

Our children **belong** to an ever-developing world and our design and technology curriculum aims to equip them with the necessary skills needed for their future. We are developing our lessons so that they provide opportunities for children to **succeed** by becoming independent, imaginative problem-solvers and thinkers, both as individuals and as part of a team. At Warden Hill, our children develop their skills through construction, textiles and Cooking and nutrition units. Our primary aim is to ensure progression so that skills are discretely taught, revisited and refined throughout their time at our school. This year, our newly created units of work aim to provide opportunities for children to **explore**, test and evaluate existing products. Our intention is for the children to then use their knowledge and skills to design and create their own quality product for a specified purpose.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Cooking and nutrition:</u></p> <p>End Product: To safely cut soft fruit with adult support to make fruit pizzas.</p> <p><u>Food and Farming:</u> Children to taste different foods with the catering company. Opportunity to try foods when learning about the Chinese New Year.</p>	<p><u>Cooking and nutrition:</u> Bring on Breakfast</p> <p>Skills Development Product: Fruit Kebabs</p> <p>End Product: To make a breakfast pot for myself and my family to enjoy.</p> <p><u>Food and Farming:</u> Children to know that all food comes from plants and animals and to be able to name some foods that are grown in school. Children to be able to describe the texture of different foods.</p>	<p><u>Cooking and nutrition:</u> Moroccan Salad</p> <p>Skills Development Product: Vegetable Crudités</p> <p>End Product: To make a Moroccan salad for myself to enjoy.</p> <p><u>Food and Farming:</u> Children to be able to name foods that grow on trees and those which grow below ground. Children should give examples of foods made by animals and describe the</p>	<p><u>Cooking and nutrition:</u> Healthy Pizzas</p> <p>Skills Development Product: Cheesy Muffins</p> <p>End Product: To make a pizza for myself and my family to enjoy.</p> <p><u>Food and Farming:</u> Children to be able to give examples of food from animals and fish. They should be able to give examples of foods that grow in different seasons in the UK and name foods that</p>	<p><u>Cooking and nutrition:</u> Meatballs, Pasta and Sauce</p> <p>Skills Development Product: Pasta sauce</p> <p>End Product: To make meatballs in pasta sauce for myself and my family to enjoy.</p> <p><u>Food and Farming:</u> Children to be able to name foods that are produced in the UK and give examples of how animals are farmed. They will name the sources of common ingredients found in different dishes.</p>	<p><u>Cooking and nutrition:</u> Savoury Muffins</p> <p>Skills Development Product: Mug Cakes</p> <p>End Product: To make a savoury muffin for myself and my family to enjoy.</p> <p><u>Food and Farming:</u> Children to be able to name foods that are produced outside of the UK. They should find out where ingredients that are used in a variety of dishes come from and how they are produced.</p>	<p><u>Cooking and nutrition:</u> Tibetan Coconut Curry</p> <p>Skills Development Product: Vegetable Soup</p> <p>End Product: To make a Tibetan coconut curry for myself and my friends to enjoy.</p> <p><u>Food and Farming:</u> Children should consider culture and society when designing their curry. They should be able to give examples of foods which grow in different places due to climate and conditions. Children</p>

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		properties of ingredients they use to make their salad.	are produced in Gloucestershire. Children to be able to give examples of how plants are farmed.			should recognise that foods from animals can come from different parts of an animal.
<p><u>Mechanisms:</u> End Product: To create a building using paper and card to make simple flaps and hinges.</p> <p>End Product: To make a superhero outfit to wear by cutting, shaping and joining materials using glue, paper fasteners and masking tape.</p> <p><u>Structures:</u> End Product: To create buildings using construction kits, sugar cubes and scrap store.</p>	<p><u>Mechanisms:</u> Sliders and levers</p> <p>End product: Moving storyboard to retell a traditional tale.</p> <p><u>Structures:</u> Freestanding structures</p> <p>End product: To make playground equipment for Lego figures to play on.</p>	<p><u>Mechanisms:</u> Wheels and Axles</p> <p>End product: To create a moving toy (History link).</p> <p><u>Textiles:</u> Templates and joining techniques.</p> <p>End product: To create a flag to represent a continent.</p>	<p><u>Structures:</u> Shell Structures – computer-aided design.</p> <p>End Product: To create packaging to protect a pizza.</p> <p><u>Mechanical Systems:</u> Levers and Linkages</p> <p>End Product: To make a greetings card with moving parts.</p>	<p><u>Electrical Systems:</u> Simple circuits and switches.</p> <p>End product: To make a night light.</p> <p><u>Textiles:</u> 2-D shape to 3-D product.</p> <p>End Product: To create a mobile phone case.</p>	<p><u>Electrical Systems:</u> More complex switches and circuits.</p> <p>End Product: To create a stable fair-ground ride structure and control it using computer software.</p> <p><u>Structures:</u> Frame structures.</p> <p>End Product: To make a small scale bird hide to be used in forest school area.</p>	<p><u>Mechanical Systems:</u> Cams.</p> <p>End Product: To make a toy with oscillating, rotating or reciprocating movement for a child to enjoy playing with.</p> <p><u>Textiles:</u> Combining different fabric shapes (including computer-aided design).</p> <p>End product: To create a Warden Hill t-shirt.</p>

By the time the children leave Warden Hill in Year 6, they will have been taught the knowledge and skills needed to effectively design and make products. Our design and technology planning sequence ensures that children are given opportunities to generate, develop, model and communicate their ideas in a variety of ways in different contexts. The children should be able to select appropriate materials, and use a range of tools and equipment to carry out practical tasks within lessons; with the aim of applying these skills to wider life. Once they have created their products, the children should be able to evaluate against a set design criteria and reflect on how their outcomes can be improved. Design and technology at Warden Hill promotes collaborative work and the children should leave with the confidence, subject knowledge, and skills to engage with the subject successfully in their secondary settings.

Cooking and nutrition and Nutrition

By the time the children leave Warden Hill in year 6, they will understand the principles of nutrition and healthy eating. Cooking and nutrition is a crucial life skill and we ensure that the children are taught how to create two products each academic year. This aims to promote a love of Cooking and nutrition and equip them with the skills that they need to replicate the dishes at home, and create new ones. Our curriculum ensures that children understand the origins of the food they eat, seasonality, and where ingredients used in their dishes are grown, caught and processed.

