

## Design and Technology Medium term Plan






<p><b>NURSERY End of Year Expectations:</b></p> <p><b>Master Practical Techniques</b></p> <ul style="list-style-type: none"> <li>• Explore different materials to develop ideas about how to use them and what to make.</li> <li>• Join different materials and explore different textures.</li> <li>• Develop manipulation and control e.g Use one handed tools and equipment safely and with increasing control</li> <li>• Explore how things work</li> </ul>	<p><b>Design, make, evaluate, improve</b></p> <ul style="list-style-type: none"> <li>• Use blocks and construction kits with imagination to create representations.</li> <li>• Develop their ideas and decide which materials to use.</li> <li>• Use language to share feelings, experiences and thoughts about their creations</li> </ul>
<p><b>Take inspiration from design</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary to talk about features of product design,</li> </ul> <p>why we need it and how to use it</p>	<p><b>Food and nutrition</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of hand washing</li> <li>• Make healthy choices about food and drink</li> </ul>

**In our Early Years Foundation Stage the principles of high quality provision underpin our curriculum. Our practitioners understand that all children are unique in the way and the rate at which they develop therefore progress is not a linear process. Our practitioners will adjust their practice in response to individual children so that our curriculum meets their learning and developmental needs. All Areas of Learning and Development and the Characteristics of Effective Learning are interconnected. As the Prime areas of Learning and Development lay vital foundations in the development of Expressive Arts and Design at Uplands Infant and Nursery school they are continuously in action and prioritised throughout the EYFS.**







## Design and Technology Medium term Plan

DT Aspect	Key concepts Knowledge categories			Vocabulary
	Master Practical Techniques Vocabulary, Technical knowledge, practical knowledge	Take inspiration from design Design inspiration (What do we have in existence)	Design, make, evaluate, improve Design process	
What is DT?	<p>Explore and name familiar and unfamiliar household and school objects, materials, tools and equipment- know purpose</p> <p>Explore a variety of materials and have an awareness of what you can and can't do with them:</p> <p>Junk modelling</p> <p>Different kinds of paper, fabrics</p> <p>Foil</p> <p>Bubble wrap</p> <p>Explore and investigate how to join 2 materials/ pieces together- glue sticks, PVA and glue spreaders and tape. Explore the use of treasury tags and hole punchers, staplers and staples, split pins</p> <p>begin to use real tools e.g screwdrivers and hammers</p> <p>Explore and notice changes in properties- e.g too much glue will make paper soggy</p>	<p>Familiar and unfamiliar items from experiences (home, out and about, school)</p> <p>Add enhancements in all areas of provision in response to children's learning needs and interests.</p> <p>Notice features, similarities and differences in collections of objects e.g cutlery, pouring equipment.</p>	<p>Awareness of the purpose of familiar and unfamiliar objects. Why and what for?</p> <p>Have and begin to develop ideas- think</p> <p>Begin to create mental representations and transform objects e.g pretend objects represent something</p> <p>Begin to create objects from materials/ resources to support pretend play linked to their experiences, representing 1 or more features</p> <p>Begin to express likes and dislikes</p>	<p>Name objects, materials, tools and equipment</p> <p>Name and describe features</p> <p>Push pull twist turn press</p>

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<p>Structures</p>	<p>Exploration of structures using familiar and new resources e.g construction kits- Duplo, magnetic balls and rods, popoids (push, pull). Progressing to mobilo and mechano (twist and using tools)</p>  	<p>Show interest in structures e.g houses, towers, mosques, vehicles, bridges, ramps, castles, skeletons, spiders webs.</p> 	<p>Explore how structures and creations can be assembled and disassembled, added to and improved</p> <p>Begin to solve problems becoming aware of balance, stability, gravity, size, sense of spatial awareness.</p> <p>Begin to evaluate and improve- adding an extra feature/ s</p> <p>Have an awareness of the need to measure e.g hat to fit your head, tunnel large enough for vehicles.</p>  	<p>Language of creating design, create, balance, long, short, tall, high, low</p> <p>Strong, wobbly</p> <p>Stick, join</p>
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<p>Mechanisms</p>	<p>Block play- stacking, bridging progressing to enclosing and begin to be inventive in the use of them to explore shape and space.</p>  <p>Large loose parts play Deconstructed role play</p> <p>Show interest in and explore equipment/ resources that have mechanisms e.g books with moving parts including levers and sliders- lift the flap, wind up toys, water wheels, whisks, dough extruders, garlic crushers, pegs, scissors, litter pickers</p>	<p>Show interest in how things work:</p>  <p>Sliders</p>  <p>wheels</p>  	<p>Through experience, adult interaction and discovery have a developing awareness of which technique to use for the best outcome e.g tearing or cutting Gluing, taping or stapling</p> <p>Express likes and dislikes</p>	<p>Push, pull. Slide</p> <p>Fold Roll Press</p>
<p>Food and Nutrition</p>		<p>Making toast, jelly, ice lollies, chocolate nests</p>		<p>Name food Peel chop cut</p>

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Folds  
wheels and axles



Develop food vocabulary

Know the importance of hand washing before eating food

With support use tools and equipment safely-e.g knives to spread, to chop/ cut soft foods  
Mash soft foods- potatoe masher/ ricer  
Use a galic crusher  
Pestle mortar

Express likes and dislikes  
Design and make your own  
Fruit kebabs



**Daily opportunities to practise and refine knowledge of DT across areas of Continuous Provision  
Workshop, Sand, Water, Malleable, Deconstructed role play, Construction**

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- Develop control in the safe use of tools and equipment : scissors, tape dispenser, mark making, glue sticks, glue spreaders, hole puncher, stapler, treasury tags, split pins, dough/ clay tools, cooking utensils and tools
- Show interest in and notice the transformative effect of their actions on materials/ resources. (pressing, squashing, prodding, tearing, scrunching, twisting, rolling, snipping, cutting, moulding)
- Explore combining materials



### RECEPTION End of Year Expectations:

#### Master Practical Techniques

Use and explore simple tools and techniques competently and appropriately  
 Safely use and explore a variety of materials, tools and techniques  
 Develop their own ideas through experimentation with diverse materials

#### Design, make, evaluate, improve

Construct with a purpose in mind using a range of materials.  
 Manipulate materials to achieve a planned effect  
 Selects appropriate resources and adapts work where necessary  
 Select tools and techniques needed to cut, shape, assemble and join materials they are using

#### Take inspiration from design

Understanding that products have a purpose  
 Identify key features of familiar product to generate own idea

#### Food and nutrition

Work safely and hygienically  
 Use simple tools effectively  
 Know and talk about the different factors that support their overall health and wellbeing: healthy eating

#### ELG:

##### Fine Motor Skills


- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

##### ELG Creating with Materials

- 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


<b>DT aspect</b>	<b>Key concepts</b>	<b>Vocabulary</b>
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## Design and Technology Medium term Plan

	Knowledge categories			
	Master Practical Techniques Vocabulary, Technical knowledge, practical knowledge	Take inspiration from design Design inspiration	Design, make, evaluate, improve Design process	
<p>Reception term 1</p> <p>What is DT?</p>	<p>Name familiar and unfamiliar household and school objects, materials, tools and equipment. Explore and describe using their senses. Notice and talk about the features.</p> <p>Know items have a purpose.</p> <p>Explore and use a variety of materials and develop understanding of what you can do with them.</p> <p>Explore shape and form</p> <p>Junk modelling</p> <p>Different kinds of paper</p> <p>Fabrics</p> <p>Foil</p> <p>Bubble wrap</p> <p>Continue to practise and develop skills for joining and combining materials together with increasing precision - glue sticks. PVA and glue spreaders , tape , treasury tags and hole punchers, staplers and staples, split pins.</p> <p>Use real tools e.g screwdrivers and hammers</p> <p>Continue to develop language of manipulation and shaping</p>	<p>What is an invention?</p> <p>Familiar and unfamiliar items from experiences (home, out and about, school)</p> <p>Add enhancements in all areas of provision in response to children’s learning needs and interests.</p> <p>Notice features, similarities and differences in collections of objects e.g cutlery, pouring equipment.</p>	<p>Think about what you would like to make</p> <p>What will it be used for?</p> <p>How can you make it better?</p> <p>Develop thinking about what you would like to make thinking about which resources, materials you will use.</p> <p>What are the features of the product you are making?</p>	<p>Design Purpose Improve Evaluate</p> <p>Materials</p> <p>Language of manipulation and shaping</p>
				





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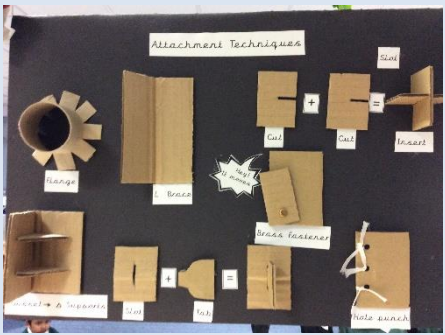

<p><b>Structures</b></p>	<p>Notice and talk about structures in their environment- talk about the purpose of features</p> <p>Exploration of structures using familiar and new resources e.g construction kits- lego, mobilo, mechano, cogs and wheels. Explore Pully systems.</p> <p>Block play, deconstructed and large loose parts play- bridging, enclosing progress to making increasingly complex structures using a combination of resources</p> <p>Explore balance and stability- using developing knowledge of structure stability e.g arrangements.</p>	<p>Show interest in structures e.g houses, towers, mosques, vehicles, bridges, ramps, castles, skeletons, spiders webs.</p> <p>Notice and include design features for a purpose</p>		
<p><b>Mechanisms</b></p>	<p>Develop an awareness of mechanisms and how things work through the use of equipment/ resources e.g books with moving parts, puppets on a string, cause and effect toys/ equipment</p> <p>Know the importance of hand washing before eating food</p>	<p>Show interest in and talk about how things work- notice features such as sliders, levers, axle</p>		
<p><b>Food and Nutrition</b></p>	<p>Practise using tools and equipment safely e.g. spoons, knives and forks</p>			



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<p>Reception term 2</p> <p>Structures</p> <p>Mechanisms</p> <p>Food and Nutrition</p>	<p>Continue to practise and develop increasing control, coordination and confidence in techniques for shaping and joining materials</p> <p>Combine materials to make structures Make structures using ambiguous resources e.g spaghetti and marshmallows, lollipop stick and blu tak.</p> <p>Explore and investigate using paper, splits pins and slots to create a moving mechanism</p>	<p>Know key features and the purpose of the features. Include in own designs</p> 	<p>Construct with a purpose in mind. Explain ideas. Begin to plan the process of which techniques and materials you will use. What are the key features you want to include- why?</p>  <p>Begin to evaluate it- did it meet the purpose?</p>	
<p>Reception term 3</p> <p>Structures</p>	<p>Use a range of materials/ resources with intention. Choose for a purpose. Experiment with design, form and function</p>		<p>Explain what they intend to do and use. Begin to draw a simple plan with key features.</p>	

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<p>Mechanisms</p> <p>Food and nutrition</p>	<p>Develop understanding of how they can be made stronger.</p> <p>Use fine motor skills to use a range of tools and techniques for joining with improved competency, confidently and safely.</p>  <p>Use the slider or pivot technique safely with increased control.</p>	<p>Talk about how things work</p>	<p>On completion talk about what they did? How did they adapt it?</p> 	
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## Design and Technology Medium term Plan

<b>YEAR 1 End of Year 1 Expectations:</b>				
<b>Master practical techniques</b> <ul style="list-style-type: none"> <li>Develop knowledge of design, structures, mechanisms and food and nutrition</li> <li>Explore and practise skills to cut materials safely using a range of tools</li> <li>Explore and practise cutting and shaping techniques</li> <li>Explore and practise a range of joining techniques</li> </ul>		<b>Design, make evaluate, improve</b> <ul style="list-style-type: none"> <li>Start to suggest ideas and explain what they are going to do (design criteria)</li> <li>Begin to develop their ideas through talk and drawings</li> <li>Begin to make their design using appropriate techniques</li> <li>With help measure, mark out, cut and shape a range of materials</li> <li>Begin to use simple finishing techniques to improve the appearance of their product</li> <li>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria)</li> </ul>		
<b>Take inspiration from design</b> <ul style="list-style-type: none"> <li>Draw on their own experience to help generate ideas</li> <li>When looking at existing products explain what they like and dislike about products</li> <li>Begin to understand the development of existing products: what they are for, how they work, materials used</li> </ul>		<b>Food and nutrition</b> <ul style="list-style-type: none"> <li>Know how to prepare simple dishes safely and hygienically without a heat source</li> <li>Know how to use techniques such as cutting and peeling</li> <li>Begin to understand that all food comes from plants or animals</li> </ul>		
DT aspect	Key concepts Knowledge categories			Vocabulary
	Master Practical Techniques Vocabulary, Technical knowledge, practical knowledge	Take inspiration from design Design inspiration	Design, make, evaluate, improve Design process	
Year 1 term 1  What is DT? Product design p.31-32	Know that Ideas are built on something that was already there and are improved over time.  Develop an understanding of the design process-As designers you need to	Compare old to new- how has it improved each time?  What was the inspiration? Who uses it and what is it for?	Think about and make your chosen product.  What will it be used for?  Who will use it?	Invention Design Improve Evaluate  Purpose

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<p>Structures p.35</p> <p>Structures: stability p.37</p> <p>Structure: Strength p.40</p> <p>Mechanisms: Slider 1 p.79</p>	<p>consider who is it for, what is it for, what are the main features, what is it made from and refer to this throughout the year.</p> <p>Develop understanding of structures: A structure can be natural/ man made There are different kinds of structures e.g Shell, solid, frame</p> <p>Understand how and practise techniques to improve structure stability: base Anchor Brace</p> <p>Understand how and practise techniques to strengthen structures: folding rolling joining/ layering</p> <p>Develop understanding of slider They are a rod which move when pushed/ pulled.</p>	<p>Explore variety of cards- likes/ dislikes Make a Christmas card</p>	<p>What materials are used?</p> <p>Improve your work by rethinking</p> <p>Evaluate techniques used</p> <p>Design your card Evaluate end product -techniques</p>	<p>Inspiration Features Techniques Materials</p> <p>Solid, frame, shell, combined</p> <p>Stable balanced base</p> <p>Strong rigid</p> <p>Rear Guide bridge Rotating Attach</p>
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<p>Food and Nutrition Portable snack p.133</p>	<p>Safety and hygiene</p> <p>Portable snacks Spreading, fork secure cutting, folding Features of portable snacks: small easy to hold and transport, eat without cutlery or plates</p> <p>techniques-spreading, grating, fork secure cutting, peeling</p>	<p>Purpose of portable snack, who for?</p> <p>Prep Christmas Party food</p>		<p>Inspiration Purpose user</p>
<p>Year 1 term 2 Food and Nutrition</p> <p>Structures Frame p.43</p> <p>Mechanisms Slider 2 p.81</p>	<p>Food sources- plants and animals</p> <p>Frame Structures- Natural and manufactured</p> <p>Slider mechanisms can guide an object in a straight or curved line</p> <p>Cutting a slot to guide rod</p>	<p><b>Begin to use cooking area in Atrium</b></p> <p>Trees, skeleton, spider webs, chairs, tables, bridges</p> <p>Explore variety of cards- likes/ dislikes Make a Mother's day / Easter card with a moving part?</p>	<p>Design your card Evaluate end product -techniques</p>	<p>Grown Reared Caught</p> <p>Horizontal Vertical diagonal</p>

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<p>Mechanisms slider 3 p.83</p>				
<p>Year 1 term 3 Structures: Solid p.59</p> <p>structures: Solid structure strength p.61</p> <p>Structure: Solid structure stability p.63</p> <p>Mechanisms: Levers p.99</p> <p>Mechanisms- wheels and axles p.115- 117</p>	<p>Develop knowledge of solid structures: natural and man made Know what a solid structure is. Stone and brick structures are joined together with mortar Not hollow like shell.</p> <p>Arrangements of the smaller solid objects used to create the structure</p> <p>Understand how and practise techniques to develop strength in solid structures</p> <p>Understand how and practise techniques to improve stability of Solid structures</p> <p>Have an awareness of levers and how they work</p> <p>Develop knowledge of how wheels and axles enable things to move</p> <p>Practise how they can be attached</p>	<p>Mountains, coastal arches, iceberg, wall, pyramid, stone bridge</p> <p>Explore and name a range of objects that use levers</p> <p>Explore and name objects that use a wheel and axle</p> <p>Cars, taps, screwdriver</p>	<p>Include features of solid structures</p>	<p>natural/ manufactured arranged bond mortar hollow</p> <p>Stable, balanced Earthquake Architects</p> <p>Rigid Pivot</p> <p>Attach Wheel axle</p>

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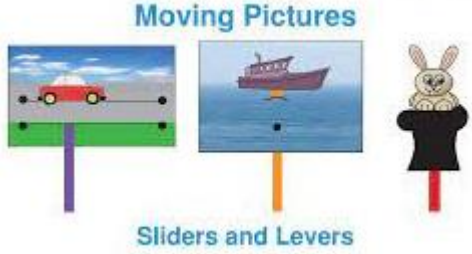
	Card tubes, clothes pegs, sheet materials as a chasis Attaching axles to chasis	Explore different types of wheeled vehicles.		
<b>Resources to facilitate practise (finger fluency) and application of knowledge available daily in Continuous Provision</b>				
<b>YEAR 2 End of Key Stage 1 Expectations:</b> <b>Master Practical techniques</b> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Cooking and nutrition</li> <li>• Measure with increasing accuracy</li> <li>• Practise and refine cutting, shaping and joining skills</li> </ul>		<b>Design, make evaluate, improve</b> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Select from and use a range of tools, techniques, equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Evaluate their ideas and products against design criteria</li> <li>•</li> </ul>		
<b>Take inspiration from design</b> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> </ul>		<b>Food and nutrition</b> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes giving due attention to hygiene and safety requirements</li> <li>• Prepare ingredients safely and hygienically</li> <li>• Understand where food comes from.</li> </ul>		
DT aspect	<b>Key concepts</b> <b>Knowledge categories</b>			<b>Vocabulary</b>




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	Master Practical Techniques <span style="color: red;">Vocabulary, Technical knowledge, practical knowledge</span>	Take inspiration from design <span style="color: red;">Design inspiration</span>	Design, make, evaluate, improve <span style="color: red;">Design process</span>	
<p>Year 2 term 1</p> <p>Frame structures: p.43- 47</p> <p>Recap Frame structures &amp; Design inspiration</p> <p>Frame structures: Guided design-think p.49-50</p> <p><span style="color: red;">CP Guided design – think POP task p.51-57</span></p> <p>Slider mechanisms:</p>	<p>Deepen knowledge of structures: Know what a frame structure is and identify features.</p> <p>It is made up of beams, columns and slabs</p> <p>Think about a product’s purpose, the users and how it is designed. Keep safety in mind. Look at the features of design e.g. swing</p> <p>Apply frame structure knowledge and techniques</p> <p>Adapt and organise plan or diagram.</p> <p>Think about a product’s purpose, the users and how it is designed. Keep safety in mind</p> <p>Techniques: measuring, cutting, joining</p> <p>How to make it stronger?</p> <p>Apply knowledge of slider mechanisms and techniques e.g. measuring, cutting,</p>	<p>Tree, spiders web, skeleton</p> <p>Swing, bridge, chair, table, bridge, bicycle- identify specific features</p> <p>Different kinds of chairs over time- note the features of product design</p>	<p>Recap design process</p> <div style="text-align: center;">  </div> <p>Think, make, break, rethink process</p> <p>Test product- is it fit for purpose?</p>	<p>beams, columns slabs</p> <p>inspiration purpose users</p> <p>Invention Design Improve Evaluate Product Manufactured Purpose Intended users Inspiration Features Techniques</p>

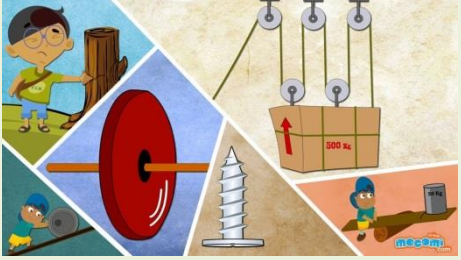
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<p>design inspiration p.87</p>	<p>estimating, assembling and gluing to decide which will be most appropriate for this task.</p>	<p>Show different kinds of card with mechanism.</p>	 <p style="text-align: center;">Moving Pictures</p> <p style="text-align: center;">Sliders and Levers</p>	<p>Materials properties Construct</p>
<p>Slider mechanism: Guided design p.89</p>	<p>Adapt and organise design or plan. <b>Pull tab</b></p>	<p>Show different cards with sliding mechanism</p>		<p>Transparent, opaque</p>
<p><b>CP Slider mechanism: POP guided design - think p.91-97</b></p>	<p><b>Techniques: measuring, cutting, estimating, assembling</b></p>	<p>Think, make, break, rethink process Test product- is it fit for purpose? <b>(In CP, practitioners to support children to evaluate and apply techniques for strength and stability from Yr 1, to improve product).</b></p>	<p>frame mechanism slider</p>	
<p>Cooking and nutrition Recap Portable Snacks: design inspiration p.138-139</p>	<p>Taught how to cook and apply the principles of nutrition and healthy eating. How will you make it tasty and nutritious?</p>	<p>Instil the love of cooking to open a door to one of the great expressions of human creativity. Explore a variety of portable snacks and a list of some of their features.</p>	<p>Pie, wrap, samosa, sausage roll, sandwich</p>	
<p>Portable snacks: guided design – think p.141</p>	<p>Think about a product’s purpose, its users and how it is designed. Plan for you portable snack Creating a mood board / diagram for their design</p>	<p>Think, make, break, arrange an annotated mood board, adapt, apply and decide which materials you will need to include.</p>		
<p><b>CP- Portable snack POP</b></p>	<p><b>Knowledge of healthy food</b></p>			

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<p>guided design -make p.143-146</p>	<p>Techniques- slicing, peeling, grating, folding , spreading, bridge hold cutting, snipping, weighing</p>		<p>Features, purpose, techniques etc</p> <p>(In CP, practitioners to support children to evaluate and apply above skills from Yr 1) to improve product.</p>	
<p>Year 2 term 2 Structures: Solid- design inspiration p.67</p> <p>Structures: solid- design- think p.69</p> <p>CP Pop Structures: Solid- guided design p.72-77</p>	<p>Structural features</p> <p>Techniques: arrangements, arch in a bridge</p>	<p>Design features of objects and the purpose of them. E.g a garden wall or a concrete dam?</p> 	<p>Think, make, break, rethink process Test product- is it fit for purpose?</p> <p>(In CP, practitioners to support children to evaluate and apply above skills from Yr 1) to improve product.</p>	<p>Rotate Mechanism Force- push/pull</p> <p>Attach chasis</p>

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<p>Wheels and axles: design inspiration</p>	<p>Think about a product's purpose, the users and how it is designed. Use wheels and axles mechanisms- think about the use of materials</p>			
<p>Wheels and axles: guided design (product overview)</p>	<p>Mood board/ diagram</p>			
<p>CP Wheels and axles: (design diagram)</p>	<p>Techniques: joining with rubber bands, using dowels, measuring, cutting, estimating, assembling, joining</p>			
<p>CP Portable snacks: (design diagram)</p>	<p>Think about a product's purpose, the users and how it is designed. Use wheels and axles mechanisms</p>			
<p>CP Portable snacks: (design diagram)</p>	<p>Apply your knowledge of wheel and axle mechanisms.</p>			
<p>CP Portable snacks: (design diagram)</p>	<p>Adapt and organise design or plan.</p>		<p>Think, make, evaluate your product</p>	

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	<p>Apply technical and practical knowledge of cooking and nutrition.</p> <p>Adapt and experiment with different way to present your diagram.</p>			
<p>Year 2 term 3</p> <p>Lever mechanisms: Design inspiration p.103</p> <p>Lever mechanisms: guided design – think p.105-108</p> <p>CP – lever mechanisms: design</p>	<p>Think about a product’s purpose, its users and how it is designed. Lever mechanism that uses two levers.</p> <p>Understand a designers thinking process- design – mood board/ diagram</p> <p>Adapt and organise design or plan</p>	<p>Explore a variety of lever mechanisms What materials are used</p>	<p>Likes/ dislikes</p> <p>Apply designers process Think, make, break, rethink process Apply knowledge of lever mechanisms to make a product. Test product- is it fit for purpose?</p> <p>(In CP, practitioners to support children to evaluate and apply</p>	

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<p>Couscous dish: design inspiration</p> <p>Couscous dish: guided design (product overview)</p> <p>CP Couscous dish (Follow a recipe)</p>	<p>Think about a product's purpose, its users and how it is designed. Always keep safety in mind.</p> <p>Apply technical and practical knowledge of cooking and nutrition.</p> <p>Adapt the recipe to your own likes and dislikes</p>	<p>Explore couscous</p>	<p>above skills from Yr 1) to improve product.</p> <p>Think, make, break and re-think the end product.</p>	<p>Peeling, boiling, stirring, boiling</p>
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