Emmbrook Infant School EYFS & KS1 Design & Technology: Overview: Progression of Skills & Knowledge

EYFS				
Topic **Enquiry focus**	**Key Skills & Knowledge**	**Lesson Progression**	**Spiral knowledge building Termly/Annually**	**Curriculum Cohesion**
Autumn **People who help us/ Festival and Celebrations** **Who can help us?**	**ELG: Creating with Materials** ➢ safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ➢ Join different materials and explore different textures ➢ share their creations, explaining the process they have used ➢ make use of props and materials when role playing characters in narratives and stories	1. Baseline scissor skills and fine motor skills. 2. A well-resourced creative area: Scissors, glue sticks and PVA, collage pieces, paper, paint, feather, cotton wool, chalk, tissue paper, cogitated paper, beads, foil, sequins, lolly sticks, masking tape and junk modelling box for Children to explore and investigate more parts. 3. Exploring the use of different materials between past and present toys. 4. Use of playdoh to aid maths learning and fine motor skills 5. Make puppets for Rama and Sita story for use in literacy to retell the story Continuous Provision: • Well-resourced construction area • Well-resourced Role Play	Baseline children D&T: Learn how to safely handle tools: scissors, rolling pins, glue, tape Learn how to access creative area and follow a model	The World – People and Communities Past and Present Physical Development – Gross and Fine Motor Skills Managing Self Speaking and Listening
Why are festivals special for people?	(Food & Nutrition understand and apply the principles of nutrition and learn how to cook.) **National Curriculum**	1. Fruit salad – chopping and cutting skills and healthy eating. 2. Healthy week – what we need to be healthy 3. Vegetable crudités and dips – chopping and cutting skills 4. Harvest festival – Vegetable and fruit discussion, where does it come from 5. Christmas Spiced star biscuits – weighing, learning a simple recipe.		

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Topic Enquiry focus Spring	EYFS Framework	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital
Spring **Traditional tales /Space** **Which is your favourite traditional story character and why** **Where would you go in Space?**	**ELG: Creating with Materials** ➢ safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ➢ Join different materials and explore different textures ➢ share their creations, explaining the process they have used ➢ make use of props and materials when role playing characters in narratives and stories	1. Make three little pig houses – sticks , bricks straw 2. Study different materials for house building 3. Make bridges – boxes 4. Creating a large bridge from construction materials 5. Create own hand puppet linked to Aliens Love Underpants stories 6. Create a symmetrical mask inspired by African masks (linked to Handa's Surprise) Continuous provision: • Well-resourced construction area • Well-resourced Role Play • A well-resourced creative area: Scissors, glue sticks and PVA, collage pieces, paper, paint, feather, cotton wool, chalk, tissue paper, cogitated paper, beads, foil, sequins, lolly sticks, masking tape and junk modelling box for Children to explore and investigate more parts.	D&T: Develop growing control over tools: scissors, rolling pins, glue, tape Develop independent use of creative area	The World – People and Communities The Natural World Physical Development – Gross and Fine Motor Skills Literacy – Narratives Managing Self Speaking and Listening
	(Food & Nutrition ➢ understand and apply the principles of nutrition and learn how to cook.) **National Curriculum**	**1.** Making: gingerbread people, omelettes and bread (irreversible changes) **2.** Fruit tasting linked to Handa's Surprise		
Topic **Enquiry focus** **Summer**	**EYFS Framework**	**Lesson Progression**	**Spiral knowledge building Termly/Annually**	**Curriculum Cohesion /Cultural Capital**
Summer **Mini Beasts / Dinosaurs**	**ELG: Creating with Materials** ➢ safely use and explore a variety of materials, tools and techniques, experimenting	1. Create a minibeast sculpture using clay and tools 2. Make a prehistoric diorama scene using joining techniques Continuous provision:	D&T: Choose which tools would be most suitable for the job and give reason for choice.	The World – People and Communities The Natural World

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Where could you find a minibeast? **Would you see a dinosaur today?**	with colour, design, texture, form and function ➢ Join different materials and explore different textures ➢ share their creations, explaining the process they have used ➢ make use of props and materials when role playing characters in narratives and stories	• A well-resourced creative area: Scissors, glue sticks and PVA, collage pieces, paper, paint, feather, cotton wool, chalk, tissue paper, cogitated paper, beads, foil, sequins, lolly sticks, masking tape and junk modelling box for Children to explore and investigate more parts. • Well-resourced construction area • Well-resourced Role Play • A story-telling shelf linked to topic	Talk through designs before constructing and provide simple evaluations	Physical Development – Gross and Fine Motor Skills Literacy – Narratives Speaking and Listening
	(Food & Nutrition ➢ understand and apply the principles of nutrition and learn how to cook.) **National Curriculum**	1. Making: pasta salad butterfly biscuits, dinosaur pizza (showing control over tools, combining ingredients observing change)		

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Year 1				
Topic Enquiry focus Auutmn	**NC Key Skills and Knowledge**	**Lesson Progression**	**Spiral knowledge building Termly/Annually**	**Curriculum Cohesion /Cultural Capital**
Bears Geography **Which bear would you like to visit and why?**	Design ➢ design purposeful, functional, appealing products for themselves and other users based on design criteria ➢ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ➢ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing	**Mechanism. Purpose: design and make a moving bear toy.** **Investigate:** 1.Look at moving wooden toys past and present-. 2. Label moving parts. Look at modern plastic toys with moving parts. 3. Use construction kits to make models with moving parts. **Skill:** 4. use scissors to cut out different shapes from different materials. 5. Practise joining pieces of different materials together so that they move (split pin, pipe cleaner, Jacob ladder paper fold hinge, treasury tag) **Design:** 6. Draw a design of a bear toy that has one or more moving part (head, arms, legs) label the material to be used. 7. Label the moving part and technique/materials used to make it move. Provide children with choice of bear, shape and moving part.) **Make:** 8. Use skills learnt to assemble, join and make a prototype bear toy with moving parts using a choice of reclaimed materials. **Evaluate:** 9. Discuss with an adult the success of their make. Did it move well? Did it look well made? Colourful? Was it strong enough to play with lots of times? Move the parts x10, x20 test. Would they improve their model further?	Build on cutting and assembling skills in EYFS.	**Link history curriculum- compare toys of today with those in the past (Victorian toys)** Eduard Cramer was born in 1858-made bear with moving parts Richard Steiff Look at designers/children in Africa who make their own moving toys from reclaimed materials.

	➢ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ➢ explore and evaluate a range of existing products ➢ evaluate their ideas and products against design criteria Technical knowledge ➢ build structures, exploring how they can be made stronger, stiffer and more stable ➢ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	**TEXTILES: Purpose. To design and make an xmas tree decoration from textiles that will hold a candy cane.** **Investigate:** 1. explore different decorations made from textiles. Examine how they are joined together, assembled. Skill: 2. practise cutting fabric. Practise threading and using a running stitch sewing technique (large plastic needles and punch hole card) . 3. Rehearse sewing 2 pieces of fabric together with running stitch. **Design:** 4. Draw and label their xmas tree textile decoration. Label choice of materials used and joining methods. Choose thread colour(matching or contrast) use measurement to draw to some scale in order to allow space for the candy cane. **Make:** 5. assemble their xmas tree decoration from a choice of materials using the skills taught in the unit. Test product to evaluate whether it meets purpose and holds the candy cane. **Evaluate**: 6. evaluate decoration on whether it holds the candy cane? Hangs from the tree? Looks decorative and decoration is of a high standard. 7. Photo decoration. Describe/write how well the design matches the initial drawn design and whether improvements are needed.	Build on developing skills in cutting, joining and assembling. Develop dexterity in handling tools to create product. Give lots of opportunities to rehearse and practise before making the final cut.	Look at decorations from Victorian times and modern day. Examine decorations used at xmas around the World. Link maths and measuring**.** Encourage measurement by standard and non standard means to ensure cutting of fabric is matched to purpose. Invite parent designers in who make fabric crafts.

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Topic Enquiry focus Spring	NC Key Skills and Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital
Bridges and the Life of Isambard Kingdom Brunel (Horace King) **Could we live without bridges?**	Design ➢ design purposeful, functional, appealing products for themselves and other users based on design criteria ➢ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ➢ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing ➢ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ➢ explore and evaluate a range of existing products ➢ evaluate their ideas and products against design criteria	**Structure**: **Purpose. To design and build a bridge** model to traverse the Thames to reduce traffic on current bridge crossings. **Investigate:** 1. through geographical and historical sources bridge types built past and present. Name and label different types and working mechanisms. 2. Use construction kits to create different bridges to span a variety of paper width rivers. Experiment with moving parts so that bridges move...as in tower Bridge. 3. Visit Henley's River and Rowing museum as a year group and take part in bridges workshop as well as traverse some local bridges over the Thames. **Skill:** 4. use reclaimed materials and tools to investigate making hinged mechanisms for drawbridges or string and card for suspension bridges. Work individually and in teams. **Design:** 5. Draw and label the parts of a new bridge to cross the Thames near Reading to improve traffic. Boats must travel under and traffic over the new bridge. Discuss reasons for material choice and design ideas with an adult. **Make:** 6. use tools, techniques and reclaimed materials to make a prototype of your bridge design. Explore how models can be made stronger during the make by testing strength with toy cars or penny weights. **Evaluate:** **7.** evaluate models against design criteria. Test models out-span paper river? Hold a car? Or weights? Open and close?	Build on dexterity in use of tools- cutting and joining techniques.	Look at local bridges in the Emmbrook area and pictures of bridges in reading, London and worldwide. Link in measurement- standard and non standard units. Visit bridges in the local and wider area. Ask local architects/parent to visit school. Isambard Kingdom Brunel **Joseph Strauss-** Golden Gate Bridge

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	Technical knowledge ➢ build structures, exploring how they can be made stronger, stiffer and more stable ➢ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			
Topic Enquiry focus Summer	**NC Key Skills and Knowledge**	**Lesson Progression**	**Spiral knowledge building Termly/Annually**	**Curriculum Cohesion /Cultural Capital**
The Victorians- old and new History Was it ever fun being a Victorian child? **Is a tree a plant? Science**	Design ➢ design purposeful, functional, appealing products for themselves and other users based on design criteria ➢ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ➢ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing ➢ select from and use a wide range of materials and components, including construction materials, textiles	**Structure: Purpose**-design and create a piece of **model furniture** for the Victorian dolls house. **Investigate**: 1. explore through real and secondary sources , items of furniture through time. Old bed/new bed, chair, table etc.. 2. Use **construction kits** to make a table and matching size chair, a bed, a stool, a cupboard(with/without hinged door) **Skill**: e 3. explore different fastening techniques with reclaimed materials. Fix leg to table (glue, sellotape, paper fold etc. evaluate strength/pros and cons of each fastening method. **Design**: 4. draw and label two pieces of furniture for a dolls house. Label with words and captions explaining reason for chosen material or joining technique. Adult scribe if necessary so all ideas are recorded. **Make**: 5. Create prototype models of furniture using reclaimed materials and tools. Use measurement tools where necessary. Create success criteria to measure against whilst making. Model furniture must fit in the house(box). A doll must be able to sit on the chair/lie on the bed without it breaking.	Review/rehearse/develop techniques, skills and knowledge of terminology (vocab doc) Assess products and evaluate as peers. Choose final three products for class dolls house based on rag rated class evaluation and DT success criteria.	Linking with term 1 TOYS and comparison of toys today and in the past. Cf. furniture-chair made by Chippendale in the past and IKEA today. Queen's doll's house. Models of Victorian dolls houses and furniture. Explore craftsmanship today and in the past and materials available in each era.

	and ingredients, according to their characteristics Evaluate ➢ explore and evaluate a range of existing products ➢ evaluate their ideas and products against design criteria Technical knowledge ➢ build structures, exploring how they can be made stronger, stiffer and more stable ➢ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Food & Nutrition ➢ understand and apply the principles of nutrition and learn how to cook.	**Evaluate:** 6. use success criteria to evaluate product design. Introduce a rag rating of 1-3 success for size, sturdiness and appearance. Begin to get peer review opportunities into evaluation. 7. Photo final make and describe evaluation feedback plus areas for development. Begin to evaluate product design by holding a class vote for the top 3 chairs/beds etc. (secret ballot) sticky dot rag rating. 8. **FOOD & NUTRITION:** Purpose – to create a piece of **edible art** on a plate. **Investigate**: **1.** Explore paintings by Guiseppe Acrimboldo highlighting food in art portraits. Identify fruits and vegetables by name. Discuss which are grown in this country or hotter climates. Review Autumn term learning on where veg/fruit grow. Review importance of nutrition and Vitamin C consumption for healthy bones and teeth **2.** Use images of fruit and veg to cut and arrange in similar portraits. **Expand on cutting skills** of intricate and complex fruit shapes. **Skill:** **3.** Practise slicing, chopping and grating different fruits and vegetables in groups to taste. **Wash hands/sanitise and wear aprons to teach the importance of hygiene.** **Design:** **4.** draw your own portrait plate using fruits and vegetables from a given selection. Model how to draw each fruit/veg in art sketchbooks. **Make** **5.** your portrait plate in the style of Acrimboldo. Photo capture as evidence for evaluation. **Evaluate:** **6.** record how successful your veg/fruit product was against taste, and against looking like a face. Suggest further improvements as to choices of fruit or veg or cutting, chopping skills used.		Use a wide variety of common and rarer fruits and vegetables to widen pupil taste experience. Link teaching of nutrition and balanced diet. Discuss and develop safety in cutting, chopping and grating foods.

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Year 2				
Topic **Enquiry focus** Autumn	**NC** **Key Skills and Knowledge**	**Lesson Progression**	**Spiral knowledge building Termly/Annually**	**Curriculum Cohesion /Cultural Capital**
Indians and Oceans Habitats (Geography) Why don't we all live in the sea?	**Design** ➢ design purposeful, functional, appealing products for themselves and other users based on design criteria ➢ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** ➢ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing ➢ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ➢ explore and evaluate a range of existing products ➢ evaluate their ideas and products against design criteria	**Paper mechanisms Purpose: to create an informative pop up page for our ocean book on habitats** **Investigate:** 1. Look at and read different pop up mechanism books and name the mechanisms (sliders, pop ups, wheels.) **Skill** 2. Explore making mini mechanisms from card (pop up, wheel and slider) label these in your topic book. **Design** 3. Draw a design for a new information book (context-oceans) label the moving parts and the mechanism of choice. Give reasons for each mechanism and creature (i.e slider fish swimming across the page) **Make** 4. Use different materials and tools to make a prototype of your pop up page, utilising the mechanisms on the design. **Evaluate** 5. Look at other children's mechanisms and give feedback to the designer/child. 6.Write an evaluation of your pop up mechanism. How well it works? Presentation/colouring? Information presented. **Structures and mechanisms. Purpose: Create a treasure box with a hinged lid.** **Investigate** 1. Look at and handle a variety of boxes with hinged lids.	Build on EYFS and year 1 skills in cutting, shaping and joining components when making a simple moving parts toy mechanism.(b	Look at pop up books from all curriculum areas and genres and how they support our view of the world and enjoyment. Link science learning on habitats and \Geography in identifying different oceans. Colette. Fu https://wwwttefu.com/ Jan Pienkowski Marion Bata hjj

	Technical knowledge ➢ build structures, exploring how they can be made stronger, stiffer and more stable ➢ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	2. Explore making a structure with hinged lid with prototypes made from construction kits. 3. (clicks, polydron) evaluate success of mechanism and structure shape/size. Look around the school at how hinges work. **Skill** 4. Explore making different paper prototype hinges 5. (sellotape, cut and fold paper, pipe cleaners, treasury tags) **Design** 6. Look at different treasure box images and jewellery boxes before designing their own prototype treasure box. Choose cube or cuboid nets and decide on the hinge method for a cardboard box chest model. Label design with reasons for material and design choices. **Make** 7. Create treasure box models from cardboard nets. Use different joining skills to assemble and fix together (sellotape or glue) attach the lid with choice of hinge design. Decide on number of hinges used. 8. Decorate your box. **Evaluate** 9. Test your box to see if it will hold treasure coins and whether the lid opens and closes successfully. 10. Record your evaluations with peers on success of prototypes hinged lid and overall aesthetic. Decide on how you could further improve on your design and make.		Link maths and knowledge of 3D shape nets and properties of 3D shapes. Study different boxes from around the world (wooden carved, metal, paper)
Topic **Enquiry focus** Spring	**NC** **Key Skills and Knowledge**	**Lesson Progression**	**Spiral knowledge building Termly/Annually**	**Curriculum Cohesion /Cultural Capital**

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The Fire of London Samuel Pepys The Court of Henry VIII (History) **Was the Fire of London all bad?**	Design ➢ design purposeful, functional, appealing products for themselves and other users based on design criteria ➢ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ➢ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing ➢ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ➢ explore and evaluate a range of existing products ➢ evaluate their ideas and products against design criteria Technical knowledge ➢ build structures, exploring how they can be made stronger, stiffer and more stable ➢ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	**<u>Food & Nutrition: Purpose: to design a bread roll for our drama day in Thomas Farynor's bakery..</u>** **1. Explore** different types of bread from ingredients to shapes. **2. Cross curricular link with history**. Bake bread rolls with Thomas Farynor (role play) **3. Design** a bread roll shape for King Charles II banquet. Use images of bread roll designs to create their own bread roll. Understand principles of nutrition and bread as part of our diet. **4. Make:** Create your own bread roll and leave to rise before cooking. **5. Evaluate:** Take bread roll home to eat. Evaluate on return to school. Was it tasty? Did it hold the sandwich filling? Did it look appetising? **Textiles: purpose-Design a purse for Samuel Pepys.** **Investigate/study:** 1. Look at purses today and their different shapes, designs and fastenings. Compare drawstring leather purses from 1666 and studies of paintings/evidence sources from the past. **Skill** 2. Practise joining pieces of material in different ways (glue, sewing, staples) 3. Practise threading and sewing skill in hole punched card and then with smaller needles in felt. **Design:** 4. Draw and label a design for a purse that needs to hold securely 10 gold coins for Samuel Pepys. Think about shape and design as well as security. Give reasons for your design choices and list materials and tools needed. **Make**	Build on food and nutrition cooking of porridge in yr1. Build on textile skills in Year 1 (sewing xmas stocking) revisit sewing skills and joining skills.	Link with food in histor Create a screen of bread based products from the local supermarket to naame. Include bread products from different cukltures Tortilla, panetonne, ciabatta atta.fer Link bags and purses in history. Drawstring, clip fastening. Look at secondary sources of information to discover how

	Food & Nutrition ➢ understand and apply the principles of nutrition and learn ➢ how to cook.	5.Assemble and join felt pieces to create a purse. Apply skills learnt to join fabric pieces securely. Test the purse to see if holds 10 gold coins. 6. Decorate your purses to that it appeals to the owner. **Evaluate** 7. Test the purse with your peers using a success tick list. Rag rated. Evaluate the overall design and purpose of the purse. Suggest further adaptations and improvements that could be made. **Structure: Purpose: To create a winter bird feeder** **(Spring term II)** **Purpose:** to introduce more birds into our environment and support them during the winter. To investigate what birds eat? To name common British birds. **Investigate:** 1.Look at a variety of bird food hanging structures –boxes, ledges, wire hoops etc) 2. Evaluate how successful they are at providing food, places for balance, safety from prey. **Skill:** 3. Assembling and joining parts. Try different ways of putting birdseed on surfaces. Adding fat…threading, etc 4. Test materials for waterproofing or weatherproof **Design:** 5. Draw and label with captions each part of your design giving reasons for its design and for the materials chosen**.** **Make:** 6. Use reclaimed materials to make the structure which must either hang from a tree or be fixed to a fence. 7. Test and observe if any birds visit. **Evaluate:** 8. Evaluate success of design structure. Do birds visit? Does food stay dry? Does structure hang from tree or fix to fence. Is there a place for the bird to perch safely?		people carried money in history and today. Discuss money as a fading currency! Look at Mika and Julie Tolvanen's bird feeder design. Compare to others made from different materials. Link to identifying British Birds in our immediate environment. Class bird watch What do bird's eat?

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Topic Enquiry focus Summer	NC Key Skills and Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital
Earth & Space **Why was a footprint so important?**	Design ➢ design purposeful, functional, appealing products for themselves and other users based on design criteria ➢ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ➢ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing ➢ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate ➢ explore and evaluate a range of existing products ➢ evaluate their ideas and products against design criteria	**Winding mechanism. Purpose: to create a prototype space toy that has a moving part.** **Investigate:** 1. Explore/play with toys that have moving parts. (duplo) Review yr1 learning where they made a moving toy. Look at winding mechanisms in products and how they work. 2.**Create** a simple winding mechanism with construction kits. 3. Create a prototype model winding mechanism with a card tube, handle and string/weight. Skill: 4. Create a simple winding mechanism with a weight and turning handle using reclaimed materials. **Design:** 5. design a space toy that includes a part that needs to be wound up (rocket, star, spaceman) . Draw and annotate the winding mechanism, explaining in text how it works. Draw and label a front view of your toy, labelling each moving part. Give reasons for choices. **Make:** 6.Use reclaimed materials and skills /techniques taught to assemble and decorate the toy. 7. Use paints pens to decorate your toy. **Evaluate:** 8. Evaluate toys made by peers in class using a rag rating scorecard. Judge on appearance, enjoyment in using and in mechanism success. 9. Evaluate your own rag scores before writing your evaluation on your product. **Food & Nutrition Purpose: to create a nutritional snack for red Riding hood's Grandma.** **Investigate.**	**Build on yr1 skills and knowledge of toys/history and mechanisms that move.** **Review Yr1 learning about**	Link history/science. **Look at toys from the past and all over the world.** **Link toys made in Ghana** (Year 1 study) made from coke Place toys in a timeline. Discover toys from parents and grandparents generation and the toys made today (history link) Review healthy balanced plate lessons from the Autumn term.Identify the

	Technical knowledge ➢ build structures, exploring how they can be made stronger, stiffer and more stable ➢ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Food & Nutrition ➢ understand and apply the principles of nutrition and learn how to cook.	1. Look at different pasta salads on the market. Examine ingredients and compare to parts of the healthy plate studied in yr1 and yr2 **Skill:** 2. Taste some different dairy/ veg/meat tastes for a pasta salad and discuss colour appeal for appetite. 3. Rehearse food hygiene and cutting, grating, chopping skills. **Design:** 4. Design a pasta salad with choice of pasta shape/meat or fish/veg ingredients. Draw what you want your salad to look like and give reasons for each choice. 5. Make: Pasta salad portion. Photo evidence. **6. Evaluate:** eat salad and evaluate on taste, texture, nutrition, colour and appeal. Record any improvements you would make and why	**Acrimboldo's food on a plate.**	main components of a balanced diet(carbs, dairy, protein, fruit and vegetables) Watch a clip of Nadya Hussein's cooking programme and look at recipes from her storybook recipes.