

## **Landgate School Long Term Planning 2019-2022**

### **Key Stage 3**

#### **Key stage 3 Intent:**

Through a variety of creative and practical activities, learners are taught the knowledge, understanding and skills needed to engage in the process of designing and making. They will explore a range of domestic and local contexts [for example, home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

#### **Design**

- use research and exploration, such as the study of different cultures, to identify and understand user needs
- identify and solve their own design problems and understand how to reformulate problems given to them
- develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- use a variety of approaches to generate creative ideas and avoid stereotypical responses
- develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

#### **Make**

- select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

#### **Evaluate**

- analyse the work of past and present professionals and others to develop and broaden their understanding
- investigate new and emerging technologies
- test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

#### **Technical knowledge**

- understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- understand how more advanced mechanical systems used in their products enable changes in movement and force
- understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]
- apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

### **Cooking and nutrition**

As part of their work with food, learners are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.

### **Key Stage Opportunities:**

Throughout Key Stage 3 learners will investigate, design, make and evaluate projects within the following areas:

- Resistant Materials
- Electronics and System Control
- Textiles
- Cooking and nutrition

**In Key Stage 3 learners should be able to more independently use tools and materials and continue to utilise and build upon skills and knowledge acquired in Key Stage 1 and Key Stage 2. Learners will be expected to complete larger scale projects and apply finishing techniques to their products.**

**Learners will be exposed to a range of materials, contexts and skills, for example:**

**Materials and tools exposure:** wider range of construction tools, hammer, glue gun, hand stapler, soldering iron, soft wood, hard wood, man-made wood, plastic, recycled materials, felt, fabric, various food groups eg dairy, fruit and vegetables

**Contexts explored:** designing for a user other than themselves, home, school, gardens, playgrounds, story links, local community and wider environment

**Practical skills developed:** cutting, measuring, drawing, designing, making, joining, building, investigating, CAD (computer aided design), electrical circuits, soldering, using handcraft tools (eg hammer, saw etc). using electrical machinery (eg sewing machine), finishing techniques (eg varnishing)

	Year A 2019-20	Year B 2020-2021	Year C 2021-2022	
<b>Focus 1</b>	<b>Key Focus:</b>	<b>Resistant materials: Clocks</b> Example of challenge/product/purpose: - To sell - To use at home - To use in school	<b>Resistant materials: Stand for item</b> Example of challenge/product/purpose: - Phone stand - Tablet stand	<b>Resistant materials: Desk tidy</b> Example of challenge/product/purpose: - To sell - To use at home - To use in school
	<b>Vocabulary and Knowledge:</b>	Types of clocks, parts of clocks, battery, movement, materials, tools, safety, measure, cut, join, saw. manufacture	Materials, wood, plastic, cardboard, man-made, natural, cut, join, safety, saw, measure, product, stable, strong, 3D. aesthetics. cost	Materials, wood, plastic, cardboard, man-made, natural, tools, safety, measure, cut, join, saw,
	<b>Key Skills:</b>	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can make choices to select tools/materials - I can measure materials accurately - I can cut and join materials safely - I can interact with and use ICT to complete research - I can analyse existing clocks - I can design a clock using pictures/symbols, sketches and text - I can prepare and assemble components to achieve a functional clock - I can use CAD (computer aided design)	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can analyse and evaluate existing stands - I can make choices to select tools/materials - I can measure materials accurately - I can cut and join materials safely - I can interact with and use ICT to complete research - I can analyse existing products - I understand consumer needs - I can design a stand using pictures/symbols, sketches and text - I can prepare and assemble components to achieve a functional stand - I can use CAD (computer aided design)	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can make choices to select tools/materials - I can measure materials accurately - I can cut and join materials safely - I can interact with and use ICT to complete research - I can analyse existing products - I can design a desk tidy using pictures/symbols, sketches and text - I can prepare and assemble components to achieve a functional desk tidy - I can use CAD (computer aided design)
	<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>▪ Research existing products, investigating actual examples wherever possible.</li> <li>▪ Possibly go to a furniture shop to investigate different existing clocks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products, investigating actual examples wherever possible.</li> <li>▪ Possibly go to a shop to investigate different types of stands that are for sale</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products</li> <li>▪ Possibly go to a shop to investigate different items that are for sale</li> </ul>

	<ul style="list-style-type: none"> <li>Investigate the different parts needed to make a clock</li> <li>Explore different materials (eg types of plastic, hardwood, softwood, manufactured board etc)</li> <li>Design their clock and choose the material</li> <li>Measure, cut, join and use a variety of tools safely to construct their clock</li> <li>Choose/use different methods of joining materials eg glue gun, nails, screws, soldering, frame joints, box joints</li> <li>Evaluate the item they have made</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials, design their item and choose the material they will use</li> <li>Consider sustainability of materials (look at recyclable materials, natural, man-made)</li> <li>Measure, cut, join and use a variety of tools safely to construct their stand</li> <li>Choose/practise using different methods of joining materials eg glue gun, nails, screws, soldering, frame joints, box joints</li> <li>Evaluate the item they have made</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials, design their item and choose the material they will use</li> <li>Measure, cut, join and use a variety of tools safely to construct their stand</li> <li>Choose/use different methods of joining materials eg glue gun, nails, screws, soldering, frame joints, box joints</li> <li>Evaluate the item they have made</li> </ul>
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<b>Focus 2</b>	<b>Key Focus:</b>	<b><u>Resistant materials: Decoration</u></b> Example of challenge/product/purpose: - wooden coaster - tree decoration - plant pot person - wooden animal	<b><u>Resistant materials: Game</u></b> Example of challenge/product/purpose: - Shape sorting game - Natural wood sorting game (shapes with holes)	<b><u>Resistant materials: Item holder</u></b> Example of challenge/product/purpose: - Key holder - Coat hook plaque
	<b>Vocabulary and Knowledge:</b>	Materials, wood, plastic, cardboard, man-made, natural, cut, join, safety, saw, measure, product, stable, strong, 3D, decoration, properties of materials, classifying different materials	Materials, wood, plastic, cardboard, man-made, natural, cut, join, safety, saw, measure, product, stable, strong, 3D,	Materials, wood, plastic, cardboard, man-made, natural, cut, join, safety, saw, measure, product, stable, strong, 3D, decoration, properties of materials, classifying different materials
	<b>Key Skills:</b>	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can analyse and evaluate existing items - I can make choices to select tools/materials - I can measure materials accurately - I can cut and join materials safely	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can analyse existing products - I can select components appropriately considering their properties such as water resistant and stiffness	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can match and select suitable materials considering their fitness for purpose - I can use a range of techniques including handcraft skills and machinery to create a product

		<ul style="list-style-type: none"> <li>- I can interact with and use ICT to complete research</li> <li>- I can analyse existing products</li> <li>- I can consider consumer choices when designing a product</li> <li>- I can develop and communicate design ideas using annotated sketches</li> <li>- I can prepare and assemble components to create a decorative item</li> <li>- I can use CAD (computer aided design)</li> </ul>	<ul style="list-style-type: none"> <li>-I can use a range of techniques including handcraft skills and machinery to create a product</li> <li>- I can analyse and evaluate existing electronic games</li> <li>- I can make choices to select tools/materials</li> <li>- I can measure materials accurately</li> <li>-I can cut and join materials safely</li> <li>- I can apply a finishing technique to create my end product (eg surface finishing, varnish, paint)</li> </ul>	<ul style="list-style-type: none"> <li>- I can analyse and evaluate existing electronic games</li> <li>- I can make choices to select tools/materials</li> <li>- I can measure materials accurately</li> <li>-I can cut and join materials safely</li> <li>- I can apply a finishing technique to create my end product (eg surface finishing, varnish, paint)</li> </ul>
	<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>▪ Explore a wide range of different materials, design their item and choose the material they will use</li> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Measure, cut, join and use a variety of tools safely to construct their item</li> <li>▪ Choose/use different methods of joining materials eg glue gun, nails, screws, soldering, frame joints, box joints</li> <li>▪ Evaluate the item they have made</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possibly go to a shop to investigate different types of wooden games that are for sale</li> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Explore a wide range of different materials, design their item and choose the material they will use</li> <li>▪ Measure, cut, join and use a variety of tools safely to construct their game</li> <li>▪ Choose/use different methods of joining materials eg glue gun, nails, screws, soldering, frame joints, box joints</li> <li>▪ Evaluate the item they have made</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Explore a wide range of different materials, design their item and choose the material they will use</li> <li>▪ Measure, cut, join and use a variety of tools safely to construct their holder</li> <li>▪ Choose/use different methods of joining materials eg glue gun, nails, screws, soldering, frame joints, box joints</li> <li>▪ Evaluate the item they have made</li> </ul>
<b>Focus 3</b>	<b>Key Focus:</b>	<p><b><u>Electronics and System Control: Electronic game</u></b>          Example of challenge/product/purpose:          - Steady hand game</p>	<p><b><u>Electronics and System Control: Board/sign</u></b>          Example of challenge/product/purpose:          - Sensory busy board          - Flashing LED project (LED word sign)</p>	<p><b><u>Electronics and System Control: Moving Item</u></b>          Example of challenge/product/purpose:          -Moving vehicle</p>

		- Noise/light emitting memo board	- Use recycled items to construct vehicle - Moving toy - Themed moving item (story, celebration, season)
<b>Vocabulary and Knowledge:</b>	Game, electronic, input process, output process, circuit, electricity, battery, conductor, wire, conductor, soldering iron, strong, stable, hammer, glue gun, buzzer	Input process, output process, circuit, electricity, battery, conductor, wire, conductor, soldering iron, strong, stable, hammer, glue gun, LED	Input process, output process, circuit, electricity, battery, conductor, wire, conductor, soldering iron, strong, stable, glue gun, motor, wheel, axel, rotate
<b>Key Skills:</b>	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can make choices to select tools/materials - I can measure materials accurately - I can cut and join materials safely - I can interact with and use ICT to complete research - I can explore and analyse existing products - I can consider consumer choices when designing a game - I can develop and communicate design ideas using annotated sketches - I can prepare and assemble components to create a functional electronic game - I can use CAD (computer aided design) - I can create a simple circuit	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can analyse and evaluate existing products - I can make choices to select tools/materials - I can measure materials accurately - I can cut and join materials safely - I can interact with and use ICT to complete research - I can develop and communicate design ideas using annotated sketches - I can use CAD (computer aided design) - I can prepare and assemble components - I can create a simple circuit - I can use CAD (computer aided design)	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can analyse and evaluate existing electric vehicles - I can make choices to select tools/materials - I can measure materials accurately - I can cut and join materials safely - I can interact with and use ICT to complete research - I can explore and analyse existing products - I can develop and communicate design ideas using annotated sketches - I can use CAD (computer aided design) - I can prepare and assemble components - I can create a simple circuit - I can use CAD (computer aided design)
<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Explore a wide range of different materials, design their item and choose the material they will use</li> <li>▪ Measure, cut, join and use a variety of tools safely to construct their game</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products</li> <li>▪ Explore a wide range of different materials, design their item and choose the material they will use</li> <li>▪ Measure, cut, join and use a variety of tools safely to construct their board</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Explore a wide range of different materials, design their item and choose the material they will use</li> <li>▪ Measure, cut, join and use a variety of tools safely to construct their vehicle</li> </ul>

		<ul style="list-style-type: none"> <li>Choose/use different methods of joining materials eg glue gun, nails, screws, soldering, frame joints, box joints</li> <li>Evaluate the item they have made</li> </ul>	<ul style="list-style-type: none"> <li>Choose/use different methods of joining materials eg glue gun, nails, screws, soldering, frame joints, box joints</li> <li>Evaluate the item they have made</li> </ul>	<ul style="list-style-type: none"> <li>Choose/use different methods of joining materials eg glue gun, nails, screws, soldering, frame joints, box joints</li> <li>Evaluate the item they have made</li> </ul>
<b>Focus 4</b>	<b>Key Focus:</b>	<b><u>Textiles: Item case/ holder</u></b> Example of challenge/product/purpose: - Personal use - Items to sell - Purse/money wallet/handbag	<b><u>Textiles: Decorative item</u></b> Example of challenge/product/purpose: - Gift for someone - Cushion /pillow case - Couch cushion - Decorative pillow - Tie dye / sequin decoration / stitched pattern	<b><u>Textiles: Weaving project</u></b> Example of challenge/product/purpose: - Blanket - Bag - Item made from recycled materials eg plastic bags, mixed materials
	<b>Vocabulary and Knowledge:</b>	Stitch, hand sew, running stitch, overstitch/overcast, backstitch, blanket-stitch, French knot, fabric, join, material, sewing machine, money, bank cards, seam allowance, fastener, zip, button	Stitch, hand sew, running stitch, overstitch/overcast, backstitch, blanket-stitch, French knot, fabric, join, material, sewing machine, seam allowance, fastener, zip, button, stuffing	Materials, man-made, natural, recycle, physical properties of materials, weave, plain weave, twill weave, satin weave
	<b>Key Skills:</b>	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can select the fabric materials I want to use appropriately taking into account their properties such as water resistant and stiffness - I can measure and cut materials accurately - I can interact with and use ICT to complete research - I can analyse existing products - I can consider consumer choices when designing a product - I can develop and communicate design ideas using annotated sketches	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can select the fabric materials I want to use - I can measure and cut materials accurately - I can interact with and use ICT to complete research - I can analyse existing products - I can consider consumer choices when designing a product - I can develop and communicate design ideas using annotated sketches - I can develop a range of hand sewing techniques - I can use a sewing machine	<u>Evaluation of existing products, designing, making, evaluating their finished product.</u> - I can select the fabric materials I want to use appropriately taking into account their properties such as water resistant and stiffness - I can measure and cut materials accurately - I can interact with and use ICT to complete research - I can analyse existing products - I can develop and communicate design ideas using annotated sketches - I can use a range of weaving techniques (plain weave, twill weave, satin weave)

		<ul style="list-style-type: none"> <li>- I can develop a range of hand sewing techniques</li> <li>- I can use a sewing machine</li> <li>- I can consider aesthetic qualities and use a finishing technique</li> </ul>	<ul style="list-style-type: none"> <li>- I can consider aesthetic qualities and use a finishing technique</li> </ul>	
	<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Possibly go to a shop to investigate different purses/wallets that are for sale</li> <li>▪ Explore different materials, design their item and choose the material they will use</li> <li>▪ Measure, cut and join to create their item</li> <li>▪ Choose/use different methods of hand sewing and a sewing machine</li> <li>▪ Evaluate the item they have made</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products</li> <li>▪ Possibly go to a shop to investigate different cushions that are for sale</li> <li>▪ Explore different materials, design their item and choose the material they will use</li> <li>▪ Measure, cut and join to create their item</li> <li>▪ Choose/use different methods of hand sewing and a sewing machine</li> <li>▪ Explore techniques to produce aesthetic qualities (for example tie dye, joining material to create a pattern, adding sequins etc)</li> <li>▪ Evaluate the item they have made</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products</li> <li>▪ Research recycling</li> <li>▪ Explore different materials, design their item and choose the material they will use</li> <li>▪ Measure and cut materials</li> <li>▪ Explore different ways of weaving</li> <li>▪ Evaluate the item they have made</li> </ul>
<b>Focus 5</b>	<b>Key Focus:</b>	<p><b><u>Cooking and Nutrition: Dairy</u></b> Examples of challenge/product/purpose:</p> <ul style="list-style-type: none"> <li>- butter</li> <li>-yoghurt</li> <li>- ice cream</li> <li>-custard</li> </ul>	<p><b><u>Cooking and Nutrition: Dietary Requirements Vegetarian</u></b> Examples of challenge/product/purpose:</p> <ul style="list-style-type: none"> <li>- pasta dishes</li> <li>- rice dishes</li> <li>-bean chilli</li> <li>- curry</li> <li>- pie</li> </ul>	<p><b><u>Cooking and Nutrition: Affordable foods</u></b> Example of challenge/product/purpose:</p> <ul style="list-style-type: none"> <li>- Scrambled eggs on toast</li> <li>- Omelette</li> <li>- Wraps ( eg halloumi, chicken)</li> <li>- Chilli</li> <li>- Pasta bake</li> </ul>
	<b>Vocabulary and Knowledge:</b>	Principles of nutrition and healthy eating, savoury, sweet, milk, dairy, hygiene, safety, food expiration dates, hygiene, safety, cut, knife, mix, ingredients, how food is processed, food is influenced by different	Principles of nutrition and healthy eating, savoury, sweet, food groups, vegetables, food function in the body (energy, nutrients etc)	Principles of nutrition and healthy eating, savoury, sweet, food groups, vegetables, food function in the body (energy, nutrients etc), food expiration dates, cost of food

	factors, importance of healthy and varied diet		
<b>Key Skills:</b>	<p><u>Evaluation of existing products, designing, making, evaluating their finished product.</u></p> <ul style="list-style-type: none"> <li>- I can store, prepare and cook food safely and hygienically</li> <li>- I can select and prepare ingredients</li> <li>- I can use taste, texture and smell to help season and combine ingredients</li> <li>- I can use utensils and electrical equipment</li> <li>- I can use a range of techniques such as grating, slicing, chopping, peeling, mixing etc</li> <li>-I can follow a recipe</li> <li>-I can adapt and use my own recipes.</li> </ul>	<p><u>Evaluation of existing products, designing, making, evaluating their finished product.</u></p> <ul style="list-style-type: none"> <li>- I can store, prepare and cook food safely and hygienically</li> <li>- I can select ingredients that I want to use</li> <li>- I can prepare ingredients appropriately</li> <li>- I can apply heat in different ways</li> <li>- I can use taste, texture and smell to help season and combine ingredients</li> <li>- I can use utensils and electrical equipment</li> <li>- I can use a range of techniques such as grating, slicing, chopping, peeling, mixing etc</li> <li>-I can follow a recipe</li> <li>-I can adapt and use my own recipes.</li> </ul>	<p><u>Evaluation of existing products, designing, making, evaluating their finished product.</u></p> <ul style="list-style-type: none"> <li>- I can store, prepare and cook food safely and hygienically</li> <li>- I can plan affordable meals</li> <li>- I can select and prepare ingredients</li> <li>- I can apply heat in different ways</li> <li>- I can use taste, texture and smell to help season and combine ingredients</li> <li>- I can use a large range of kitchen utensils</li> <li>- I can use a variety of electrical equipment</li> <li>- I can use a range of techniques such as grating, slicing, chopping, peeling, mixing etc</li> <li>-I can follow a recipe</li> <li>-I can adapt and use my own recipes.</li> </ul>
<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Visit a dairy farm</li> <li>▪ Modify recipes and cook a range of dishes that promote current healthy eating messages</li> <li>▪ Use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption</li> <li>▪ Cooking food thoroughly and reheating food until it is piping hot</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible eg go to vegetarian restaurant, go to the supermarket to buy some vegetarian meals</li> <li>▪ Possibly visit a vegetable growing farm, pick their own fruit or vegetables</li> <li>▪ Investigate how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging</li> <li>▪ Use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visit a local supermarket and buy ingredients</li> <li>▪ Visit Fur Clempst café and food outlet based in Wigan (organisation dedicated to reducing edible food wastage)</li> <li>▪ Investigate how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging</li> <li>▪ Use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Cooking food thoroughly and reheating food until it is piping hot</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cooking food thoroughly and reheating food until it is piping hot</li> </ul>
Focus 6	<b>Key Focus:</b>	<b><u>Cooking and Nutrition: Lancashire</u></b> Example of challenge/product/purpose: - Lancashire hot pot - Butter pie - Black peas - Chorley cakes	<b><u>Cooking and Nutrition: Pizza</u></b> Example of challenge/product/purpose: - pizza wraps - own made pizza dough - stuffed crust pizza	<b><u>Cooking and Nutrition: Food decoration</u></b> Example of challenge/product/purpose: - Cake baking and decorating - Cake sale fundraiser
	<b>Vocabulary and Knowledge:</b>	Hygiene, safety, cut, knife, mix, ingredients, how food is processed, food is influenced by different factors, food expiration dates, importance of healthy and varied diet, ingredients, recipe	Principles of nutrition and healthy eating, savoury, sweet, food groups, vegetables, food function in the body (energy, nutrients etc), hygiene, safety,	Hygiene, safety, cut, knife, mix, ingredients, how food is processed, food expiration dates, importance of healthy and varied diet, ingredients, recipe,
	<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>- I can store, prepare and cook food safely and hygienically</li> <li>- I can select and prepare ingredients</li> <li>- I can apply heat in different ways</li> <li>- I can use taste, texture and smell to help season and combine ingredients</li> <li>- I can use utensils and electrical equipment</li> <li>- I can use a range of techniques such as grating, slicing, chopping, peeling, mixing etc</li> </ul>	<ul style="list-style-type: none"> <li>- I can store, prepare and cook food safely and hygienically</li> <li>- I can follow a recipe to make pizza dough</li> <li>- I can select and prepare ingredients</li> <li>- I can apply heat in different ways</li> <li>- I can use taste, texture and smell to help season and combine ingredients</li> <li>- I can use utensils and electrical equipment</li> <li>- I can use a range of techniques such as grating, slicing, chopping, peeling, mixing etc</li> </ul>	<ul style="list-style-type: none"> <li>- I can follow a recipe</li> <li>- I can select, prepare, mix and combine ingredients</li> <li>- I can use utensils and electrical equipment</li> <li>- I can apply heat in different ways</li> <li>- I can cook a range of high quality dishes with a good level of finish and presentation, containing a variety of different colours, flavours and textures.</li> <li>- I can use a piping bag to decorate</li> <li>- I can store, prepare and cook food safely and hygienically</li> </ul>
	<b>Key Opportunities:</b>	<ul style="list-style-type: none"> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Look at factors that influence food choices by people availability, season,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Visit a supermarket to investigate pizzas that are available (fresh, made in store, frozen etc)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research existing products, using ICT and investigating actual examples wherever possible.</li> <li>▪ Visit a supermarket, cake shop or bakery</li> <li>▪ Look at food cost and where food is produced</li> </ul>

		<p>need, cost, where food is produced, culture and religion</p> <ul style="list-style-type: none"> <li>▪ Investigate how food is sold in different ways (eg conventional, organic, fair trade, market)</li> <li>▪ Investigate how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at food cost and where food is produced</li> <li>▪ Investigate how food is sold in different ways (eg conventional, organic, fair trade, market)</li> <li>▪ Investigate how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at the influence of food marketing, advertising and promotion</li> <li>▪ Look at a variety of cakes for dietary needs eg vegan cake, gluten free, healthy low in sugar cakes etc</li> </ul>
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