National Curriculum Aims:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

National Curriculum – Key Stage 1:

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.

National Curriculum Key Stage 2:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Early Years:

- **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**
- **Use a range of small tools, including scissors, paint brushes and cutlery**
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; -
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

STRAND	Nursery	Reception	Year 1	Year 2
Structures	• **Make simple models which express their ideas** • **Join different materials and explore different textures** • **Manipulate and play with different materials.** • **Make imaginative and complex 'small worlds' with blocks and construction kits.** • **Explore different materials freely, in order to develop their ideas about how to use them and what to make.** • **Develop their own ideas and then decide which material to use to express them.** • **Use one-handed tools and equipment.** • Use large-muscle movements to paint and make marks • Choose the right resources to carry out their own plan • Explore how things work • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	ELG: The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. **Explore, use and refine a variety of artistic effects to express their ideas and feelings**. ELG: Creating with materials: **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function** ELG: Creating with materials**: Share their creations, explaining the process they have used.** ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ELG: Speaking: Offer explanations for why things might happen. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	• **Understand that the shape of materials can be changed to improve the strength and stiffness of structures.** • **Know that a structure is something that has been made and put together** • **Make stable structures from card, tape and glue.** • **Learn how to turn 2D nets into 3D structures.** • Understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses). • Understand that axles are used in structures and mechanisms to make parts turn in a circle. • Begin to understand that different structures are used for different purposes. • Learn the importance of a clear design criteria. • Include individual preferences and requirements in a design. • Follow instructions to cut and assemble the supporting structure of a windmill. • Make functioning turbines and axles which are assembled into a main supporting structure.	
Examples of activities and resources	Kapow structures: Junk Modelling (Reception unit) Continuous Provision 'Funky Finger' sessions (playdough etc) Dough Disco Squiggle Whilst you Wiggle Access to paints, brushes, selection of paper of different sizes, colour Junk modelling area	Kapow Structures: Boats Continuous Provision 'Funky Finger' sessions (playdough etc) Dough Disco Access to paints, brushes, selection of paper of different sizes, colour Junk modelling area	Kapow Structures Constructing a windmill	
Key Vocabulary	● Join ● Stick ● Cut ● Bend ● Slot ● Scissors ● Measure ● Materials ● Fix	Waterproof ● Absorb ● Prediction ● Variable ● Experiment ● Investigation ● Float ● Sink ● Junk	Client ● Design ● Evaluation ● Net ● Stable ● Strong ● Test ● Weak ● Windmill	

	Year 3	Year 4	Year 5	Year 6
Structures	• **Design and decorate a castle tower on CAD software.** • **Construct a range of 3D geometric shapes using nets**. • **Understand the importance of strength and stiffness in structures.** • **Evaluate own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.** • Design a castle with key features to appeal to a specific person/purpose. • Draw and label a castle design using 2D shapes. • Create special features for individual designs. • Make facades from a range of recycled materials. • Suggest points for modification of the individual designs. To understand that wide and flat based objects are more stable. • Know features of a castle and their purpose. • Know that a façade is the front of a structure. • Understand that a castle needed to be strong and stable to withstand enemy attack.			• **Design a stable structure that is able to support weight.** • **Understand basic wood functional properties**. • **Explain why selecting appropriate materials is an important part of the design process.** • **Independently measure and mark wood accurately.** • **Use the correct techniques to saw safely.** • **Build a wooden bridge structure.** • Create a frame structure with focus on triangulation. • Make a range of different shaped beam bridges. • Use triangles to create truss bridges that span a given distance and support a load. • Select appropriate tools and equipment for particular tasks. • Identify where a structure needs reinforcement and using card corners for support. • Adapt and improve own bridge structure by identifying points of weakness and reinforcing them as necessary. • Suggest points for improvements for own bridges and those designed by others. • Understand some different ways to reinforce structures. • Understand how triangles can be used to reinforce bridges. • To understand why material selection is important based on their properties. • To understand the material (functional and aesthetic) properties of wood
Examples of activities and resources	Kapow Structure: Constructing a castle			Kapow Structure: Bridges (year 5 unit)
Key Vocabulary	● Design criteria ● Evaluate ● Facade ● Feature ● Net ● Recyclable ● Scoring ● Stable ● Structure ● Tab			● Arched/Truss/Suspension/Beam bridge ● Coping saw ● File ● Mark out ● Material properties ● Reinforce ● Set square

STRAND	Nursery	Reception	Year 1	Year 2
Mechanisms/ Mechanical Systems		ELG: Creating with Materials**: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.** ELG: Creating with Materials: Share their creations, explaining the process they have used. ELG: Creating with Materials: Make use of props and materials when role playing characters in narratives and stories. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	• **Explain how to adapt mechanisms, using bridges or guides to control the movement.** • **Follow a design to create moving models that use levers and sliders.** • **Test a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed.** • Design a moving story book for a given audience. • Review the success of a product by testing it with its intended audience. • To know that a mechanism is the parts of an object that move together. • To know that a slider mechanism moves an object from side to side. • To know that a slider mechanism has a slider, slots, guides and an object. • To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.	• **Create clearly labelled drawings that illustrate movement.** • **Design a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move.** • **Make a vehicle with moving wheels** • **Test and adapt mechanisms.** • Identify what stops wheels from turning, know that a wheel needs an axle in order to move. • Know that wheels need to be round to rotate and move. • Understand that for a wheel to move it must be attached to a rotating axle. • Know that an axle moves within an axle holder which is fixed to the vehicle or toy. • Know that the frame of a vehicle (chassis) needs to be balanced. • Know some real-life items that use wheels.
Examples of activities and resources		Kapow Seasonal projects: Sliding Santa chimneys	Kapow mechanisms: Making a moving story book	Wheel and axles: Project on a page/teacher led planning
Key Vocabulary		Glue ● Decorate ● Slide ● Join ● Wide ● Long ● Fix	Assemble ● Design ● Evaluation ● Model ● Sliders ● Stencil ● Template ● Test	Axle ● Axle holder ● Chassis ● Design ● Evaluation ● Fix ● Mechanism ● Target audience

	Year 3	Year 4	Year 5	Year 6
Mechanisms/ Mechanical Systems		• **Learn that different types of drawings are used in design to explain ideas clearly.** • **Select materials due to their functional and aesthetic characteristics.** • **Manipulate materials to create different effects by cutting, creasing, folding and weaving.** • **Create a pneumatic system to create a desired motion.** • **Build secure housing for a pneumatic system.** • **Test and modify the outcome, suggesting improvements.** • Design a toy that uses a pneumatic system. • Develop design criteria from a design brief. • Generate ideas using thumbnail sketches and exploded diagrams. • Use syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. • Use the views of others to improve designs. • Understand that pneumatic systems can be used as part of a mechanism. • Know that pneumatic systems operate by drawing in, releasing and compressing air.	• **Design a pop-up book which uses a mixture of structures and mechanisms.** • **Name each mechanism, input and output accurately.** • **Make mechanisms using sliders, pivots and folds to produce movement.** • **Make a pop up book, neatly and with focus on accuracy.** • **Evaluate the work of others and receive feedback on own work.** • Storyboard ideas for a book. • Use layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. • Suggest points for improvement. • Know that mechanisms control movement. • Understand that mechanisms can be used to change one kind of motion into another. • Understand how to use sliders, pivots and folds to create paper-based mechanisms. • Know that a design brief is a description of what I am going to design and make. • Know that designers often want to hide mechanisms to make a product more aesthetically pleasing.	
Examples of activities and resources		Kapow Mechanical Systems: Pneumatic Toys (year 3 unit)	Kapow Mechanical Systems: Pop-up Book	
Key Vocabulary		Exploded-diagram ● Function ● Input ● Lever ● Linkage ● Motion ● Output ● Pivot ● Pneumatic system ● Thumbnail sketch	Aesthetic ● Computer-aided design (CAD) ● Caption ● Design brief ● Design criteria ● Function ● Motion ● Prototype ● Template	

STRAND	Nursery	Reception	Year 1	Year 2
Textiles	• **Join different materials and explore different textures** • **Manipulate and play with different materials.** • **Explore different materials freely, in order to develop their ideas about how to use them and what to make.** • **Develop their own ideas and then decide which material to use to express them.** • **Use one-handed tools and equipment.** • Use large-muscle movements to paint and make marks • Make simple models which express their ideas • Choose the right resources to carry out their own plan • Explore how things work • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	• ELG: Fine Motor Skills**: Use a range of small tools, including scissors, paint brushes and cutlery.** • ELG: Creating with materials: **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function** • ELG: Creating with materials: Share their creations, explaining the process they have used • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently.		• **Use a template to create a design for a puppet.** • **Cut fabric neatly with scissors.** • **Use joining methods to decorate a puppet.** • **Reflect on a finished product, explain likes and dislikes.** • **Understand that different techniques for joining materials can be used for different purposes.** • Sequence steps for construction. • Know that 'joining technique' means connecting two pieces of material together. • Know that there are various temporary methods of joining fabric by using staples, glue or pins. • Understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • Know that drawing a design idea is useful to see how an idea will look.
Examples of activities and resources	Kapow Seasonal project: Flower threading	Kapow textiles: Bookmarks		Kapow textiles: Puppets (Year 1 unit)
Key Vocabulary	Thread ● Wool ● Pattern ● Card ● Hole punch ● Cut out ● Colour ● Shape	Thread ● Weave ● Pattern ● Sew ● Needle ● Embroider ● Design ● Evaluate		Decorate ● Design ● Fabric ● Model ● Hand puppet ● Safety pin ● Stencil ● Template

	Year 3	Year 4	Year 5	Year 6
Textiles	• **Measure, mark and cut fabric using a paper template.** • **Incorporate a fastening to a design.** • **Join and finish a fabric product** • **Test and evaluate an end product against the original design criteria.** • Write design criteria for a product, articulating decisions made. • Design a personalised book sleeve. • Make and test a paper template with accuracy and in keeping with the design criteria. • Know that a fastening is something that holds two pieces of material together. • Know that different fastening types are useful for different purposes. • Know that creating a mock-up (prototype) of their design is useful for checking ideas and proportions		• **Design a stuffed toy considering the main component shapes required and create an appropriate template.** • **Measure, mark and cut fabric accurately and independently.** • **Create a 3D stuffed toy from a 2D design.** • **Use appliqué to attach pieces of fabric decoration.** • **Sew blanket stitch to join fabric.** • **Test and evaluate an end product and give points for further improvements.** • Consider the proportions of individual components. • Create strong and secure blanket stitches when joining fabric. • Thread needles independently. • Apply blanket stitch so the spaces between the stitches are even and regular. • Know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. • Understand that it is easier to finish simpler designs to a high standard. • Know that soft toys are often made by creating appendages separately and then attaching them to the main body. • Know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.	
Examples of activities and resources	Kapow Textiles: Fastenings – Book sleeve (year 4 unit)		Kapow Textiles: Stuffed Toys	
Key Vocabulary	● Assemble ● Design criteria ● Evaluation ● Fastening ● Mock-up ● Net ● Running-stitch ● Stencil ● Target customer ● Template		Accurate ● Annotate ● Appendage ● Blanket-stitch ● Design criteria ● Detail ● Aesthetic ● Shape ● Stuffing	

STRAND	Year 3	Year 4	Year 5	Year 6
Electrical Sytems		• **Design a torch, giving consideration to the target audience and create both design and success criteria focusing on features of individual design ideas.** • **Make a torch with a working electrical circuit and switch.** • **Use appropriate equipment to cut and attach materials.** • **Test and evaluate the success of a final product.** • Assemble a torch according to the design and success criteria. • Evaluate electrical products. • Understand that electrical conductors are materials which electricity can pass through. • Understand that electrical insulators are materials which electricity cannot pass through. • Know that a battery contains stored electricity that can be used to power products. • Know that an electrical circuit must be complete for electricity to flow. • Know that a switch can be used to complete and break an electrical circuit.	• **Develop design criteria based on findings from investigating existing products** • **Make a functional series circuit, incorporating a motor.** • **Construct a product with consideration for the design criteria.** • **Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.** • Identify factors that could be changed on existing products and explain how these would alter the form and function of the product. • Develop design criteria that clarifies the target user. • Alter a product's form and function by tinkering with its configuration. • Break down the construction process into steps so that others can make the product. • Determine which parts of a product affect its function and which parts affect its form. • Analyse whether changes in configuration positively or negatively affect an existing product. • Peer evaluate a set of instructions to build a product. • Know that, in a series circuit, electricity only flows in one direction. • Know when there is a break in a series circuit, all components turn off. • Know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • Know a motorised product is one which uses a motor to function	
Examples of activities and resources		Kapow Electrical Systems: Torches	Kapow Electrical systems: Doodlers	
Key Vocabulary		● Bulb ● Buzzer ● Cell ● Component ● Conductor ● Design criteria ● Electrical item ● Function ● Insulator ● Series circuit ● Test	Circuit component ● Configuration ● Current ● Develop ● Motor ● Motorised ● Product analysis ● Series circuit ● Stable ● Target user	

STRAND	Year 3	Year 4	Year 5	Year 6
Digital World				• **Develop design criteria based on research.** • **Understand what a virtual model is and the pros and cons of traditional and CAD modelling.** • **Place and manoeuver 3D objects, using CAD.** • **Change the properties of, or combine one or more, 3D objects using CAD.** • **Programme to monitor the ambient temperature and code an alert when the temperature moves out of a specified range.** • **Explain key functions in a program (audible alert, visuals).** • Understanding the functional and aesthetic properties of plastics. • Generate multiple housing ideas using building bricks • Know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record. • Know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose. • Understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.
Examples of activities and resources				Kapow Digital world: Monitoring device
Key Vocabulary				●Boolean ●Device ●Monitoring device ●Sensor ●Synthetic ●Variable ●Workplane

National Curriculum Aims:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

National Curriculum – Key Stage 1:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

National Curriculum Key Stage 2:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Early Years:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Use a range of small tools, including scissors, paint brushes and cutlery;

STRAND	**Nursery**	**Reception**	**Year 1**	**Year 2**
Cooking and Nutrition	• **Make healthy choices about food and drink,** • **Use one-handed tools and equipment, for example wooden spoon for stirring** • Select and use activities and resources, with help when needed. Be increasingly independent in meeting their own care needs • Compare quantities using language: 'more than', 'fewer than' when cooking • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' recipes • Talk about what they see, using a wide vocabulary	• <u>ELG: Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • **Know and talk about the different factors that support their overall health and wellbeing: healthy eating**. • <u>ELG: Managing self:</u> Manage their own basic hygiene and personal needs, **including…understanding the importance of healthy food choices** • <u>ELG: The Natural World</u>**:** Explore the natural world around them, making observations and drawing pictures of animals and plants. **Develop small motor skills so that they can use a range of tools competently, safely and confidently.** • <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. • Learn new vocabulary. • Use new vocabulary throughout the day.	• **Taste and evaluate different food combinations.** • **Design a smoothie and packaging** • **Chop fruit and vegetables safely to make a smoothie.** • **Identifying if a food is a fruit or a vegetable.** • **Learn where and how fruits and vegetables grow.** • Describe appearance, smell and taste. • Suggest information to be included on packaging. • Understand the difference between fruits and vegetables. • Understand that some foods typically known as vegetables are actually fruits • Know that a fruit has seeds and a vegetable does not.	• **Design a heathy wrap based on a food combination which works well together** • **Slice food safely using bridge or claw grip** • **Construct a wrap that meets a design brief** • **Taste test food combinations and final products.** • **To understand what makes a balanced diet.** • Describe the taste, texture and smell of fruit and vegetables. • Evaluate which grip was most effective • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To know that nutrients are substances in food that all living things need to make energy, grow and develop.
Examples of activities and resources	Porridge making – teacher led planning <u>Continuous Provision</u> Daily snack Cutlery use during lunch times Role play – kitchen /shop	Kapow cooking and nutrition: Soup <u>Continuous Provision</u> Daily snack Cutlery use during lunch times Role play – kitchen /shop	Kapow cooking and nutrition: Smoothies	Kapow cooking and nutrition: A balanced diet
Key Vocabulary	Fruit ● Vegetables ● Mix ●Cut ● Saucepan ● Safety ● Spoon ● Stir	● Tool ● Chop ● Slice ● Blender ● Chopping board ● Hob ● Boil ● Blend ● Metal ● Plastic	● fruit ● juice ● Healthy ● Ingredients ● Peel ● Vegetable ● Recipe ● Slice ● Smoothie	Alternative ● Balanced diet ● Evaluation ● Expensive ● Healthy ● Ingredients ● Nutrients ● Packaging ● Sugar

	Year 3	Year 4	Year 5	Year 6
Cooking and Nutrition	• **Evaluate a recipe, considering: taste, smell, texture and appearance.** • **Design a biscuit within a given budget, drawing upon previous taste testing.** • **Follow a baking recipe.** • **Cook safely, follow basic hygiene rules.** • **Know the following cooking techniques: sieving, creaming, rubbing method, cooling.** • **Adapt a recipe.** • Describe the impact of the budget on the selection of ingredients. • Evaluate and compare a range of products. • Suggest modifications • Know that the amount of an ingredient in a recipe is known as the 'quantity'. • Know that it is important to use oven gloves when removing hot food from an oven. • Understand the importance of budgeting while planning ingredients for biscuits.	• **Create a healthy and nutritious recipe using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.** • **Know how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination.** • **Follow the instructions within a recipe.** • **Suggest points for improvement when making a seasonal tart** • **Describe the benefits of seasonal fruits and vegetables and the impact on the environment.** • Establish and use design criteria to help test and review dishes. • Know that not all fruits and vegetables can be grown in the UK. • Know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • Know that cooking instructions are known as a 'recipe'. • Know that imported food is food that has been brought into the country		• **Research existing recipes.** • **Write an alternative recipe.** • **Have a clear understanding of cross-contamination.** • **Use a variety of food preparation skills.** • **Make a recipe they have developed.** • **Explain the farm-to-fork process.** • **Analyse nutritional content.** • Design a jar label. • Suggest alternative ingredients. • Know that beef comes from cows reared on farms. • Know that recipes can be adapted to suit nutritional needs and dietary requirements. • Know that nutritional information is found on food packaging. • Know that coloured chopping boards can prevent cross-contamination. • Know that food packaging serves many purposes.
Examples of activities and resources	Kapow cooking and nutrition: Adapting a recipe (year 4 unit)	Kapow cooking and nutrition: Eating Seasonally (year 3 unit)		Kapow cooking and nutrition: Developing a recipe (year 5)
Key Vocabulary	Adapt ● Budget ● Recipe ● Combine ● Ingredients ● Sift ● Target audience ● Market research	● Dry climate ● Exported ● Imported ● Mediterranean climate ● Nationality ● Polar climate ● Seasonal food ● Temperate climate ● Tropical climate		● Adaptation ● cook ● cross-contamination ●hygiene ●label ●nutrient ●nutritional value ●process