

Design and Technology Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELGs Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.						
Nursery	Self-portraits	Junk modelling		Growing: cress pots	Planning a party! Making houses	Fruit kebabs
Reception	Recycled materials (birds)	Bird feeders	Peg crocodiles	Designing wormeries	Edible plants	Changes: us and the world around us
Year 1	Art	Cooking and nutrition: Smoothies	Art	Structures: Stables structures	Art	Mechanisms: Making a moving storybook
Year 2	Art	Mechanisms: Making a moving monster	Art	Structures: A chair for a bear	Art	Cooking and nutrition: Balanced diet
Year 3	Art	Electrical systems: Electrical poster	Art	Textiles: Cross-stitch and applique: Cushions	Art	Cooking and nutrition: Eating seasonally
Year 4	Art	Electrical Systems: Torches	Art	Mechanisms: Mechanical cars	Art	Cooking and nutrition: Adapting a recipe
Year 5	Art	Electrical Systems: Doodlers	Art	Cooking and nutrition: Developing a recipe	Art	Structures: Bridges
Year 6	Art	Structures: Playgrounds	Art	Textiles: Bags	Art	Cooking and Nutrition: Come Dine with me

Cooking and Nutrition Textiles Structures Mechanisms Digital World Electrical Systems

Year 1	Learning Objectives	Success Criteria	Key vocabulary
Autumn 2 Smoothies	Lesson 1: Fruits LO: To identify fruits.	- I can name fruits and vegetables. - I can identify seeds. - I can sort fruits and non-fruits.	- fruit - plant - seed
	Lesson 2: Growing LO: To describe where fruits and vegetables grow.	- I can name places where fruits and vegetables grow. - I can decide whether a fruit or vegetable will grow aboveground or underground. - I can make predictions about where edible parts of plants will grow.	- bush - leaf - root - soil - stem - tree - vegetable - vine
	Lesson 3: Cutting and juicing LO: To practise food preparation skills.	- I can use a fork to hold foods I am cutting. - I can use a table knife to cut soft foods. - I can use a juicer to get juice from fruits. - I can work safely and follow instructions	- chopping board - cut - fork - juice - juicer - table knife
	Lesson 4: Testing ingredients LO: To select ingredients for a recipe.	- I can choose fruits and vegetables to taste. - I can suggest fruits to put together based on taste.	- flavour - select

		• I can describe a food's taste. • I can decide on three ingredients to create a recipe.	• taste
	Lesson 5: Making smoothies LO: To apply food preparation skills to a recipe.	• I can gather the ingredients for a simple recipe. • I can cut and juice fruits as part of a recipe. • I can use my senses to compare my smoothie with my partner's.	• blend • blender • cut • ingredients • juice • recipe
	Learning Objectives	Success Criteria	Key vocabulary
Spring 2 Stable structures	Lesson 1: Exploring stability LO: To explore stability by balancing.	• I can find structures in the world around me. • I can explore stability through different balances. • I can explain why I feel more stable in a balance with a wider base.	• base • narrow • stable • structure • unstable • wide
	Lesson 2: Building stable towers LO: To explore wide or narrow bases by building towers.	• I can explain why some structures are more stable than others. • I can make a plan and work with others. • I can test my structure and make changes.	• freestanding • height • tower •

	Lesson 3: Stabilising structures with weight LO: To test a structure's stability with weight added in different places.	• I can build a structure with a stable base. • I can explain how adding weight to the top of a structure makes it less stable. • I can explain how adding weight to the base of a structure makes it more stable.	• better • compare • weight • worse
	Lesson 4: Designing a stable pencil pot LO: To design a stable structure that meets the needs of a user.	• I can explain what makes a product appealing to a user. • I can sketch my pencil pot design clearly. • I can plan how to make my product stable.	design • product • user • like • dislike
	Lesson 5: Making a stable pencil pot LO: To use a variety of cutting and joining techniques to make a stable product.	• I can choose the best method to join materials. • I can use scissors to cut a shape neatly. • I can follow a plan and explain the steps to make a product.	• cut • even • explain • join
	Learning Objectives	Success Criteria	Key vocabulary
Summer Making a moving book	Lesson 1: Exploring sliders and movement LO: To explore making mechanisms.	• I can understand that sliders are mechanisms. • I can identify that sliders can make things move. • I can create moving models that use sliders. • I can use the words up, down, left and right to describe movement.	• assemble • mechanism • sliders

	Lesson 2: Design LO: To design a moving storybook.	• I can draw background pictures. • I can draw moving parts. • I can decide which slider is best. • I can label the movement of the slider.	• design • design criteria • mechanism • sliders • target audience
	Lesson 3: Construction LO: To construct a moving picture.	• I can make a moving storybook with a background and characters. • I can make sliders for my moving parts. • I can put all my parts together to create my moving storybook.	• assemble • design criteria • mechanism • model • sliders • target audience • template
	Lesson 4: Testing and evaluating LO: To evaluate my finished product.	• I can review the success of my product by testing it (reading it to reception children). • I can evaluate my product against the design criteria. • I can consider what I have learnt from making my moving storybook.	• assemble • design • design criteria • model • sliders • test

Year 2	Learning Objectives	Success Criteria	Key vocabulary
Autumn 2 Making monster movie	Lesson 1: Pivots, levers and linkages LO: To look at objects and understand how they move.	• I can understand that mechanisms are a collection of moving parts that work together in a machine. • I can understand that a mechanism always has an input and output. • I can identify mechanisms in everyday objects. • I can understand that a lever is something that turns on a pivot. • I can understand that a linkage is a system of levers connected by pivots. • I can help devise whole-class design criteria for what our moving monster should do.	• axle • design criteria • input • linkage • mechanical • output • pivot • wheel
	Lesson 2: Making linkages LO: To look at objects and understand how they move.	• I can understand that mechanisms are a collection of moving parts that work together in a machine. • I can understand that there is always an input and output in a mechanism. • I can understand that a lever is something that turns on a pivot. • I can understand that a linkage is a system of levers that are connected by pivots.	• input • linkage • mechanical • output • pivot
	Lesson 3: Designing my monster LO: To explore different design options.	• I can understand that linkages use levers and pivots to create motion. • I can think of two of my own points to add to the class design criteria. • I can draw two moving monster designs that meet all points of my design criteria.	• design criteria • input • linkage • mechanical • output • pivot

		I can design the linkage I will use to make my monster move.	survey
	Lesson 4: Making my monster LO: To make a moving monster.	- I can make linkages by connecting levers and pivots. - I can understand that materials can be selected according to their characteristics. - I can design and make the features of my monster. - I can evaluate how functional my monster is and whether it meets the Design Criteria.	- design criteria - evaluation - linkage - mechanical - pivot
Spring 2	Learning Objectives	Success Criteria	Key vocabulary
Baby Bear's chair	Lesson 1: All about chairs LO: To evaluate existing structures.	- I can describe how a chair's design matches its use. - I can identify the user and purpose from a design brief. - I can link design criteria to a product.	- chair - design brief - design criteria - purpose - user
	Lesson 2: How does the shape of something affect its strength LO: To explore how shape affects the strength of a tower.	- I can recall which shapes are stronger than others. - I can test how strong different shapes are. - I can use the words strength, strong and weak correctly.	- curved - shape - strength - strong - weak

	Lesson 3: How does the thickness of something affect its strength LO: To explore how thickness affects the strength of materials.	- I can use the words stiff and flexible to correctly describe materials. - I can explain why different materials are used for different products. - I can describe how material thickness affects strength and stiffness.	- flexible - material - stiff - thicker - thinner
	Lesson 4: Making a chair for a bear LO: To make a strong and stable chair for a user.	- I can select materials for a product. - I can join materials securely. - I can make choices to try to make a strong and stable structure.	- join - measure - select
	Lesson 5: Evaluating, improving and finishing a chair for a bear LO: To evaluate and improve a structure.	- I can decide if a product matches the design criteria. - I can use suggested ways to improve a product. - I can make decisions about a product so it is right for the user.	- evaluate - improve
Summer 2	Learning Objectives	Success Criteria	Key vocabulary
Balanced diet	Lesson 1: Food group LO: To recognise foods and their food groups.	- I can name the five food groups. - I can match foods with the food group they belong to. - I can explain how much of each food group I should have every day.	- carbohydrates - dairy - fruit - oils - proteins - spreads - vegetables

	Lesson 2: Balanced meals LO: To identify the balance of food groups in a meal.	• I can identify foods I like. • I can explain the food groups in a meal. • I can plan a balanced menu.	• balanced • diet • menu
	Lesson 3: Preparing ingredients LO: To identify an appropriate piece of equipment to prepare a given food.	• I can identify equipment used for preparing food. • I can practise food preparation skills using a range of equipment. • I can justify using a piece of equipment with a type of food.	• chopping board • cut • grate • grater • scissors • snip • spread • table knife
	Lesson 4: Taste testing ingredients LO: To select balanced combinations of ingredients.	• I can select foods from specific food groups. • I can describe the taste of different foods. • I can explain why I have chosen to put foods together.	• combination • design brief • feel • smell • taste
	Lesson 5: Planning recipes LO: To design based on criteria.	• I can follow design criteria. • I can design three different wraps. • I can justify the choice I have made.	• design • ingredients

Year 3	Learning Objectives	Success Criteria	Key vocabulary
Autumn Electrical poster	Lesson 1: Information design LO: To understand the purpose of information design.	- I can name examples of information design. - I can explain the purpose of information design. - I can describe or explain the importance of information design.	- design - information - information design - public
	Lesson 2: Topic research LO: To research a set topic to develop a range of initial ideas.	- I can research and select a topic to inform my design ideas. - I can write a paragraph about my chosen topic. - I can sketch initial ideas for my electric poster that meet my design criteria.	- bulb - design criteria - information design - initial ideas - research - sketch
	Lesson 3: Design development LO: To develop an initial idea into a final design.	- I can review my initial ideas against the design criteria. - I can provide and respond to peer feedback. - I can develop an initial idea into a final design. - I can evaluate my final design against the design criteria.	- develop - feedback - final design - initial ideas - peer-assessment - self-assessment
	Lesson 4: Electric poster assembly LO: To assemble my final product and incorporate a simple circuit.	- I can mount the final design to make it stiffer and stronger. - I can build a simple circuit that includes a bulb. - I can test and evaluate my electric display board.	- battery - bulb - circuit

		I can name and identify simple circuit components (bulb, battery and wires).	- circuit component - crocodile wire - electric product - electrical system
Spring Cushions	Learning Objectives	Success Criteria	Key vocabulary
	Lesson 1: Cross stitch and applique LO: To learn how to sew cross-stitch and appliqué.	- I can use cross-stitch. - I know how to appliqué. - I can reflect on the techniques used.	- appliqué - cross-stitch - fabric - patch - thread
	Lesson 2: Cushion design LO: To design a product and its template.	- I can design a cushion. - I can use a paper template. - I can cut fabric accurately	- cushion - design - seam - template
	Lesson 3: Decorating my cushion LO: To decorate fabric using appliqué and cross-stitch.	- I can follow design criteria. - I can use cross-stitch. - I can add appliqué.	- accurate - embellish - running stitch
	Lesson 4: Assembling my cushion LO: To assemble and complete a cushion.	- I can use stitches to join fabrics. - I can leave space for a seam.	accurate

		I understand why some products are turned inside out after sewing.	- appliqué - cross-stitch - running stitch - seam - stuffing
Summer Eating seasonally	Learning Objectives	Success Criteria	Key vocabulary
	Lesson 1: Food around the world LO: To explain why food comes from different places around the world.	- I can identify some fruits and vegetables that cannot be grown in the UK. - I can label countries where different fruits and vegetables grow. - I can explain why different climate zones grow different foods.	- arid - climate - country - Mediterranean - mountain - polar - temperate - tropical - weather
	Lesson 2: Seasonal food LO: To explain the benefits of seasonal foods.	- I know that importing food has an impact on the environment. - I can match fruits and vegetables with the season in which they grow in the UK. - I can find recipes containing seasonal foods.	- climate - export - import - seasonal - Seasons

	Lesson 3: Cutting and peeling LO: To develop cutting and peeling skills.	• I can identify equipment used for preparing food. • I can explain why food would or would not need to be prepared. • I can describe the safety rules for preparation techniques.	• cut • peel • snip
	Lesson 4: Tasting seasonal ingredients LO: To evaluate seasonal ingredients.	• I can identify current seasonal foods. • I can taste various fruits and vegetables and describe their flavours. • I can contribute to a class taste wheel.	• fruit • ingredients • seasonal • taste • texture • vegetable

Year 4	Learning Objectives	Success Criteria	Key vocabulary
Autumn 2 Torches	Lesson 1: Electrical products LO: To learn about electrical items and how they work.	• I can identify electrical products. • I know what electrical conductors and insulators are. • I know that a battery contains stored electricity and can be used to power products.	• battery • bulb • buzzer • conductor • circuit diagram • electrical item • electricity • electronic item • insulator • series circuit • switch • wire
	Lesson 2: Evaluating torches LO: To analyse and evaluate electrical products.	• I can identify the features of a torch. • I understand how a torch works. • I can say what is good and bad about different torches. • I understand what is important in torch design.	• component • design criteria • evaluation • LED (light emitting diode) • shape • target audience • torch
	Lesson 3: Torch design LO: To design a product to fit a set of specific user needs.	• I can factor in who my product is for in my design criteria.	• conductor • design

		I can design a torch which satisfies both the design and success criteria.	- design criteria - insulator - target audience
	Lesson 4: Torch assembly LO: To make and evaluate a torch.	- I can make a working circuit with a switch. - I can use appropriate equipment to cut and attach materials. - I can assemble a torch according to my design criteria. - I can assemble a torch which satisfies the success criteria. - I can test my torch to evaluate its success.	- assemble - design criteria - evaluation - model - series circuit - test
Spring 2 Mechanical cars	Learning Objectives	Success Criteria	Key vocabulary
	Lesson 1: Prototype one: Inclined plane LO: To build a simple prototype car chassis.	- I can describe key design improvements in the history of the automobile. - I can use an inclined plane to move the prototype car. - I can measure the distance the prototype car travels. - I can use tools and materials to make a moving prototype car.	- distance - inclined plane
	Lesson 2: Prototype two: Slingshot car LO: To build a prototype of a sustainable slingshot car chassis.	I can choose sustainable materials to make a car chassis.	- biodegradable - durable

		• I can draw an exploded diagram of the prototype. • I can make a car chassis.	• exploded diagram • non-renewable • recycled • renewable • sustainable
	Lesson 3: Prototype three: Wind-up car LO: To build a prototype of a durable slingshot car chassis.	• I can choose durable materials to make and attach the car chassis. • I can compare the distance travelled to evaluate the three prototype cars. • I can make a car chassis.	• absorbent • flexible • rigid • waterproof
	Lesson 4: Mechanical toy car kit: Designing LO: To design a mechanised toy car.	• I can use a problem statement to identify the design criteria. • I can conduct market research into existing products. • I can sketch and annotate my toy car kit design.	• cost-benefit analysis • design criteria • market research • problem statement
	Lesson 5: Mechanical toy car kit: Making and evaluating LO: To make a mechanical toy car from a kit.	• I can assess a product against the design criteria. • I can follow a design and instructions carefully to build a mechanical car. • I can provide specific feedback to help improve a product design. • I can adjust my design to incorporate customer feedback. •	• feedback • target audience

Summer 2 Cooking	Learning Objectives	Success Criteria	Key vocabulary
	Lesson 1: Existing biscuits LO: To evaluate existing biscuit products.	- I can describe different types of biscuits and their packaging. - I can identify the taste and texture of existing biscuits. - I can explain how I know a biscuit is made for a certain target audience.	- buttery - crunchy - ingredients - target audience - taste - texture
	Lesson 2: Basic biscuits LO: To prepare and cook a dish.	- I can follow simple food safety and hygiene rules. - I can follow a recipe and use a cooking technique. - I can discuss how a recipe can be changed.	- combine - cream - hygiene - sieve - sift - wooden spoon
	Lesson 3: Budgeting LO: To select ingredients and follow a budget.	- I can select ingredients for a target audience. - I can calculate the cost of extra ingredients. - I can create a design for the final product.	- addition - appearance - budget - design - ingredients - multiplication - pounds
	Lesson 4: Testing a new recipe LO: To make and test a prototype biscuit.	I can follow a recipe.	adapt

		• I can modify the recipe using my design ideas and budget. • I can collect feedback from a member of my target audience.	• ingredients • market research • modify • unique
	Lesson 5: Evaluating biscuits LO: To evaluate a final product.	• I can create criteria for evaluation. • I can present my design for evaluation. • I can evaluate the designs of others using criteria.	• comment • compare • evaluate • opinion

Year 5	Learning Objectives	Success Criteria	Key vocabulary
Autumn 2 Doodlers	Lesson 1: Electrical systems and motors LO: To understand how motors are used in electrical products.	- I can identify simple circuit components (battery, bulb, motor and switch). - I can explain what a series circuit is. - I can give examples of motorised products and explain their primary function.	- circuit - circuit component - current - motor - motorised - product analysis - series circuit
	Lesson 2: Meet the Doodlers LO: To investigate an existing product to determine the factors that affect the product's form and function.	- I can take apart a product and reassemble it. - I can determine which parts of the product affect its function. - I can determine which parts of the product affect its form. - I can alter the way a product functions by tinkering with its configuration.	- configuration - investigate - problem-solve - product analysis - stable
	Lesson 3: Doodler design and construction LO: To apply the findings from research to develop a unique product.	- I can identify design criteria based on findings from an investigation. - I can develop my design based on key points discovered in an investigation. - I can incorporate a motor into an electrical system.	- develop - stable - target user
	Lesson 4: Doodler DIY kits LO: To develop a DIY kit for another individual to assemble their product.	I can identify and list the materials, equipment and circuit components required to build my product.	- DIY - hobby

		• I can explain the steps required to assemble my product. • I can explain how to build and integrate an electrical system as part of my product.	
Spring 2 From farm to fork	Learning Objectives	Success Criteria	Key vocabulary
	Lesson 1: From farm to fork LO: To understand how ingredients are reared and processed.	• I can identify the ingredients in spaghetti bolognese. • I can create an informative poster. • I can explain the journey of beef from farm to table.	• abattoir • beef • farm • ingredients • process
	Lesson 2: Different choices LO: To make adaptations to design a recipe.	• I can compare two bolognese sauces. • I can research unique ingredients in different bolognese recipes. • I can plan an adaptation of a basic bolognese recipe.	• adaptation • enhance • ingredients • preference
	Lesson 3: Nutritional value LO: To evaluate nutritional content.	• I can use a nutrition calculator. • I can compare nutritional values. • I can make ingredient choices based on nutritional values. • I can modify a recipe to contain different ingredient choices.	• adaptation • evaluate • justify • nutrient • nutritional value

	Lesson 4: Preparing ingredients LO: To practise food preparation skills.	• I can cut resistant foods like onions safely and accurately. • I understand the safety aspects of working with hot food. • I can explain how to avoid cross-contamination.	• cook • cross-contamination • cut • equipment • grate • hygiene • measure • press • safety
	Lesson 5: Designing labels LO: To design a product label.	• I can measure and cut to fit specific dimensions. • I can design a label thinking about colours, ingredients and the contents of the jar. • I can evaluate a design against criteria.	• brand • theme • design • labe
	Lesson 6: Making bolognese LO: To follow and make an adapted recipe.	• I can use a recipe to gather the correct quantities of ingredients. • I can select the right equipment for each preparation technique. • I can make a video to explain a recipe.	• balanced • cross-contamination • ingredients • measure • nutrition • recipe

Summer 2	Learning Objectives	Success Criteria	Key vocabulary
Bridges	Lesson 1: Arch and beam bridges LO: To explore how to reinforce a beam (structure) to improve its strength.	• I can identify beam and arch bridges. • I can create a range of beam and arch bridge designs. • I can identify stronger and weaker structures. • I can find different ways to reinforce structures.	• arch bridge • beam bridge • corrugation • lamination • rigid
	Lesson 2: Spaghetti truss bridges LO: To build a spaghetti truss bridge.	• I can identify arch, beam and truss bridges. • I can use triangles to create truss bridges and test them. • I can understand how triangles can be used to reinforce bridges.	• factors • joint • stability • truss bridge
	Lesson 3: Building bridges LO: To measure, mark out and cut materials ready to build a truss bridge.	• I can measure and mark out wood accurately. • I can select appropriate tools and equipment for particular tasks. • I can follow health and safety rules. • I can explain why selecting appropriating materials is an important part of the design process.	• assemble • bench hook/vice • hardwood • material properties • mark out • sandpaper • set square • softwood

			• tenon saw/coping saw
	Lesson 4: Finalising bridges LO: To complete, reinforce and evaluate my truss bridge.	• I can complete my wooden truss bridge. • I can identify points of weakness and reinforce them as necessary following testing. • I can evaluate my truss bridge against a specification.	• accuracy • evaluate • quality of finish • reinforce

Year 6	Learning Objectives	Success Criteria	Key vocabulary
Autumn 2 Playgrounds	Lesson 1: Design a new playground LO: To design a playground with a variety of structures.	- I can identify different types of structures used in playgrounds as apparatus. - I can consider how the structures can be used. - I can design five different pieces of apparatus using three different structures. - I can improve my design based on peer evaluation.	- apparatus - design criteria - equipment - landscape features - plan view - playground
	Lesson 2: Building structures LO: To build a range of structures.	- I can build play apparatus structures using the techniques demonstrated as well as prior knowledge of structures. - I can explain that structures can be strengthened by manipulating materials and shapes. - I can measure, mark, cut and shape wood to create a range of structures.	- bench hook - mark out - modify - prototype - reinforce - tenon saw - user
	Lesson 3: Perfecting structures LO: To improve and add detail to structures.	- I can test and adapt my design to improve it. - I can identify what makes a successful structure. - I can use a range of materials to reinforce and add decoration to my structures.	- cladding - dowel - jelutong - reinforce - structure
	Lesson 4: Playground landscapes LO: To create a surrounding landscape.	I can attach structures to a base, reinforcing the join where necessary.	- design criteria - natural materials

		• I can consider the surrounding environment of my playground. • I can create landscape features using a range of materials.	• prototype • user
Spring Bags	Learning Objectives	Success Criteria	Resources
	Lesson 1: Deconstructing a bag LO: To explore how pattern pieces are used to design and make fabric items.	• I can identify the shapes used in a pattern piece for a bag. • I can explain why designers use pattern pieces. • I can investigate how fabric items come from pattern pieces.	• pattern piece • seam • seam allowance • •
	Lesson 2: Pattern pieces LO: To use pattern piece templates to shape, cut and stitch fabric.	• I can cut and fold a pattern piece accurately. • I can join two or more pieces of fabric together. • I can neatly sew using a running stitch.	• blanket stitch • cross-stitch • fabric • pattern piece • running stitch • seam • seam allowance
	Lesson 3: Designing a bag LO: To design a bag and create the prototype pattern pieces.	• I can create design criteria and use them to design a bag. • I can draw a design and label it clearly. • I can make pattern pieces based on my design.	• properties • prototype • user
	Lesson 4: Making a bag prototype	• I can pin my pattern piece to the fabric so it lies flat, ready to cut and sew.	• pattern piece

	LO: To create a prototype bag from a design sketch.	• I can join parts of my product using a neat running stitch. • I can follow my design brief accurately.	
	Lesson 5: Adding features LO: To add features to a bag.	• I can choose a method to add features to my bag. • I can choose features based on their practical uses or aesthetics. • I can evaluate the effectiveness of my design.	• aesthetic • innovative • functionality
Summer Come dine with me	Learning Objectives	Success Criteria	Resources
	Lesson 1: Complementary flavours LO: To explain the use of complementary flavours.	• I can identify the five basic tastes. • I can match complementary flavours. • I can explain why certain flavours work well together. ◦	• balance • bitter • complement • enhance • pairing • salty • sour • sweet • umami
	Lesson 2: Three ingredients, three courses LO: To research and design a three-course meal.	• I know how to research a recipe by ingredient. • I understand that not all courses complement one another. • I can list the ingredients I need for my chosen recipe. • I can read the method and list the equipment I need for my chosen recipe.	• equipment • flavour • ingredients • method • research

			• recipe
	Lesson 3: To start... LO: To apply culinary skills and knowledge.	• I can prepare ingredients and follow a recipe safely and sensibly. • I can describe the farm to fork process for a given ingredient using a storyboard. • I can contribute a recipe page to a class cookbook using imperative verbs, adjectives and illustrations.	• farm to fork • flavour • ingredients • method • preparation • recipe • storyboard
	Lesson 4: The main course LO: To apply culinary skills and knowledge.	• I can prepare ingredients and follow a recipe safely and sensibly. • I can describe the process of farm to fork for a given ingredient using a storyboard. • I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations.	• farm to fork • flavour • ingredients • method • preparation • recipe • storyboard
	Lesson 5: Desert LO: To apply culinary skills and knowledge.	• I can prepare ingredients and follow a recipe safely and sensibly. • I can describe the process of farm to fork for a given ingredient using a storyboard. • I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations.	• farm to fork • flavour • ingredients • method • preparation • recipe

			• storyboard
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