

|           |          | EYFS (Reception)  | Year 1   | Year 2   |
|-----------|----------|---|--|--|
|           |          | <u>Soup</u>   | <u>Fruit and vegetables</u>  | <u>A balanced diet</u>   |
| Skills    | Design   | <ul style="list-style-type: none"> <li>• Designing a soup recipe as a class.</li> <li>• Designing soup packaging.</li> </ul>  | <ul style="list-style-type: none"> <li>• Designing smoothie carton packaging by-hand or on ICT software.</li> </ul>  | <ul style="list-style-type: none"> <li>• Designing a healthy wrap based on a food combination which work well together.</li> </ul>   |
|           | Make     | <ul style="list-style-type: none"> <li>• Chopping plasticine safely.</li> <li>• Chopping vegetables with support.</li> </ul>  | <ul style="list-style-type: none"> <li>• Chopping fruit and vegetables safely to make a smoothie.</li> </ul>   | <ul style="list-style-type: none"> <li>• Slicing food safely using the bridge or claw grip.</li> <li>• Constructing a wrap that meets a design brief.</li> </ul>   |
|           | Evaluate | <ul style="list-style-type: none"> <li>• Tasting the soup and giving opinions.</li> <li>• Describing some of the following when tasting food: look, feel, smell and taste.</li> <li>• Choosing their favourite packaging design and explaining why.</li> </ul>  | <ul style="list-style-type: none"> <li>• Tasting and evaluating different food combinations.</li> <li>• Describing appearance, smell and taste.</li> <li>• Suggesting information to be included on packaging.</li> </ul>  | <ul style="list-style-type: none"> <li>• Describing the taste, texture and smell of fruit and vegetables.</li> <li>• Taste testing food combinations and final products.</li> <li>• Describing the information that should be included on a label.</li> <li>• Evaluating which grip was most effective.</li> </ul>   |
| Knowledge |          | <ul style="list-style-type: none"> <li>• To know that soup is ingredients (usually vegetables and liquid) blended together.</li> <li>• To know that vegetables are grown.</li> <li>• To recognise and name some common vegetables.</li> <li>• To know that different vegetables taste different.</li> <li>• To know that eating vegetables is good for us.</li> <li>• To discuss why different packages might be used for different foods.</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding the difference between fruits and vegetables.</li> <li>• To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber).</li> <li>• To know that a blender is a machine which mixes ingredients together into a smooth liquid.</li> <li>• To know that a fruit has seeds and a vegetable does not.</li> <li>• To know that fruits grow on trees or vines.</li> <li>• To know that vegetables can grow either above or below ground.</li> <li>• To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).</li> </ul> | <ul style="list-style-type: none"> <li>• To know that 'diet' means the food and drink that a person or animal usually eats.</li> <li>• To understand what makes a balanced diet.</li> <li>• To know where to find the nutritional information on packaging.</li> <li>• To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</li> <li>• To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.</li> <li>• To know that nutrients are substances in food that all living things need to make energy, grow and develop.</li> <li>• To know that 'ingredients' means the items in a mixture or recipe.</li> <li>• To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy.</li> <li>• To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.</li> </ul> |

|           |          | Year 3  | Year 4  |
|-----------|----------|---|---|
|           |          | <u>Eating seasonally</u>  | <u>Adapting a recipe</u>  |
| Skills    | Design   | <ul style="list-style-type: none"> <li>• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.</li> </ul>   | <ul style="list-style-type: none"> <li>• Designing a biscuit within a given budget, drawing upon previous taste testing judgements.</li> </ul>  |
|           | Make     | <ul style="list-style-type: none"> <li>• Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination.</li> <li>• Following the instructions within a recipe.</li> </ul>  | <ul style="list-style-type: none"> <li>• Following a baking recipe, from start to finish, including the preparation of ingredients.</li> <li>• Cooking safely, following basic hygiene rules.</li> <li>• Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet).</li> </ul>   |
|           | Evaluate | <ul style="list-style-type: none"> <li>• Establishing and using design criteria to help test and review dishes.</li> <li>• Describing the benefits of seasonal fruits and vegetables and the impact on the environment.</li> <li>• Suggesting points for improvement when making a seasonal tart.</li> </ul>  | <ul style="list-style-type: none"> <li>• Evaluating a recipe, considering: taste, smell, texture and appearance.</li> <li>• Describing the impact of the budget on the selection of ingredients.</li> <li>• Evaluating and comparing a range of food products.</li> <li>• Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).</li> </ul>  |
| Knowledge |          | <ul style="list-style-type: none"> <li>• To know that not all fruits and vegetables can be grown in the UK.</li> <li>• To know that climate affects food growth.</li> <li>• To know that vegetables and fruit grow in certain seasons.</li> <li>• To know that cooking instructions are known as a 'recipe'.</li> <li>• To know that imported food is food which has been brought into the country.</li> <li>• To know that exported food is food which has been sent to another country..</li> <li>• To understand that imported foods travel from far away and this can negatively impact the environment.</li> <li>• To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.</li> <li>• To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.</li> <li>• To know safety rules for using, storing and cleaning a knife safely.</li> <li>• To know that similar coloured fruits and vegetables often have similar nutritional benefits.</li> </ul> | <ul style="list-style-type: none"> <li>• To know that the amount of an ingredient in a recipe is known as the 'quantity.'</li> <li>• To know that it is important to use oven gloves when removing hot food from an oven.</li> <li>• To know the following cooking techniques: sieving, creaming, rubbing method, cooling.</li> <li>• To understand the importance of budgeting while planning ingredients for biscuits.</li> </ul> |

|           |          | Year 5   | Year 6  |
|-----------|----------|--|---|
|           |          | <u>What could be healthier?</u>  | <u>Come dine with me</u>  |
| Skills    | Design   | <ul style="list-style-type: none"> <li>Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.</li> <li>Writing an amended method for a recipe to incorporate the relevant changes to ingredients.</li> <li>Designing appealing packaging to reflect a recipe.</li> </ul>  | <ul style="list-style-type: none"> <li>Writing a recipe, explaining the key steps, method and ingredients.</li> <li>Including facts and drawings from research undertaken.</li> </ul>   |
|           | Make     | <ul style="list-style-type: none"> <li>Cutting and preparing vegetables safely.</li> <li>Using equipment safely, including knives, hot pans and hobs.</li> <li>Knowing how to avoid cross-contamination.</li> <li>Following a step by step method carefully to make a recipe.</li> </ul>   | <ul style="list-style-type: none"> <li>Following a recipe, including using the correct quantities of each ingredient.</li> <li>Adapting a recipe based on research.</li> <li>Working to a given timescale.</li> <li>Working safely and hygienically with independence.</li> </ul>   |
|           | Evaluate | <ul style="list-style-type: none"> <li>Identifying the nutritional differences between different products and recipes.</li> <li>Identifying and describing healthy benefits of food groups.</li> </ul>   | <ul style="list-style-type: none"> <li>Evaluating a recipe, considering: taste, smell, texture and origin of the food group.</li> <li>Taste testing and scoring final products.</li> <li>Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process.</li> <li>Evaluating health and safety in production to minimise cross contamination.</li> </ul>  |
| Knowledge |          | <ul style="list-style-type: none"> <li>To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues.</li> <li>To know that I can adapt a recipe to make it healthier by substituting ingredients.</li> <li>To know that I can use a nutritional calculator to see how healthy a food option is.</li> <li>To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</li> </ul> | <ul style="list-style-type: none"> <li>To know that 'flavour' is how a food or drink tastes.</li> <li>To know that many countries have 'national dishes' which are recipes associated with that country.</li> <li>To know that 'processed food' means food that has been put through multiple changes in a factory.</li> <li>To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.</li> <li>To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).</li> </ul> |