



## Design and Technology - Cooking and Nutrition

| Year                                                                                                   | Food product | vocabulary                                                                                                                   | Skills spiral                                                                                                       | Knowledge spiral                                                                                                         | Famous Technologists/cooks | Assessment - (pre and post) |
|--------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------|
| N                                                                                                      | Fruit Salad  | Chop<br>taste, smell<br>soft, hard<br>like/dislike                                                                           | Cut safely using safety knives                                                                                      | Name different fruits: banana, apple, pear                                                                               | N/A                        |                             |
| R                                                                                                      | Fruit Jelly  | As N +<br><br>Sensory: Soft, hard, crunchy, smell, sweet, peel, touch, feel, seed, juicy<br><br>Making: peel<br><br>planning | Chop and peel<br>Safely use safety knives.<br>Planning a fruit jelly.<br>Evaluate fruits saying likes and dislikes. | Where fruit comes from?<br>Name different fruits: Banana, apple, pear, strawberry, blueberry and orange.<br>Good hygiene | N/A                        |                             |
| *Please see EYFS curriculum plans for further links to Cooking and Nutrition in Nursery and Reception. |              |                                                                                                                              |                                                                                                                     |                                                                                                                          |                            |                             |
| Y1                                                                                                     | Fruit Kebab  | As R +<br><br>Sensory:                                                                                                       | Slice and peel fruit to correct size<br>Safely use knives (bridge grip)                                             | Where fruit comes from (farmed or grown at home).<br>Name different fruits: As EYFS + pineapple, melon, raspberries.     | N/A                        |                             |



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|    |                | <p>sour, scoop, smooth, feel, juicy, senses.</p> <p>Making: peel, cut, slice, chop, skewer<br/>Bridge grip</p> <p>Farmed<br/>Grown<br/>healthy diet<br/>hygiene<br/>planning<br/>design<br/>evaluate</p> | <p>Design an appealing fruit kebab for someone for some purpose.<br/>Evaluate fruit using a sensory vocabulary.<br/>Evaluate their own fruit kebab thinking about the user and purpose.</p>                          | <p>Know the basic principles of a healthy diet and that fruit is part of The Eatwell Plate.<br/>Good hygiene practices and the importance of following instructions to control risk.</p>                                                                                                                           |     |  |
| Y2 | Fruit smoothie | <p>As Year 1 +</p> <p>Sensory: crunchy, sticky, sharp, crisp, flesh, skin, core</p> <p>Making: squeeze, blend<br/>Claw grip</p>                                                                          | <p>Chop, peel, squeeze, blend fruit.<br/>Safely use knives (bridge and claw grip)<br/>Design an appealing fruit smoothie for someone for some purpose.<br/>Evaluate existing smoothies using sensory vocabulary.</p> | <p>Where fruit comes from (farmed or grown at home).<br/>Know that mangoes are grown in Pakistan.<br/>Name different fruits: As above but introduce dragon fruit, papaya, and mango.<br/>To know what yogurt/fruit juice does to a smoothie.<br/>Know the basic principles of a healthy diet and that fruit is</p> | N/A |  |



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|    |      | ingredients<br>investigating<br>popular<br>criteria                                                                                                                                                                                  | Evaluate their own fruit<br>smoothie thinking about the<br>user and purpose.                                                                                                                                                                                                                         | part of The Eatwell Plate and<br>that they should eat five<br>portions of fruit and<br>vegetables per day to keep<br>healthy.<br>Good hygiene practices and the<br>importance of following<br>instructions to control risk.                                                                                                                                                                                                                                                                                                   |                                                    |  |
| Y3 | Dips | As Year 2 +<br><br>Sensory:<br>texture, spicy,<br>moist, savoury<br><br>Making: grating,<br>mixing<br><br>hygienic<br>edible<br>processed<br>varied diet<br>design criteria<br>purpose<br>user<br>annotated<br>sensory<br>evaluation | Peeling, chopping, grating,<br>mixing<br>Safely use knives (bridge<br>and claw grip) and graters.<br>Design a healthy dip for a<br>user and purpose.<br>Evaluate existing dips and<br>record evaluations in tables.<br>Evaluate their own healthy<br>dip with reference to their<br>design criteria. | Name different fruit and<br>vegetables: Carrots, celery,<br>peppers, tomatoes, avocado,<br>cucumber, onion, chilli, garlic,<br>chickpeas<br>Know how ingredients are<br>grown, harvested and<br>processed.<br>Know the basic principles of a<br>healthy diet and that fruit and<br>vegetables are part of The<br>Eatwell Plate and that they<br>should eat five portions of<br>fruit and vegetables per day to<br>keep healthy.<br>Good hygiene practices and the<br>importance of following<br>instructions to control risk. | Jamie Oliver -<br>healthy school meals<br>campaign |  |



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| Y4 | Vegetable soup | <p>As Year 3 +</p> <p>Sensory: preference, bitter, greasy, cook, hot</p> <p>Making: boiling, simmering, blending</p> <p>Frozen, tinned, harvested seasonal</p> | <p>Peeling, chopping, grating, mixing, boiling and simmering vegetables</p> <p>Safely use knives (bridge and claw grip).</p> <p>Safely use a heat source with adult supervision.</p> <p>Design a vegetable soup for a user and purpose.</p> <p>Plan the main stages of a recipe.</p> <p>Evaluate existing soups and record evaluations in tables.</p> <p>Evaluate their own soup with reference to their design criteria.</p> | <p>Name vegetables from y3 + potatoes, leek, courgettes, beans and peas.</p> <p>Know how ingredients are grown, harvested, tinned and processed.</p> <p>To know what a stock is.</p> <p>Know how boiling and blending affects vegetables.</p> <p>Good hygiene practices and the importance of following instructions to control risk.</p> | Peter Durrance- tin cans inventor (food processing) |  |
| Y5 | Bread          | <p>As Year 4 +</p> <p>Sensory: Spices, herbs</p> <p>Making: combine, fold, knead, roll out, shape, prove</p> <p>yeast<br/>dough<br/>flour</p>                  | <p>Kneading, shaping, proving, stretching</p> <p>Safely use a heat source with adult supervision.</p> <p>Develop a design brief and criteria.</p> <p>Design bread for a user and purpose.</p> <p>Plan the main stages of a recipe.</p>                                                                                                                                                                                        | <p>Name flour, yeast, dough</p> <p>Know how ingredients are grown, harvested, tinned and processed.</p> <p>Know the effect of yeast on food.</p> <p>Know the effect of adding herbs, vegetables, cheese to bread.</p> <p>Good hygiene practices and the importance of following instructions to control risk.</p>                         | Paul Hollywood/Nadiya Hussain                       |  |



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|    |                                                                                                                                       | wholemeal<br>unleavened<br>baking soda<br>gluten<br>intolerance                                                                                                                 | Evaluate existing breads<br>and record evaluations in<br>charts.<br>Evaluate their own bread<br>with reference to their<br>design criteria.                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            |                                                |  |
| Y6 | Great British<br>Menu (including<br>meat, fish, a<br>pie/crumble)<br>Design a 3-<br>course seasonal<br>meal. Make a<br>chosen course. | As Year 5 +<br><br>Making: rubbing<br>in, rolling out,<br>crumble<br><br>Fat, sugar,<br>carbohydrate,<br>protein, vitamins,<br>nutrients,<br>nutrition, allergy,<br>seasonality | Pastry-rubbing, mixing,<br>kneading, pinching,<br>decorating, glazing<br>Crumble-rubbing, mixing,<br>Safely use a heat source<br>with adult supervision.<br>Develop a design brief and<br>criteria.<br>Design a 3-course meal for<br>a user and purpose.<br>Plan the main stages of a<br>recipe.<br>Make, decorate and present<br>the course for the user and<br>purpose.<br>Evaluate existing<br>meat/fish/pie/crumble<br>dishes and record<br>evaluations in charts.<br>Evaluate their own course<br>with reference to their<br>design criteria. | Know how ingredients are<br>grown, reared, caught, tinned<br>and processed<br>Know about seasonality in<br>relation to food products.<br>Good hygiene practices and the<br>importance of following<br>instructions to control risk.<br>Use knowledge about fruit and<br>vegetables from previous<br>years. | Hugh Fernley<br>Whittingstall<br>(seasonality) |  |



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