



| Knowledge and Skills Tracker (On a rotation with other D&T subjects, so may be at a different time of year) | | | |
|--|---|---|---|
| Understanding Healthy Eating and Cooking Healthily | R | A | G |
| • I can measure ingredients | | | |
| • I can make a pastry dough | | | |
| • I can knead | | | |
| • I can divide mixtures into equal parts | | | |
| • I can roll a sponge cake | | | |
| • I can roll dough | | | |
| • I can line a pastry tin | | | |
| • I can make a white all in one sauce | | | |
| • I can boil water | | | |
| • I can use a hob safely | | | |
| • I can use an oven safely | | | |
| • I can use a sharp knife safely | | | |
| • I can use a peeler | | | |
| • I can turn out a cake | | | |
| • I can use a pastry cutter | | | |
| • I can work with a partner | | | |
| • I can wash up equipment | | | |
| • I can dry equipment | | | |
| • I can prepare myself for cooking and organise my work area | | | |
| • I can behave hygienically in the food classroom | | | |
| • I can use the clock to work out cooking times | | | |
| • I can explain shortening | | | |
| • I can identify 3 types of chemical raising agents | | | |
| • I can explain denaturing and coagulation of proteins | | | |
| • I can explain functions of minerals and vitamins in the body | | | |
| • I can identify foods with good sources of vitamins and minerals in them | | | |
| • I can identify different types of religious diets and explain them | | | |
| • I can explain special diet: Coeliac | | | |
| • I can explain special diet: Vegetarians and vegans | | | |
| • I can list the functions of foods in the practical dishes I have made | | | |
| • I can produce and explain the eat well guide | | | |
| • I can list the steps for improving and maintaining a healthy diet | | | |
| • I can suggest alternative ingredients to modify recipes to make them more healthy | | | |
| • I can evaluate my practical work | | | |
| • I can suggest improvements for garnishing my work | | | |
| • I can identify and explain the KLS character traits I have used in practical work | | | |



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|--|---|---|---|
| The Skill of Bunting Making | R | A | G |
| • I can identify safety hazards | | | |
| • I can analyse a task | | | |
| • I can identify and use ACCESSFM | | | |
| • I can identify and explain repeat patterns | | | |
| • I can produce repeated patterns | | | |
| • I can identify the colour positions on the colour wheel | | | |
| • I can explain the difference between primary and secondary colours | | | |
| • I can explain tint, tone and shade | | | |
| • I can identify and explain how colour is associated with mood, culture and design images | | | |
| • I can identify methods for placing colour onto fabric | | | |
| • I can produce a range of samples of multi-media colour onto fabric techniques | | | |
| • I can produce and explain Fabric painting for a design image | | | |
| • I can produce and explain Fabric crayoning for a design image | | | |
| • I can produce and explain applique for a design image | | | |
| • I can produce and explain batik for a design image | | | |
| • I can produce and explain block printing for a design image | | | |
| • I can produce and explain hand embroidery for a design image | | | |
| • I can explain step by step processes in words and sketches for colour onto fabric that I use | | | |
| • I can list a variety of celebration events and images associated with them | | | |
| • I can produce a themed annotated mood-board | | | |
| • I can produce a range of design sketches for ideas | | | |
| • I can produce an accurate paper pattern | | | |
| • I can explain and use a layplan | | | |
| • I can calculate nets and fabric wastage | | | |
| • I can explain the importance of seam allowances | | | |
| • I can set up the sewing machine | | | |
| • I can explain and sew a plain seam | | | |
| • I can explain bias binding | | | |
| • I can explain the importance of clipping | | | |
| • I can press and use the iron safely | | | |
| • I can produce an accurate equipment list | | | |
| • I can produce a detailed plan of making | | | |
| • I can produce and explain a manufacturing specification | | | |
| • I can evaluate my product | | | |



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|---|---|---|---|
| Creating a clothing brand and architectural model | R | A | G |
| • I can identify safety hazards and work safely | | | |
| • I can identify key pieces of Graphics equipment and spell them correctly | | | |
| • I can analyse a range of existing brands | | | |
| • I can produce a mood/trend board | | | |
| • I can sketch and annotate a range of ideas | | | |
| • I can present a final brand proposal | | | |
| • I can design a store gift bag | | | |
| • I can produce an annotated sketch of Screen printing | | | |
| • I can identify products that could be Screen printed | | | |
| • I can complete a detailed product analysis | | | |
| • I can explain the importance of a product analysis | | | |
| • I can write an effective design specification | | | |
| • I can present my ideas using a range of graphical communication techniques | | | |
| • I can define the iterative process | | | |
| • I can produce a detailed flow chart | | | |
| • I can produce an architectural model | | | |
| • I can use a range of different card modelling techniques | | | |
| • I can develop a range of promotional advertising materials | | | |
| • I can use a range of modelling tools and equipment with confidence | | | |
| • I can understand the need for prototypes in the development stages | | | |
| • I can define quality control and provide examples | | | |
| • I can evaluate my product | | | |
| • I can identify paper and board stock forms and their sources | | | |
| • I can explain how paper and board are made | | | |