Stockton on the Forest Primary School

Progression ladder: **Design Technology – Food** Children can…

	Design and Develop (FPT= Focus Practical Task)	Making	Product and Evaluation
Reception	Wants to make FPT: practise stirring, mixing, pouring, blending FPT: spreading (butter on bread) FPT: wash hands properly FPT: rolling, kneading (can be play dough)	Uses and handles simple tools	Be excited about what they have made Understands that equipment and tools have to be used safely and should be used for specific purposes Talk about how to handle / prep food hygienically Share their creations, explaining the process they have used Discuss use of senses Discuss the importance of healthy food choices
Year 1	Generate ideas from their own experience Talk about their ideas and say what will be done Describe what they want to do using pictures and words Make a simple list of what they will need FPT: clean surfaces FPTs: cut, peel, grate, slice, knead, roll	Use scissors & child friendly knives to cut, sometimes with help Develop and practice the skills of grating, slicing, chopping, peeling, rolling and spreading Know about basic hygiene and safety	Use simple terms to talk about their own and others' work Describe and compare tastes & textures Know the benefits of fruit and vegetables Discuss links between healthy diet & good health Understand that food comes from animals and plants
Year 2	Generate ideas, and plan what to do next, using their experience of ingredients. Use plans to show how to put their ideas into practice Say how the product will be beneficial Draw pictures with labels, with some text FPT: chopping & slicing with control practice	Practise skills before using them Select tools and techniques appropriate to the job Follow basic safety rules Understand and use the terms ingredient and component Use simple scales or balances Understand main rules of food hygiene Show increasing confidence in skills of grating, slicing, chopping, peeling, rolling and spreading	Use like and dislike alongside simple 'taste' words when evaluating or describing Explain why some ingredients are good for you Use digital photography to present design or finished work Recognise what they have done well and talk about what could be improved Seek out the views and judgements of others Start to understand why balanced diet is important. Say where food comes from (underground, caught, farmed etc) Construct / draw an 'eat well plate' with food groups
Year 3	Use others to help generate their ideas Ensure that plans are realistic and appropriate for the aim Show the order of working in plans Use pictures and words in designs Make increasing use of ICT to plan ideas Recognise that designs must meet a range of needs FPT: Presentation of food (eg. chopping regular shapes / how can we make salad look nice? etc)	Measure accurately - weigh in grams Choose tools and equipment which are appropriate for the job Prepare for work by assembling components together before joining /combining Begin to select their own ingredients when cooking or baking Make good presentation of food Show increasing confidence in skills of grating, slicing, chopping, peeling, rolling and spreading	Be clear about their ideas when asked Can alter and adapt original plans following discussion and evaluation Recognise what has gone well, but suggest further improvements for the finished article Suggest which elements they would do better in the future Talk about what they like and dislike, giving reasons and using a good range of 'taste' words Discuss safe food storage Show understanding of what constitutes a balanced diet (food & drink) Starts to understand that our food comes from the UK & wider world
Year 4	Collect and use information to generate ideas Consider the way the product will be used Understand designs must meet a range of criteria and constraints Take users' views into account Think ahead about the order of their work Produce step by step plans Make ongoing sketches and annotations	Develop independence in putting plans into action methodically, selecting and using equipment and preparing ingredients. Plan, prepare and cook savoury dishes, using a heat source with supervision Work in a safe and hygienic way Use a range of techniques confidently such as: grating, slicing, chopping, peeling, rolling and spreading, kneading, baking	Develop their designs through their own reflection and the evaluation of others Evaluate food by taste, texture, flavour etc. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Explain safe food storage
Year 5	Plan the order of work by thinking ahead Use sketches to show other ways of doing things – and then make choices Meet an identified need – e.g. a meal for an older person – by selecting ingredients or materials Use various sources of information and draw on them in design	Plan, prepare and cook savoury dishes, using a heat source Carry out tests to see if their design / ideas work Make improvements from design suggestions Present products well –interesting attractive & fit for purpose Work in a safe and hygienic way Use a range of techniques confidently such as: grating, slicing, chopping, peeling, rolling and spreading, kneading, baking	Evaluate a diet /dish / product to see how healthy it is, suggesting how often it should be eaten as part of a balanced diet. Name types of food grown, reared or caught in the UK & wider world Investigate food miles and how our food choices can affect our planet.
Year 6	Keep cost constraints in mind when selecting materials in design Be aware of commercial aspects and incorporate these into their designs Calculate the amount of materials needed use this to estimate cost	Measure in precise detail, and make sure that finished products are carefully finished Use proportions when cooking, by doubling and halving recipes Understand how an article might be mass produced Produce a simple instruction manual, recipe or handbook for their product	Research products using the internet Test and evaluate commercial products, understanding how this information supports their own designs Describe some substances within food / drink and how they can affect our health Adapt recipes to change appearance, taste, texture or aroma by adding / substituting ingredients Explain about seasonality of food Learn about food processing methods