



Tregolls Academy Progression of Substantive & Dicipinary Knowledge



At Tregolls Academy, we aim to develop eager, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our DT curriculum holds our curriculum drivers at its core: **C**uriosity, **A**spiration, **R**esilience and **E**xcellence. At Tregolls Academy, we **CARE**.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.</p> <p>Children share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing</p>	<p>Mechanisms: Moving storybooks</p> <p>Textiles: Puppets</p> <p>Mechanisms: Wheels and axels</p> <p>Nutrition: Fruit Smoothies</p>	<p>Mechanisms: Moving monsters</p> <p>Structures: Baby Bear's Chair Cooking and</p> <p>Nutrition: A Balanced diet</p>	<p>Textiles: applique and cross stitch (Egyptian Collars) Cooking and</p> <p>Nutrition: Eating seasonally (tarts)</p> <p>Structures: Constructing a castle</p> <p>Digital World: Wearable Technology</p>	<p>Textiles: Fastenings (book sleeve)</p> <p>Cooking and Nutrition: Biscuits (Christmas)</p> <p>Mechanisms: Slingshot cars</p> <p>Structure: Mini Greenhouse</p>	<p>Mechanical: Pop-up books</p> <p>Structures: Bridges</p> <p>Cooking and nutrition: What could be healthier?</p>	<p>Electrical : Steady Hand Game Cooking and</p> <p>Nutrition: Come dine with me</p> <p>Digital: Navigating the world</p> <p>Textiles: Waistcoats</p>

EYFS

In EYFS, design and technology learning begins in 'Expressive arts and design' where children begin to explore, use and a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. In Physical Development (Moving and Handling) Children handle equipment and tools effectively.

Adapting the curriculum for pupils with SEND in design and technology

Design and technology is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations, and creations. It lends learners opportunities to develop both individually and collaboratively, designing naturally encourages learners to problem solve, to be self-critical, to make decisions and to take risks within their learning. The encouragement of self-expression and exploration supports learners to embrace 'the happy accident' and 'learn through their mistakes'.

- Adaptive teaching takes place.
- The tools available are carefully considered for children with physical disabilities.
- Encourage a culture of experimentation, with no one right way to do something
- For sensory needs, consider when alternative materials or tools may need to be offered
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

Substantive Knowledge:

Substantive & Disciplinary Concepts						
Term 1 – Cooking and Nutrition						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Balanced diet (wraps)</p> <ul style="list-style-type: none"> That 'diet' means the food and drink that a person or animal usually eats. What makes a balanced diet. That the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads. That I should eat a range of different foods from each food group, and roughly how much of each food group. That 'ingredients' means the items in a mixture or recipe. How to cut, grate, snip and spread to prepare foods. How to review and give a score to evaluate 	<p>Eating seasonally (tarts)</p> <ul style="list-style-type: none"> That seasonal means foods that grow in a given season in a given country. Some seasonal foods that grow in the UK and what season they grow in. That eating seasonal foods can have a positive impact on the environment. How to describe the flavour and texture of foods. How to cut and peel safely. That the appearance of food is as important as taste. That similar coloured fruits and vegetables often have similar nutritional benefits. 	<p>Adapting a recipe (Christmas biscuits)</p> <ul style="list-style-type: none"> That the amount of an ingredient in a recipe is known as the 'quantity'. That safety and hygiene are important when cooking. The following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping. The importance of budgeting while planning ingredients for a recipe. That products often have a target audience. 	<p>What could be healthier?</p> <ul style="list-style-type: none"> That beef comes from cows reared on farms. That recipes can be adapted to suit nutritional needs and dietary requirements. That nutritional information is found on food packaging. That coloured chopping boards can prevent cross-contamination. That food packaging serves many purposes. 	<p>Come Dine with Me</p> <ul style="list-style-type: none"> That 'flavour' is how a food or drink tastes. That many countries have 'national dishes' which are recipes associated with that country. That 'processed food' means food that has been put through multiple changes in a factory. That it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. What happens to a certain food before it appears on the supermarket shelf (farm to fork).
Disciplinary Concepts						
		<p>Balanced diet (wraps)</p> <ul style="list-style-type: none"> Learn that food can be divided into different groups and that wraps can form part of a healthy diet. Taste a variety of different ingredients and examine flavours and textures. Know how to design and plan a wrap for a particular purpose. 	<p>Eating seasonally (tarts)</p> <ul style="list-style-type: none"> Describe how climate affects where foods grow. Identify seasonal ingredients from the UK. Tasting seasonal ingredients – describing their texture and flavour Peeling and cutting ingredients Choose ingredients based on a design brief Following instructions within a recipe 	<p>Adapting a recipe (Christmas biscuits)</p> <ul style="list-style-type: none"> Evaluating and comparing a range of products. Following a baking recipe. Understanding safety and hygiene rules. Identifying a target audience. 	<p>What could be healthier?</p> <ul style="list-style-type: none"> Explaining the farm-to-fork process. Researching existing recipes. Suggesting alternative ingredients. Analysing nutritional content. Writing an alternative recipe. 	<p>Come Dine with Me</p> <ul style="list-style-type: none"> Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken. Following a recipe, including using the correct quantities of each ingredient.

		<ul style="list-style-type: none"> • How to cut, grate, snip and spread to prepare foods. • Create a healthy wrap. • Know how to value a finished product. 	<ul style="list-style-type: none"> • Know how to evaluate. 	<ul style="list-style-type: none"> • Designing a biscuit within a given budget. • Suggesting modifications • Adapting a recipe • Conducting market research • Evaluating an adapted recipe. 	<ul style="list-style-type: none"> • Understanding cross-contamination. • Using preparation skills. • Designing a jar label. • Making a developed recipe. 	<ul style="list-style-type: none"> • Adapting a recipe based on research. • Working to a given timescale. • Working safely and hygienically with independence. • Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Taste testing and scoring final products. • Suggesting and writing up points of improvements in productions. • Evaluating health and safety in production to minimise cross contamination.
--	--	---	---	--	---	--