

Cooking and Nutrition

KS1 Use the basic principles of a healthy and varied diet to prepare dishes

Understand where food comes from

KS2 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

	Theme	Sequence of lessons
Year 1	Bring on breakfast – make a fruit and yogurt breakfast dish;	<p>Name breakfast foods, explain why need to eat breakfast every day, sort items according to origin.</p> <p>State what makes a healthy breakfast (<i>i.e. food, drink and inclusion of a 5 A DAY item</i>).</p> <p>Explain that we all need to eat at least five portions of fruit and vegetables each day and give examples of what would count.</p> <p>Express their opinion about ingredient they taste using sensory vocabulary.</p> <p>Carryout the getting ready to cook steps, with support.</p> <p>Perform simple food preparation skills to make a fruit kebab safely and hygienically (<i>e.g. fork secure, bridge hold, peel</i>).</p> <p>Evaluate the appearance and taste of their fruit kebab.</p> <p>Explain where some breakfast foods originate.</p> <p>Explain that dairy foods are made from milk which is usually from a dairy cow.</p> <p>Recognise that dairy foods help keep bones and teeth healthy.</p> <p>Carry out research to inform what they will design and make.</p> <p>Evaluate a range of yogurts for their dish.</p> <p>Design a simple breakfast dish based on simple criteria for a user and purpose.</p> <p>Recall and carryout the getting ready to cook steps, with support.</p> <p>Perform simple food preparation skills safely and hygienically (<i>e.g. peel, mash, juice, cut, spoon, arrange</i>).</p> <p>Make a breakfast pot.</p> <p>Evaluate their breakfast dish, suggest ways their dish could be modified in the future.</p> <p>Eat sociably with others demonstrating good manners.</p>

Year 2	Prepare to party – make party dish;	<p>Give examples of occasions when ‘party food’ would be eaten and name different types of party food.</p> <p>Describe the skills used to make a dish (<i>e.g. cutting out, mixing, snipping</i>).</p> <p>Recall and explain the ‘getting ready to cook’ steps.</p> <p>Get ready to cook, with some support (<i>e.g. tying of apron</i>).</p> <p>Perform basic cooking skills as instructed (<i>e.g. cutting out, snipping, mixing, spooning, and spreading</i>).</p> <p>Recall where the ingredients in the dish come from.</p> <p>Recognise <i>The eatwell plate</i> and know that it shows us how to eat healthily.</p> <p>Sort a selection of foods into the five food groups.</p> <p>Sort ingredients from a dish into the five food groups and comment on its contribution to healthy eating.</p> <p>Explain some of the reasons people may not consume certain food or drinks.</p> <p>Taste ingredients and discuss their suitability for a dish using sensory vocabulary.</p> <p>Suggest ways to adapt a dish to make it suitable for the needs of others (e.g. allergies, religion, culture, choice).</p> <p>Plan a dish with consideration for the needs of others (e.g. a vegetarian).</p> <p>Identify the plant or animal origin of all the ingredients used to make the final dish.</p> <p>Demonstrate the safe use of some basic cooking equipment (e.g. cutters, kitchen scissors).</p> <p>Make a simple dish, safely and hygienically.</p> <p>Eat sociably with others demonstrating good manners.</p>
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Year 3	Be a baker – make some bread for an international event	<p>Name a selection of different types of bread and their countries of origin.</p> <p>Describe a selection of breads tasted using sensory vocabulary.</p> <p>Recall and apply the ‘get ready to cook’ steps.</p> <p>Make a bread roll by applying skills which have been demonstrated (<i>e.g. knead, shape</i>).</p> <p>Name other products that can be made from dough.</p> <p>Identify ingredients (including bread) in meals from around the world and sort those ingredients into <i>The eatwell plate</i> food groups research how bread is made and where bread ingredients come from.</p> <p>Recall and explain where ingredients/foods come from.</p> <p>Select and use basic equipment to prepare ingredients safely.</p> <p>Select and arrange ingredients to create an attractive pizza.</p> <p>Suggest ideas for basic design criteria.</p> <p>Design bread based on their research and experiences which meets their design criteria.</p> <p>Follow their design and apply the food preparation skills they have learned to make their bread.</p> <p>Evaluate their bread against the design criteria and suggest improvements.</p> <p>Eat sociably with others demonstrating good manners.</p>
Year 4	Lovely lunch	<p>Name a selection of different types of lunch dishes and their countries of origin.</p> <p>Describe a selection of lunches tasted using sensory vocabulary.</p> <p>Look at different lunch dishes from around the world.</p> <p>Look at needs of different dietary groups (vegan, vegetarian) taking in account any food restricted from religious beliefs, allergies etc.</p> <p>Recall and apply the ‘get ready to cook’ steps.</p> <p>Make a lunch item (sandwich etc) by applying skills which have been demonstrated.</p> <p>Identify ingredients (including bread) in lunches from around the world and sort those ingredients into <i>The eatwell plate</i> food groups research how the lunches are made and where the ingredients come from.</p> <p>Recall and explain where ingredients/foods come from.</p> <p>Select and use basic equipment to prepare ingredients safely.</p> <p>Select and arrange ingredients to create an attractive lunch.</p> <p>Suggest ideas for basic design criteria.</p> <p>Design lunch based on their research and experiences which meets their design criteria.</p> <p>Follow their design and apply the food preparation skills they have learned to make their lunch (sandwich, samosa, pizza slice etc).</p> <p>Evaluate their lunch against the design criteria and suggest improvements.</p> <p>Eat sociably with others demonstrating good manners.</p>

Year 5	Serve a salad	<p>Name a selection of different types of salad ingredients and their countries of origin.</p> <p>Discuss the seasonality of salad vegetables and fruits and what can be used during Summer/ Winter months.</p> <p>Discuss why/when people would eat this food type. What would make a salad healthy/ unhealthy?</p> <p>Describe a selection of salad ingredients tasted using sensory vocabulary.</p> <p>Look at different salad dishes from around the world.</p> <p>Research the types of foods used in a salad from each food group.</p> <p>Look at needs of different dietary groups (vegan, vegetarian) taking in account any food restricted from religious beliefs.</p> <p>Recall and apply the 'get ready to cook' steps.</p> <p>Make a salad with a variety of food groups by applying skills which have been demonstrated (savoury salad).</p> <p>Identify ingredients in salads from around the world and sort those ingredients into <i>The eatwell plate</i> food groups research how the lunches are made and where the ingredients come from.</p> <p>Recall and explain where ingredients/foods come from.</p> <p>Select and use basic equipment to prepare ingredients safely.</p> <p>Select and arrange ingredients to create an attractive salad.</p> <p>Suggest ideas for basic design criteria.</p> <p>Design a salad based on their research and experiences which meets their design criteria.</p> <p>Follow their design and apply the food preparation skills they have learned to make a their salad.</p> <p>Evaluate their salad against the design criteria and suggest improvements.</p> <p>Eat sociably with others demonstrating good manners.</p>
Year 6	Grab and go – make an all-in-one, hand-held dish.	<p>Name a selection of different types of fast food/fast lunch/hand held dishes and their ingredients and their countries of origin.</p> <p>Discuss why/when people would eat this food type. Discuss why this food type is necessary. What would make this healthy/ unhealthy?</p> <p>Describe a selection of on the go food types tasted using sensory vocabulary.</p> <p>Look at different hand held snacks (samosas, spring rolls, street food) dishes from around the world.</p> <p>Research the types of foods used in these dishes from each food group.</p> <p>Look at needs of different dietary groups (vegan, vegetarian) taking in account any food restricted from religious beliefs.</p> <p>Recall and apply the 'get ready to cook' steps.</p> <p>Research various hand held snacks – pros and cons.</p> <p>Make this food type (predominately savoury) with a variety of food groups by applying skills which have been demonstrated.</p> <p>Identify ingredients in these food types from around the world and sort those ingredients into <i>The</i></p>

	<p><i>eatwell plate</i> food groups research how they are made and where the ingredients come from. Recall and explain where ingredients/foods come from. Select and use basic equipment to prepare ingredients safely. Select and arrange ingredients to create the hand held dish. Suggest ideas for basic design criteria. Design a dish based on their research and experiences which meets their design criteria. Follow their design and apply the food preparation skills they have learned to make their dish. Evaluate their dish against the design criteria and suggest improvements. Eat sociably with others demonstrating good manners.</p>
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At Key Stage 1, the main focus of food work within design & technology is:

- developing products to meet simple specifications, eg. a sandwich for a healthy lunchbox
- making products using hand tools and equipment, eg. using knives, mixing bowls
- working safely and hygienically in an organised way, eg. following a simple pictorial plan or storyboard
- tasting and evaluating familiar foods, egs. fruits and vegetables
- developing technical vocabulary in order to describe food, egs. words to describe its flavour, aroma, texture and appearance

At Key Stage 2:

Diet and health

- be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others e.g. we all need to eat at least 5 portions of fruit and vegetables every day
- recognise that food and water are basic requirements of life
- know that family and friends may eat or avoid certain foods
- be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day

Consumer awareness

- recognise that food can be grown at home or purchased from local farms and markets, shops and supermarkets
- be able to talk about which foods they like or dislike through tasting sessions
- know that people choose different types of food, based on who they are with, preference, season, time and occasion (including celebrations)

- be aware that some foods have labels which provide information to help make a choice

Cooking (Food preparation and handling skills)

- name and use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon
- use a range of food preparation skills with supervision, e.g. peeling, slicing, mixing, scooping, grating, spreading
- with help prepare a range of healthy recipes safely and hygienically
- recycle food packaging and be careful not to waste food when preparing and cooking

Food safety

- recognise the importance of preparing and cooking food safely and hygienically, e.g. cleaning up regularly
- be able to get ready to cook, e.g. tie back long hair, wash hands, wear an apron
- be aware that food purchased or cooked needs to be stored in different ways to keep it safe, e.g. fridge, freezer