



Long Term Plan -Design and Technology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Activities	<p>Cooking – Fruit Salad and Gingerbread Biscuits</p> <p>Mechanism - Movement of simple levers, sliders, wheels and axles. E.g. Moving picture to illustrate a nursery rhyme for younger children</p> <p>Structures – Frames with a sliding message?</p>	<p>Cooking – India: Exotic fruit salad and kulfi making</p> <ul style="list-style-type: none"> - Cadbury: Design and make Chocolate bars - Seaside – sewing bookmarks/bags - Habitat dioramas - Castle building <p>Construction – Greetings cards</p> <p>Structures – Castles: Structure of castles</p> <p>Mechanism - Castles: drawer bridge/portcullis using paper fasteners</p> <p>Textiles – Seaside: Sewing a summer holiday bag</p>	<p>Cooking – Rationing Remembrance linked to Fair Trade</p> <p>Rocks- edible rocks</p> <p>Textiles –macramé keyring https://www.youtube.com/watch?v=U6mz0u9XD_o</p> <p>Mechanism – lever- shaduf</p>	<p>Cooking – Bread – Romans-Yes</p> <p>Making musical instruments- links to Science- yes</p> <p>Physical computing- countdown clock- yes</p> <p>Electrical and Mechanism – Make moving toys (sea animals going in and out of the water? Musical box? Make the toy light up? Torch? Link to science.</p> <p>Construction – Packaging link to 3D nets</p>	<p>Structures – Bridges – Rainforest And Trenches</p> <p>Mechanical Systems – Moon vehicle</p> <p>Cooking – Tudor</p>	<p>Textiles – Sewing – Day of the Dead theme</p> <p>Cooking – Long lasting food linked to Frozen Kingdom</p> <p>Structures – Anderson Shelters</p> <p>Electrical and Mechanical components – Link to computing</p> <p>Charity project</p>
Curriculum Objectives NC	<p>Design:</p> <ul style="list-style-type: none"> -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 <p>Generating Ideas</p> <p>Think of own ideas for design. – Cat food tins (Autumn 1) Alien (Spring 1) Superhero setting (Spring 2)</p> <p>Purpose</p> <p>Design a product for myself, following design criteria. Work in a range of contexts (imaginary, home, school, wider community, story based).</p> <p>Planning</p> <p>Suggest ideas and explain what they are going to do and make Model their ideas in card and paper Superhero stick puppet (Spring 2)</p> <p>Make:</p> <ul style="list-style-type: none"> -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 <p>Using Tools and Techniques</p> <p>Select appropriate tools and equipment for the purpose. Cut materials safely using: scissors hole punch blunt knife Clay tools (Spring 1)</p> <p>Measure</p> <p>Measure and mark out using non-standard units Gingerbread man weighing Autumn 2,</p> <p>Cut and Shape</p> <p>Demonstrate a range of cutting and shaping techniques -Folding ,Tearing, hole punching Christmas, Easter, Mother’s day, Father’s day crafts. Creative trolley.</p> <p>Assembly and Joining</p> <p>Demonstrate a range of joining techniques, gluing, taping, paper fasteners frequent, rainforest friends split pin/ paper folding craft</p> <p>Evaluating</p> <ul style="list-style-type: none"> -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria <p>Talk about own and pre-existing products, saying what is good or bad about them.</p> <p>Say, whether their product does, what it is meant to (fits the design brief) and how it could be improved.</p> <p>Technical knowledge:</p> <ul style="list-style-type: none"> -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. 	<p>Design:</p> <ul style="list-style-type: none"> -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 <p>Generate ideas</p> <p>Generate ideas by drawing on their own and other people’s experiences</p> <p>Purpose</p> <p>Identify a purpose for what they intend to design and make Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc.).</p> <p>Planning</p> <p>Design a product for others, following design criteria</p> <p>Planning</p> <p>Develop their design ideas through discussion, observation , drawing and modelling castle building, bookmarks/bags, dioramas</p> <p>Make:</p> <ul style="list-style-type: none"> -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 <p>Make simple drawings and label parts</p> <p>Castle designs, flowers (science), knights (Towers, Tunnels and Turrets) shells</p> <p>Using Tools and Techniques</p> <p>Choose appropriate tools and equipment, describing and explaining why they are being used and use vocabulary to name them</p> <p>Scissors, paper drill, hammer, ruler, peeler, grater</p> <p>Dragon eye, castle building.</p> <p>Measure</p> <p>Measure and mark out to the nearest centimetre</p> <p>Greetings cards</p> <p>Cut and Shape</p> <p>Demonstrate a range of cutting and shaping technique: Curling, scoring, cutting, paper drilling</p> <p>Castle building, greetings cards</p> <p>Assembly and Joining</p> <p>Assemble, join and combine materials to strengthen</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment</p> <p>Evaluating</p> <ul style="list-style-type: none"> -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria <p>Describe how their own and pre-existing products work, evaluating what went well and what could be done differently.</p> <p>Suggest what went well and what would be done differently when evaluating their own product.</p> <p>Fruit salad, Kulfi, dragon eyes, castles</p> <p>Technical knowledge:</p> <ul style="list-style-type: none"> -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. STEM balloon cars 	<p>Ancient Egyptian Shaduf</p> <p>Physical computing-Lighthouse</p> <p>Design:</p> <ul style="list-style-type: none"> -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 <p>Generate ideas</p> <p>Generate ideas, considering the purposes for which they are designing</p> <p>Purpose</p> <p>Identify a purpose and establish criteria for a successful product. Create a design that meets a range of requirements.</p> <p>Planning</p> <p>Plan the order of their work before starting. Consider the equipment and tools needed when planning. Explore, develop and communicate design proposals by modelling ideas Describe a design using an accurately labelled diagram, and in words.</p> <p>Make:</p> <ul style="list-style-type: none"> -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 <p>Refine work and techniques as work progresses</p> <p>Using Tools and Techniques</p> <p>Select tools and techniques for making their product</p> <p>Work safely and accurately with a range of simple tools: Handsaw and bench hook</p> <p>Measure</p> <p>Measure, mark out, with more accuracy to the nearest millimetre.</p> <p>Cut and Shape</p> <p>Cut, score and fold increasingly accurately</p> <p>With adult support, make cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Assembly and Joining</p> <p>Assemble components in appropriate order</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment</p> <p>Evaluate:</p> <ul style="list-style-type: none"> -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 <p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose</p> <p>Disassemble and evaluate familiar products</p> <p>Suggest what could be changed to improve a design, beginning to link this to the design brief</p> <p>Technical knowledge:</p> <ul style="list-style-type: none"> -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. 	<p>Design:</p> <ul style="list-style-type: none"> -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 <p>Generate ideas</p> <p>Generate more than one idea for how to create a product. – HARRY POTTER (SUMMER TERM)</p> <p>Purpose</p> <p>Gather information to help design a successful product (i.e. by asking others’ views). – HARRY POTTER (SUMMER TERM)</p> <p>Planning</p> <p>Produce a detailed plan with labelled diagrams, a written explanation and systematic guide. – HARRY POTTER (SUMMER TERM)</p> <p>Use grid paper to draw a plan – HARRY POTTER (SUMMER TERM)</p> <p>Suggest improvements to develop and refine a planned idea. – HARRY POTTER (SUMMER TERM)</p> <p>Make:</p> <ul style="list-style-type: none"> -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 <p>Measure</p> <p>Measure, mark out, join, and assemble materials and components with accuracy. Use a tape measure</p> <p>Cut and Shape</p> <p>Assembly and Joining</p> <p>Join and combine materials and components accurately in temporary and permanent ways – HARRY POTTER (SUMMER TERM)</p> <p>Use a glue gun with support</p> <p>Evaluate the appearance, usability of own, and pre-existing products. – HARRY POTTER (SUMMER TERM)</p> <p>Evaluate:</p> <ul style="list-style-type: none"> -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 <p>Evaluate their work both during and at the end of the assignment carrying out appropriate tests – HARRY POTTER (SUMMER TERM)</p> <p>Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief. – HARRY POTTER (SUMMER TERM)</p> <p>Technical knowledge:</p> <ul style="list-style-type: none"> -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. 	<p>Design:</p> <ul style="list-style-type: none"> -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 <p>Generate ideas</p> <p>Generate a range of ideas after collating relevant information (i.e. Users’ views).</p> <p>Purpose</p> <p>Draw up a specification for their design</p> <p>Use results of investigations, information sources, including ICT when developing design ideas</p> <p>Planning</p> <p>Produce a detailed plan, with systematic instructions, cross-sectional diagrams and prototypes.</p> <p>Suggest alternative plans, considering the positive aspects and drawbacks of each.</p> <p>Make:</p> <ul style="list-style-type: none"> -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 <p>Using Tools and Techniques</p> <p>Use a range of tools and equipment expertly.</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Select appropriate tools and techniques: Glue guns, wire strippers, handsaw, vice, tri-square</p> <p>Measure</p> <p>Measure and mark out accurately to nearest millimetre</p> <p>Ensure corners are square</p> <p>Cut and Shape</p> <p>Cut with accuracy to ensure a good-quality finish to the product</p> <p>Cut a range of sheet materials including using a handsaw.</p> <p>Cut internal slots in thicker materials using a craft knife and safety ruler</p> <p>Cut and use curved surfaces</p> <p>Assembly and Joining</p> <p>Join with accuracy to ensure a good-quality finish to the product</p> <p>Use glue gun to join surfaces and components accurately</p> <p>Consider the aesthetic qualities and functionality of my work when making.</p> <p>Evaluate:</p> <ul style="list-style-type: none"> -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 <p>Evaluate the appearance and function of a product against the original criteria, saying whether it is fit for purpose.</p> <p>Suggest improvements that could be made, considering materials and methods that have been used.</p> <p>Technical knowledge:</p> <ul style="list-style-type: none"> -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. 	<p>Design:</p> <ul style="list-style-type: none"> -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 <p>Generate ideas</p> <p>Identify issues and problems that require design solutions</p> <p>Purpose</p> <p>Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web-based resources).</p> <p>Planning</p> <p>Produce a detailed plan, with cross-sectional diagrams and computer-generated designs).</p> <p>Work within constraints, refining and justifying plans as necessary.</p> <p>Use Isometric paper to draw 3D representations</p> <p>Make:</p> <ul style="list-style-type: none"> -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 <p>Using Tools and Techniques</p> <p>Use a range of tools and equipment precisely: Plier, Mount cutter, Hand-drill stand, Electric drill</p> <p>Measure</p> <p>Choose and use a range of measuring tools and procedures</p> <p>Cut and Shape</p> <p>Choose and use a range of tools and methods to cut and shape materials</p> <p>Evaluate:</p> <ul style="list-style-type: none"> -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 <p>Consider the aesthetic qualities and functionality of my product while making it, refining details as necessary. Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose.</p> <p>Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.</p> <p>Technical knowledge:</p> <ul style="list-style-type: none"> -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.
Vocabulary	design, make, evaluate, template, mock up, cutting, shaping, joining, finishing, stronger, stiffer, stable, spreading	design, make, evaluate, template, cutting, shaping, form(ing), materials, properties, craft, hard, soft, brittle, sharp, soft,, smooth, tool	Function, mechanism, design, equipment, join, template, draw, tool, cut, practical, develop, material, computer, shape, criteria, mock-up, textile, evaluate, model, structure, make, product, recipe, construct, ingredient, finish, analyse, apply frames/ chassis	construct, design, shape, form, alter, amend, plan, evaluate, appraise, aesthetic, materials, properties, tools, mould, product, criteria, computer, Textiles, fabric, plastic, cut, measure, join, joint, dowel, drill, hole, template, equipment, mechanism, gear, pulley, system	isometric, draw, construct, plan, appraise, aesthetic, measure, cut, join, shape, form, drill, hammer, wood, adhesive, varnish, mechanics, product, nail, fixture, compose, design, implement, evaluate, properties, finish, mould, compose, construct, template, plastic, metal gear, pulley adorn, screw, fitting, evaluate	isometric, draw, construct, plan, appraise, aesthetic, measure, cut, join, shape, form, drill, hammer, wood, adhesive, varnish, mechanics, product, nail, fixture, compose, design, implement, evaluate, properties, finish, mould, compose, construct, template, plastic, metal gear, pulley adorn, screw, fitting, evaluate
Construction	<p>Sheet materials</p> <p>Cartridge paper</p> <p>Corrugated card</p> <p>Sugar paper</p> <p>Cardboard</p> <p>Balsa</p> <p>Structures</p> <p>Straws</p> <p>Lolly sticks</p> <p>Square section wood</p> <p>Rubber bands</p> <p>Paper fasteners</p> <p>White board</p>	<p>Sheet materials</p> <p>Cartridge paper</p> <p>Corrugated card</p> <p>Sugar paper</p> <p>Cardboard</p> <p>Balsa</p> <p>Felt- minibeast puppets</p> <p>Structures</p> <p>Straws</p> <p>Lolly sticks</p> <p>Square section wood</p> <p>Rubber bands</p> <p>Paper fasteners</p> <p>White board</p>	<p>Sheet materials</p> <p>Different cards made; Christmas, Easter & Father’s Day</p> <p>Structures</p> <p>Dowel/shaduf</p>	<p>Sheet materials</p> <p>Structures</p>	<p>Sheet Materials</p> <p>Greyboard</p> <p>Corkroll</p> <p>Corrugated plastic</p> <p>Structures</p> <p>Card triangles – frames</p> <p>Lolly sticks</p> <p>Dowel</p> <p>Square section wood</p> <p>Modroc</p> <p>Wire</p> <p>Construction kits</p>	<p>Sheet Materials</p> <p>Greyboard</p> <p>Corkroll</p> <p>Corrugated plastic</p> <p>Plywood</p> <p>Structures</p> <p>Card triangles – frames</p> <p>Construction kits</p> <p>Card triangles – frames/ chassis</p> <p>Lolly sticks</p> <p>Dowel</p> <p>Square section wood</p> <p>Modroc</p>



Mechanisms	<p>Mechanisms Wheel and axle Lever Pivot Slider</p>	<p>Mechanisms Pulley Winch Balance beam Spring</p>	<p>Mechanisms Know about movement of simple mechanisms Pop up- Father's Day Card Spring- Christmas card Levers -shaduf Linkages and Pivots- Easter Cards split pins</p>	<p>Mechanisms Switches - SCIENCE Motors - SCIENCE</p>	<p>Mechanisms Understand how mechanical systems such as cams, pulleys or gears create movement. Cams Mirrors Axles Pulleys Levers Linkages and Pivots</p>	<p>Mechanisms Understand how mechanical systems create and transfer movement Syringe/piston Wheels Gears Crank</p>
Textiles		<p>Use a template to cut out a shape in fabric Assembly and Joining Using a running stitch or glue Measure using a template- cards Cut, and then join textiles Use a needle and thread Using a running stitch mini beast puppets? Weaving Applique. Decorate using a range of items (buttons, sequins, beads, ribbons etc.).</p>	<p>>Sewing a wallet/purse Overstitch Running stitch Use Cross-stitch/ Binca to decorate fabric Velcro Snap fasteners</p> <p>Where year 3 still doing sewing?</p>		<p>Pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products. Batik, Embroider, Snap fasteners, Zips, Buttons Use a range of fabric (Hessian, Calico etc.) Create simple patterns and appropriate decoration techniques (e.g. Applique).</p>	
Cooking and Nutrition NC	<p>-use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from. Know how to peel, cut, grate, mix and mould foods (with close supervision). Gingerbread man Autumn 2. Superhero fruit salad Spring 2 Cut soft ingredients safely and hygienically with a blunt knife Select and use appropriate fruit and vegetables, processes and tools Superhero fruit salad Spring 2 Measure quantities using measuring cups Gingerbread man Autumn 2. Assemble ingredients</p>	<p>-use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from. – Indian food Autumn 2 Know how to peel, cut, grate, mix and mould foods (with supervision) Ingredients safely and hygienically Measure or weigh using measuring cups or electronic scales.</p>	<p>-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. Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters Hob and microwaves with supervision). Demonstrate hygienic food preparation and storage Use weighing scales, measuring spoons, grater and peeler Golden Thread- Rationing (Rock cake)</p>	<p>-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. Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters hob and microwaves with supervision) Demonstrate hygienic food preparation and storage Use weighing scales, measuring spoons, grater, peeler, chopping board and knife. – Bread – Comparing roman bread to modern. Tasting bread, gluten free.</p>	<p>-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. Cut, mix, mould and begin to use hobs to heat food with appropriate supervision. Weigh and measure accurately (time, dry ingredients, liquids) Use food processor to prepare ingredients Use an oven safely to cook food</p>	<p>-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. Cut, mix, mould and use hobs to heat food, developing independence with this as appropriate Groups given a recipe to make and try.</p>
Robotics / IT	<p>Diagnose faults in battery operated circuits Messages to aliens Spring 1 Low battery Blown bulb</p>	<p>Diagnose faults in battery operated devices or circuits e.g. Water damage Battery terminal damage Poor connections Broken switch</p>	<p>Construct and use a simple circuit, including a bulb and switch, in their design Use software to design and represent product designs.</p>			
Copied from Physical computing LTP	N.A	<p>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 evaluate their ideas and products against design criteria</p> <p>'Police Lights'</p>	<p>Apply their understanding of computing to program, monitor and control their products.</p> <p>'Lighthouse Project'</p>	<p>Apply their understanding of computing to program, monitor and control their products</p> <p>'Countdown Clock Project'</p>	<p>Apply their understanding of computing to program, monitor and control their products.</p> <p>'Moving Eyes'</p>	<p>The principles of this project could be embedded into another project, designed by students.</p> <p>'Spinning Santa Project'</p>

NC Objectives

Are we fulfilling the NC Aims?

The national curriculum for design and technology aims to ensure that all pupils:

- ♣ 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.

Cookery: Catering services can offer FREE lessons

Contact Nicola Meade: nmeade@solihull.gov.uk or 07789032361

This class teaches the children some basic Food Hygiene, and Kitchen Safety skills, followed by hands on cookery of a simple dish (usually make scones).

The session takes approximately 1 hour, and can be delivered at a time to suit the class teachers.

All equipment and ingredients are supplied by the team.

The pupils take home the cooked dish with the recipe, so they can cook the dish again with their family!

Area needed for the session to take place is usually the dining room – access to kitchen oven is required.