute to activities by coactively grasping and moving simple tools.
- Students explore options within a limited range of materials.

M5 Pupils use basic tools with support.

- Students can demonstrate a preference for products, materials and ingredients.

M6 Pupils can recognise familiar products and explore what they are made from.

- Students can watch others using tools and copy their actions.
- Students begin to offer responses to making activities.

M7 Students operate familiar products with some support.

- Students can explore how tools and equipment works.
- Students can use tools and equipment in simple processes.
- Students can communicate a preference in their designing and making.

M8 Students can explore familiar products and communicate their views when prompted.

- With support students can manipulate a wider range of basic tools in making activities.
- Students begin to contribute to decisions about what they will do and how.

Food Hygiene

• Understand that food that has been dropped on the floor, touched with dirty hand or has turned mouldy should not be eaten and can make people ill • Understand that some foods need to be washed before they are safe to eat (eg fruits and vegetables) With help and supervision get ready to cook: • Tie back long hair • Put on a clean apron • Wash and dry hands With help and supervision, take part in simple clearing up tasks such as clearing and cleaning the tables

[Key Skills In cooking](#)

[Key skills in Design and technology](#)

Phase 2

Phase 2					
Year 1					
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<ul style="list-style-type: none"> • Sustainability and the environment- Students will be able to demonstrate some understanding around our responsibilities to protect the planet. They will begin to understand the implications of consumer consumption and can talk about carbon footprint and ecological and sustainable farming .. E.g- sourcing wood/ fishing/ dairy farming. 					
Brook Stream	M1 Pupils encounter activities and experience <ul style="list-style-type: none"> • They may be passive or resistant 				

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| | <ul style="list-style-type: none">• They may show simple reflex responses [for example, startling at sudden noises or movements]• Any participation is fully prompted. <p>M1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none">• They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [<i>for example, pausing over food smells in the room</i>]• They may give intermittent reactions <p>M2 (i) Pupils begin to respond consistently to familiar people, events and objects • They react to new activities and experiences</p> <ul style="list-style-type: none">• They begin to show interest in people, events and objects• They accept and engage in coactive exploration <p>M2 (ii) Pupils begin to be proactive in their interactions</p> <ul style="list-style-type: none">• They communicate consistent preferences and affective responses• They recognise familiar people, events and objects• They perform actions, often by trial and improvement, and they remember learned responses over short periods of time• They cooperate with shared exploration and supported participation. |
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M3 (i) Pupils begin to communicate intentionally

- They seek attention through eye contact, gesture or action.
- They request events or activities
- They participate in shared activities with less support. They sustain concentration for short periods
- They explore materials in increasingly complex ways
- They observe the results of their own actions with interest
- They remember learned responses over more extended periods

M3 (ii) Pupils use emerging conventional communication • They greet known people and may initiate interactions and activities

- They can remember learned responses over increasing periods of time and may anticipate known events
- They explore materials in increasingly complex ways [for example, tearing, squashing, mixing or bending materials]

M4 With support pupils begin to assemble components provided for an activity.

- Students contribute to activities by coactively grasping and moving simple tools.
- Students explore options within a limited range of materials.

M5 Pupils use basic tools with support.

- Students can demonstrate a preference for products, materials and ingredients.

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- Students can watch others using tools and copy their actions.
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- With support students can manipulate a wider range of basic tools in making activities.
- Students begin to contribute to decisions about what they will do and how.

Food Hygiene Understand that food that has been dropped on the floor, touched with dirty hand or has turned mouldy should not be eaten and can make people ill Understand that some foods need to be washed before they are safe to eat (eg fruits and vegetables) With help and supervision get ready to cook: • Tie back long hair • Put on a clean apron • Wash and dry hands
With help and supervision, take part in simple clearing up tasks such as clearing and cleaning the tables

River	<p>M5 Pupils use basic tools with support.</p> <ul style="list-style-type: none"> • Students can demonstrate a preference for products, materials and ingredients. <p>M6 Pupils can recognise familiar products and explore what they are made from.</p> <ul style="list-style-type: none"> • Students can watch others using tools and copy their actions. • Students begin to offer responses to making activities. <p>M7 Students operate familiar products with some support.</p> <ul style="list-style-type: none"> • Students can explore how tools and equipment works. • Students can use tools and equipment in simple processes. • Students can communicate a preference in their designing and making. <p>M8 Students can explore familiar products and communicate their views when prompted.</p> <ul style="list-style-type: none"> • With support students can manipulate a wider range of basic tools in making activities. • Students begin to contribute to decisions about what they will do and how. <p><u>Food hygiene</u> Can follow basic food safety rules when preparing and cooking food With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor With supervision get ready to cook: • Tie back long hair • Put on a clean apron • Wash and dry hands Understand how everyday foods are stored differently to ensure they are safe to eat, (eg fridge or freezer)</p>
Waterfall	<p>Students should be able to;</p> <ul style="list-style-type: none"> •Design purposeful,functional and appealing ideas. •Students should be able to explain their ideas,drawings and products where appropriate. •Students should use their technological knowledge and vocabulary to articulate their design and products. •To generate a product based on a design criteria. •Students should be able to select from a range of tools and equipment to perform a practical task. • To explore and select from a wide range of materials and components such as; construction,textiles and ingredients based on their characteristics. • To explore and evaluate already existing products. •To Evaluate ideas and products against the design criteria. •To reflect and better their designs based on feedback and experimental data.

- To build a wide range of technological terminology and apply it appropriately.
- To understand how key events and individuals have shaped the world.

Cooking and Nutrition

Pupils should know:

- That all food comes from plants or animals
- That food has to be farmed, grown elsewhere (e.g. home) or caught
- 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
- That seasons may affect the food available
- How food is processed into ingredients that can be eaten or used in cooking
- Pupils should know:
 - How to name and sort foods into the five groups in The eatwell plate
 - That everyone should eat at least five portions of fruit and vegetables every day
 - How to prepare simple dishes safely and hygienically, without using a heat source
 - How to use techniques such as cutting, peeling and grating
 - How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
 - How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
- that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate
- That to be active and healthy, food and drink are needed to provide energy for the body
- That recipes can be adapted to change the appearance, taste, texture and aroma
- That different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

Food hygiene

Know and can follow basic food safety rules

- Understand how bacteria in food can cause food poisoning or food to go mouldy • Know how to get ready to cook
- Tie back long hair
- Put on a clean apron
- Understand how a variety of foods are stored differently to ensure they are safe to eat (eg fridge or freezer)

Are able to independently get ready to cook

- Remove nail varnish and jewellery
- Wash and dry hands Demonstrate good food safety practices when getting ready to store, prepare and cook food (eg keep raw meats away from other food)
- Know, and can follow, food safety rules and understand their purpose
- Can independently follow procedures for clearing up

[Key skills in cooking](#)

[Key skills in design and technology](#)

Phase 3

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M7 - I will design a food product that I like. I will use the skills of mixing and weighing whilst following simple instructions					

M8 - I will design a food product that I like and be able to say why I like it. I will demonstrate the skills of mixing, weighing and following a recipe

M9/S1 - I will design an appealing food product for myself and other users based on design criteria. I will follow a recipe and select and use a range of tools and equipment to make the food product.

S2 - I will evaluate my ideas and products against design criteria

S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.

[Key skills in cooking](#)

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Phase 4

Phase 4

In Phase 4, students will access Design Technology (DT) through the Business Enterprise Pathways, Independent Living Skills Curriculum and recreation/ pupil agency choices.

The Business Enterprise pathways provide all students with appropriate and meaningful work experience within a familiar and supportive environment and opportunities to generalise learnt skills through functional experiences while working towards an ASDAN accreditation. Students participate in Horticulture and Retail enterprises where they research, design, make and evaluate various products.

The Business enterprise pathways follow the sequence of planning the business, starting the business, advertising the enterprise, running the enterprise, reviewing their performance and planning next steps and finally the project itself. Through this process students will be able to use their DT skills, their creativity and imagination to design and make their own products/projects that have a purpose in a variety of contexts. The students will need to consider their own needs, wants and values as well as those of their target audience. They will be using their cross curricular links drawing on their knowledge of Mathematics, Science, Engineering, Computing and Art. They will become risk

takers, be resourceful, show initiative and take ownership in their projects, assessing this at a differentiated level which takes into consideration their learning needs.

Please refer to the [Business Enterprise/Work Based Learning](#) document to see a breakdown of enterprise/work based learning for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

In Phase 4, students participate in independent living skills which includes Cooking and Nutrition. Students will develop their skills to prepare meals and drinks. They will be able to express preferences, plan, prepare and cook meals, being able to apply their knowledge of the principles of nutrition and healthy eating as well as working on a budget. The students will develop a love of cooking and access a variety of different cooking skills and techniques to develop independence and confidence in their abilities to work towards a crucial life skill to feed themselves and others while working towards ASDAN accreditation and Life Skill challenges.

Please refer to the [Independent Living Skills SOW](#) document to see a breakdown of the implementation of independent living skills for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

In Phase 4 students will have the opportunity to make choices about what they would like to study and explore. On mainsite, students have the opportunity to explore a range of recreational clubs including craft clubs where they can continue to develop and embed their DT skills. At the Phase 4 satellite provision, students can opt to complete ASDAN short courses or life skills challenges on their curriculum areas of interest.