



## Curriculum Overview – Autumn 2021

### Farm to Fork



	EYFS	YEAR 1	YEAR 2
English Power of Reading	<ul style="list-style-type: none"> <li>What the ladybird heard</li> <li>Old Mother Goose</li> <li>Farm to Food Hall</li> <li>Rosie's Walk</li> <li>Autumn/ Leaf Man</li> </ul>	<ul style="list-style-type: none"> <li>Farmer Duck</li> <li>Scarecrows Wedding</li> <li>Farm to Food Hall</li> </ul>	<ul style="list-style-type: none"> <li>Pattan's Pumpkin</li> <li>Handa's Surprise</li> <li>Farm to Food Hall</li> </ul>
Reading Scheme	<ul style="list-style-type: none"> <li>Predominantly Phonics Bug and Bug Club; supplemented by Big Cats, Rising Star (Decodable schemes)</li> </ul>		
Phonics Scheme	<ul style="list-style-type: none"> <li>Bug Club Phonics</li> </ul>		
Science	<p>They make observations of seasonal change. Talk about what they see, using a wide vocabulary.</p>	<p><u>Seasonal changes:</u></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Describe weather associated with the seasons and how day length varies.</li> <li>Child led investigation: What can I find out about the weather? How can I record my findings?</li> </ul>	
Science Bug	<p><b><u>Understanding the World</u></b></p> <p><u>The Natural World</u></p> <p><b>3-4 Development Matters</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands on exploration of natural materials.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Plant seeds and care for growing plants.</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> </ul>	<p><b><u>Animals and Plants</u></b></p> <p><u>Animals:</u></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores, explaining the differences between them focussing on farm animals.</li> <li>Identify and name common animals that are fish, amphibians, reptiles, birds, and mammals according to their characteristics.</li> <li>Describe, label, and explain the function of the</li> </ul>	<p><b><u>Animals and Plants</u></b></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>Review prior learning (Year 1 coverage – not covered in Spring 2021 – COVID) – parts of a plant, identifying the basic structure and functions.</li> <li>Review plants in the local environment – identifying deciduous and evergreen.</li> <li>Review – classifying and explaining how plants change over time.</li> <li>Observe and describe how seeds and bulbs grow</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore how things work.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul> <p><u>People and the Communities</u></p> <p><b>3-4 Development Matters</b></p> <ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p>external body parts of common animals.</p> <ul style="list-style-type: none"> <li>• Describe and compare the structure of a variety of common animals and invertebrates.</li> <li>• <u>Child led investigation</u> – Compare and contrast animals in farms. What do animals eat?</li> <li>• Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat.</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>• Identify and name some common plants and trees</li> <li>• Identify and label the basic parts of a plant or tree (moving onto seed, bulb, roots)</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees. (Explaining the basic function of the roots, stem, and flowers)</li> <li>• Children should use the local environment throughout the year to explore and answer questions about plants growing in their habitat – school allotment/greenhouse</li> <li>• Where possible, they should observe the growth of flowers and vegetables that they have planted.</li> <li>• Children work scientifically by observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them and drawing diagrams showing the parts of different plants including trees.</li> <li>• Children keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</li> </ul>	<p>into mature plants.</p> <ul style="list-style-type: none"> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><u>Science Investigation:</u></p> <ul style="list-style-type: none"> <li>• Grow a plant from a seed/bulb, observe the different stages of growth and test what a plant needs to grow and stay healthy.</li> <li>• Using equipment, perform tests, identify, and classify and record and compare data.</li> <li>• Observe the local environment throughout the seasons to investigate which plants grow.</li> </ul> <p><u>Animals:</u></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><u>Investigation: (Child led)</u></p> <ul style="list-style-type: none"> <li>• Investigation based on food and farming, devise own questions.</li> <li>• Children introduced to the processes of reproduction and growth in animals. The focus should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.</li> <li>• Child investigation – visiting the pond.</li> </ul>
--	---	--	---

<p>Computing <i>Internet Safety - ongoing</i></p>	<p><b><u>E-Safety, introduce this concept</u></b></p> <ul style="list-style-type: none"> <li>• Everyday use of technology.</li> <li>• Children will use Seesaw to upload and view work.</li> <li>• Learning to use the IWB's.</li> </ul>	<p><u>E-Safety, reminder of rules – Digital Literacy</u></p> <p><b><u>Digital Literacy – E-Safety</u></b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully.</li> <li>• Identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</li> <li>• Know to keep personal information private.</li> <li>• Evaluate critically, information found online.</li> </ul> <p><b><u>Information Technology</u></b></p> <ul style="list-style-type: none"> <li>• Turn on and log into a computer.</li> <li>• Use a mouse to navigate on a computer.</li> <li>• Navigate age-appropriate websites.</li> <li>• Know the position of the keys on a keyboard.</li> <li>• Use a keyboard to enter information on a computer.</li> <li>• Write single words or sentences using a keyboard using a basic word program.</li> <li>• Understand aspects of a keyboard e.g., space bar, caps lock, full stops etc.</li> <li>• Close a program using the red cross.</li> <li>• Use a paint/art program confidently.</li> <li>• Take photographs or videos using appropriate technology.</li> </ul>	<p><u>E-Safety, reminder of rules – Digital Literacy</u></p> <p><b><u>Digital Literacy – E-Safety</u></b></p> <ul style="list-style-type: none"> <li>• Be critical of information found online.</li> <li>• Know that not everything online is true.</li> <li>• Understand the need to keep passwords safe.</li> <li>• Start to identify concerning behaviour online.</li> </ul> <p><b><u>Information Technology</u></b></p> <ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school.</li> <li>• Identify simple mistakes in my work and evaluate and correct them.</li> <li>• Use a basic word programme to edit words e.g., text size, colour, and font, create labels etc.</li> <li>• Insert pictures into a program e.g., 2simple or revelation natural art, and change the size of the picture.</li> <li>• Know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place.</li> <li>• Enter information into a simple graphing program e.g., pictogram. Use the graphs to answer simple questions.</li> <li>• Open a saved piece of work.</li> <li>• Open a program using the start menu or a folder.</li> <li>• Log off and shut down a computer.</li> <li>• Open and save a document using office software.</li> </ul> <p><b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>• Use a systematic approach to control and predict the behaviour of simple programs (i.e., control a roamer).</li> </ul>
<p>PE Skipping day - 22/9/21</p>	<p><b><u>Physical:</u></b> <b>3-4 Development Matters</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement,</li> </ul>	<p><b><u>Dance PPE Planning</u></b></p> <ul style="list-style-type: none"> <li>• Copy dance moves.</li> <li>• Make up a short dance, after watching one.</li> </ul>	<p><b><u>Dance – PPE Planning – Olympics</u></b></p> <ul style="list-style-type: none"> <li>• Change rhythm, speed, level, and direction with consistency.</li> </ul>

<p>Cheerleading club</p> <p>*Tag Rugby Spring 1*</p>	<p>balancing, riding (scooters, trikes, and bikes) and ball skills.</p> <ul style="list-style-type: none"> <li>• Dance/gymnastics.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg, and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Fine Motor Skill.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul> <p><b><u>GYMNASTICS</u></b></p> <ul style="list-style-type: none"> <li>• Gradually gain control of their whole body through continual practice of large movements, such as kicking, rolling, crawling, and walking.</li> </ul> <p><b><u>Multi-skills</u></b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</li> <li>• Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance imaginatively.</li> <li>• Change rhythm, speed, level, and direction.</li> </ul> <p><b>Chelsea – Ball Skills (PPE planning)</b></p> <ul style="list-style-type: none"> <li>• Control a ball with feet – pass, dribble, stop.</li> <li>• Control a ball with hands – roll, catch, throw, bounce.</li> <li>• Move with a ball – bouncing, running.</li> <li>• Throw the ball in different directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance with control and co-ordination.</li> <li>• Make a sequence by linking sections together.</li> <li>• Link some movement to show a mood or feeling.</li> </ul> <p><b>Multi-Skills - PPE Planning</b></p> <ul style="list-style-type: none"> <li>• Able to balance on low apparatus with good control.</li> <li>• Change direction quickly with good balance and control (agility).</li> <li>• Co-ordinate body whilst beginning to move at different speeds with various equipment.</li> <li>• Working together as a team to complete challenges in various running/obstacle games.</li> </ul>
<p><b>Geography</b></p>	<p><b><u>3-4 Development Matters</u></b></p> <ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Describe what they see, hear, and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study school and local area including farms and land usage.</li> <li>• To know facts about my locality. (Commenting on features of my school and local area and features of farms.)</li> <li>• Use basic geographical vocabulary to refer to local</li> </ul>	<ul style="list-style-type: none"> <li>• Use compass directions and positional language to identify and describe the location of features and routes on a map, globe atlas.</li> <li>• Can use aerial photographs, maps and plans to recognise:</li> <li>• Human features (including city, town, village, factory, farm, house, office, port, harbour, and</li> </ul>

		<p>and familiar features.</p> <ul style="list-style-type: none"> <li>• Use simple compass, introducing N, S, E and W and positional language (near, far, left, and right).</li> <li>• Use aerial views to devise a simple map and construct a basic key.</li> </ul>	<p>shop).</p> <ul style="list-style-type: none"> <li>• Physical features (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather).</li> <li>• Understand similarities and differences (human and physical features when comparing a farm in the UK to a small farm in a non-European country - India linked to class book).</li> </ul>
<p>History</p> <p>1<sup>st</sup> half – farming</p> <p>2<sup>nd</sup> half – cross curricular events. Art week – Land Army</p>	<p><b>3-4 Development Matters</b></p> <ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Link to science</b></p> <ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Describe what they see, hear, and feel whilst outside.</li> </ul>	<p><b><u>Farming throughout History</u></b></p> <p><b><u>Knowledge and understanding of events, people, and changes in the past:</u></b></p> <ul style="list-style-type: none"> <li>• Recall some facts about people/events before living memory.</li> <li>• Say why people may have acted the way they did.</li> <li>• Looking at how jobs on the farm have changed within living memory (1900's)</li> </ul> <p><b><u>Chronological understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Describe things that happened to themselves and other people in the past.</li> <li>• Look at past and present and sort.</li> </ul> <p><b><u>Historical interpretation:</u></b></p> <ul style="list-style-type: none"> <li>• Look at books, videos, photographs, pictures, and artefacts to find out about the past.</li> <li>• Comparing old and new farming machinery, vehicles, milking styles, churning, wool.</li> </ul>	<p><b><u>Farming throughout History</u></b></p> <p><b><u>Knowledge and understanding of events, people, and changes in the past:</u></b></p> <ul style="list-style-type: none"> <li>• Use information to describe the past.</li> <li>• Describe the differences between then and now. Farming Now and then</li> <li>• Looking at how jobs on the farm have changed (from Victorians) describing the differences and similarities.</li> </ul> <p><b><u>Chronological understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Understand and use the words past and present when telling others about an event.</li> <li>• Recount changes in my own life over time.</li> <li>• Ordering on a timeline how farm machinery has changed.</li> </ul> <p><b><u>Historical interpretation:</u></b></p> <ul style="list-style-type: none"> <li>• Look at and use books and pictures, stories, eyewitness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites, and the internet to find out about the past. Farming tools</li> <li>• Comparing old and new farming machinery,</li> </ul>

			<p>vehicles, milking styles, churning, wool/ and strip farming.</p> <ul style="list-style-type: none"> <li>Sort and discuss similarities and differences between.</li> <li>Understanding why these have changed.</li> </ul>
<p>R. E</p>	<ul style="list-style-type: none"> <li>Harvest</li> <li>Christingle</li> <li>Christmas</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul>	<p><b>Learning about religion: Special things in nature</b></p> <ul style="list-style-type: none"> <li>To recount stories and recognise features: creation stories for Christianity and Hinduism; St Francis of Assisi; Muhammad and animal stories.</li> <li>Recognise some religious symbols and words</li> </ul> <p><b>Learning from religion:</b></p> <ul style="list-style-type: none"> <li>Identify aspects of own experiences and feelings in the religious materials studied.</li> <li>Identify things that are puzzling or interesting in the religious materials studied.</li> </ul>	<p><b>Learning about religion: Special things in nature</b></p> <ul style="list-style-type: none"> <li>To recount stories and recognise features.</li> <li>Recount outlines of some religious stories.</li> <li>Recognise features of religious life and practice.</li> <li>Recognise some religious symbols and words.</li> </ul> <p><b>Learning from religion:</b></p> <ul style="list-style-type: none"> <li>To identify aspects of a particular religion.</li> <li>Identify aspects of own experiences and feelings in the religious materials studied.</li> <li>Identify things that are puzzling or interesting in the religious materials studied.</li> <li>Identify what is the value or concern personally in the religious materials studied.</li> </ul>
<p>Music/Art/DT</p>	<p><b>3-4 Development Matters</b></p> <ul style="list-style-type: none"> <li>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Assembly Music</b> <b>Charanga - Friendship</b></p> <ul style="list-style-type: none"> <li>Children sometimes use voice in different ways, joining in singing songs.</li> <li>Play tuned and untuned musical instruments.</li> <li>Beginning to follow instructions when performing.</li> <li>Recognise the difference between fast and slow</li> <li>Copy changes in pitch</li> <li>Listen and appreciate a range of live and recorded music.</li> <li>Listen to live and recorded music and talk about feelings.</li> <li>Experiment and improvise sounds musically.</li> <li>Make sounds that are different using voice and instruments, including long and short sounds.</li> </ul>	<p><b>Assembly Music</b> <b>Charanga - Friendship</b></p> <ul style="list-style-type: none"> <li>Children use voices expressively to sing songs, chants, and rhymes.</li> <li>Children use voice in different ways, singing songs and speaking rhymes.</li> <li>Play tuned and untuned musical instruments.</li> <li>Follow instructions when performing.</li> <li>Listen and appreciate a range of live and recorded music.</li> <li>Listen carefully to a range of live and recorded music and recognise changes in tempo.</li> <li>Experiment and improvise sounds musically.</li> <li>Make and control long and short sounds using tuned and untuned instruments, making a short sequence.</li> </ul>

<p><b>PSHE</b></p>	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><b>3-4 Development Matters</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>	<p>These objectives are being supported through the Jigsaw PSED scheme of work.</p> <p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Children understand new systems and expectations.</li> <li>• Children feel special and safe in their new environment.</li> <li>• Understanding their rights and responsibilities as a member of the class.</li> <li>• Understanding they belong to the class and how to make it a safe place to learn.</li> <li>• To contribute own opinion when creating class learning charter.</li> <li>• To feel proud of their own achievement.</li> <li>• Recognise the choices they make and understand the consequences.</li> </ul> <p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>• Children understand and accept that everyone is different.</li> <li>• Identify similarities and differences between my peers.</li> <li>• Understand what bullying is and know how to help.</li> <li>• Understand who to go to for help if a friend is unhappy or being bullied.</li> <li>• Understand how to make new friends.</li> <li>• Understand the differences between themselves and friends.</li> </ul>	<p>These objectives are being supported through the Jigsaw PSED scheme of work</p> <p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Children understand new systems and expectations.</li> <li>• Identify some hopes and fears for the year.</li> <li>• Understanding their rights and responsibilities of being a member of the class and school.</li> <li>• Understanding the rewards and consequences.</li> <li>• Listen to other people's ideas and contribute own ideas.</li> <li>• Create own learning charter for the class.</li> </ul> <p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>• Children understand stereotypes and accept that everyone is different.</li> <li>• Understand that boys are girls are different .</li> <li>• Understand how to help if someone is being bullied.</li> <li>• Recognise what is right and wrong and know how to look after themselves.</li> <li>• Understand how to make friends and how it feels to be a friend.</li> <li>• To understand the differences between themselves and their friends.</li> </ul>
<p><b>Art /DT</b></p>	<p><b>3-4 Development Matters</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul>	<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• Make drawings and paintings to show ideas.</li> <li>• Begin to use a sketchbook to explore ideas.</li> <li>• Explore colour, e.g., identify the primary colours and use these to make new colours. Understand and identify hot/warm and cold/cool colours.</li> <li>• Talk about what they think and feel about their own work and that of others .</li> <li>• Investigate and use a range of materials to create a</li> </ul>	<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>• Use a sketchbook to explore techniques in the use of line, colour, pattern, shape, and space.</li> <li>• To use ideas collected in sketchbook to create a painting.</li> <li>• Begin to investigate shape, form, and texture in materials to create a 3D model e.g., clay farm animal.</li> <li>• Say what they think and feel about their own and</li> </ul>

	<ul style="list-style-type: none"> <li>• Join different materials and explore different textures.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> </ul>	<p>print e.g., with fruit and veg.</p> <ul style="list-style-type: none"> <li>• Work collaboratively to investigate colour, shape, form, and texture to create a 3D arrangement using fruit and vegetables – Giuseppe Arcimboldo.</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Design</u></b>: Say what their product is for and share ideas through talking and drawing.</li> <li>• <b><u>Make</u></b>: Select from a range of materials and components chosen by the teacher. With support cut, shape and join materials.</li> <li>• <b><u>Evaluate</u></b>: Talk about likes and dislikes of what they have made.</li> <li>• <b><u>Technical knowledge</u></b>: Talk about how they think something works.</li> <li>• <b><u>Cooking and Nutrition</u></b>: Name and sort foods and identify that all food comes from plants, animals and has to be grown, caught, or farmed; Prepare simple dishes safely and hygienically, without using heat: cut, peel and grate food e.g., scarecrows wedding breakfast.</li> </ul>	<p>others work, including artists, designers and craftspeople and begin to find similarities – looking at works of art from the past linked to rural life – what does it tell us – farm collage.</p> <ul style="list-style-type: none"> <li>• Suggest ways to improve their own work and begin to make improvements.</li> </ul> <p><b><u>Design – Making Bread</u></b></p> <ul style="list-style-type: none"> <li>• Making bread: <b><u>Design</u></b>: Describe what the product is for; Record how the product will work with clear labelling and whether it is for themselves or other people.</li> <li>• <b><u>Make</u></b>: Plan a design; Select own tools and materials; Cut, shape, and join materials; Follow safety and hygiene procedures.</li> <li>• <b><u>Evaluate</u></b>: Talk about their design including what they are making and how it could be improved; Describe what products are, who they are for and how and where they are used.</li> <li>• <b><u>Technical Knowledge</u></b>: Describe the simple characteristics of materials and components.</li> <li>• <b><u>Cooking and Nutrition</u></b>: Know that all food has to be grown, caught, or farmed in the UK and Europe: Know that a healthy diet is made up from variety and balance; With support, prepare and cook some savoury dishes safely and hygienically; Use spreading and kneading – making bread.</li> </ul>
--	--	---	--