

FOCUS ON FOOD AND NUTRITION

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<i>Children know the importance for good health of a healthy diet, and talk about ways to keep healthy and safe.</i>	<i>Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from</i>		<i>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</i>			
Curriculum Statements		All also works towards PD ELG of using a range of small tools, including scissors, paintbrushes and cutlery.	Begin to understand that all food comes from plants or animals. Begin to develop children’s peeling and chopping skills.	<p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Understand how to name and sort foods into the five groups in ‘The Eat well plate.’</p> <p>Begin to use techniques such as cutting, peeling and grating.</p>	<p>Begin to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Be able to use a range of techniques such as peeling, chopping, slicing and grating.</p>	Understand that food is grown, reared and caught in the UK, Europe and the wider world. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically. Further develop skills including mixing, kneading and baking.	Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Gain confidence in the skills of peeling, chopping, slicing, grating, mixing, kneading and baking.	<p>Using their knowledge and skills know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically.</p> <p>Become increasingly skilled at peeling, chopping, slicing, grating, mixing, kneading and baking</p>
	Food and Nutrition	Summary	Children will be introduced to the skills of cutting (soft produce), spreading and mixing through both focused activities and provision	Children will be introduced safely to the skills of cutting, peeling and grating to create a fruit smoothie based upon selection of fruits tasted	<p>Children will use their knowledge of the “eat well” plate to create a wrap and a side which meets the requirements of this.</p> <p>Children will use skills learned in Y1 to prepare ingredients.</p> <p>Children will weight ingredients to both follow and create recipes.</p>	<p>Children will express personal tastes and justify the reasons for their choice.</p> <p>Children will be able to weigh out ingredients accurately to follow and create a recipe.</p> <p>Children will be introduced to the use of a heat source and will observe and explain change in ingredients.</p>	<p>Children will use the skills that they have developed in Y1 – Y3 to support them in making bread</p> <p>They will be introduced to the skills of kneading and baking</p> <p>They will be able to adjust heat input and understand the impact of this upon the product they are making</p>	<p>Children will use all previously learned skills to create a bolognaise sauce using fresh ingredients.</p> <p>They will be able to talk about seasonality of the ingredients and the nutrients that these ingredients provide.</p> <p>They will talk about the addition and impact of herbs and spices and express personal preference</p>
	Unit	Pancake / Pitta Toppings	Smoothie	Wrap	Soup and croutons	Bread	Bolognaise	Come Dine With me

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Food and Nutrition	Learning Objectives and Outcomes For Success	<ul style="list-style-type: none"> Stir, spread, knead, and shape a range of food and ingredients. Begin to work safely and hygienically- children know to wash hands before touching and eating food. Measure and weigh food items, non-statutory measures e.g. spoons, cups. 	<ul style="list-style-type: none"> Use appropriate equipment to weigh and measure ingredients Prepare simple dishes safely and hygienically, without using a heat sources Use techniques such as cutting Know that everyone should eat at least five portions of fruit and vegetables every day Y1 Know how to prepare simple dishes safely and hygienically, without using a heat source such as a fruit salad. Know how to use techniques such as cutting, peeling, and grating with support from an adult. 	<ul style="list-style-type: none"> Use appropriate equipment to weigh and measure ingredients Prepare simple dishes safely and hygienically, without using a heat sources Use techniques such as cutting Name and sort foods into the five groups of the 'eat well' plate Know that everyone should eat at least five portions of fruit and vegetables every day Cut, peel, or grate ingredients safely, hygienically and give opportunities to do this independently. Measure or weigh using measuring cups or electronic scales. Assemble ingredients 	<ul style="list-style-type: none"> Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate Know that to be active and healthy, food is needed to provide energy for the body Measure using grams Follow a recipe Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (Y4) 	<ul style="list-style-type: none"> Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate Know that to be active and healthy, food is needed to provide energy for the body Measure using grams Follow a recipe Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook savoury dishes (controlling the temperature of the oven or hob, if cooking). Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking. 	<ul style="list-style-type: none"> Know that recipes can be adapted to change the appearance, taste, texture and aroma Know that different foods contain different substances - nutrients, water and fibre - that are needed for health Understand the need for correct storage Measure accurately Work out ratios in recipes Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking. 	<ul style="list-style-type: none"> Know that recipes can be adapted to change the appearance, taste, texture and aroma Know that different foods contain different substances - nutrients, water and fibre - that are needed for health Understand the need for correct storage Measure accurately Work out ratios in recipes Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques, savoury and sweet dishes. Create and refine recipes, including ingredients, methods, cooking times and temperatures.

		Pancake / Pitta Toppings	Smoothie	Wrap	Soup and croutons	Bread	Bolognaise	Come Dine With me
Food and Nutrition	DESIGN	Select from a range of appropriate healthy options to add to an existing recipe.	<ul style="list-style-type: none"> To know the difference between fruits and vegetables and identify if a food is a one or the other To know which textures and tastes of fruits and vegetables would combine well in a smoothie. To know where to find the nutritional information on packaging To know how to find the sugar contents in drinks by looking at the nutritional information. To know how to make smart (low sugar options/healthier) choices about drinks that they choose to consume. To know the five food groups: fats, proteins, dairy, carbohydrates and fruit/vegetables To know how a balanced diets consist of a mix of food groups: protein, carbohydrates, dairy, fruits/vegetables, fats To know how to design a healthy wrap based on a food combination which work well together from the following ingredients: cheddar, feta, cream cheese, sour cream, chicken, ham, tofu, crab sticks, iceberg, spinach, rocket, tomato, cucumber, pepper, radish, beetroot, To know taste, texture and nutritional values of different foods in order to combine them appropriately Chicken (protein, textured), avocado (healthy fat, smooth and creamy) and rocket leaves (strong peppery flavour, good source of vitamins, high energy density) 	<ul style="list-style-type: none"> To know that each fruit and vegetable gives us nutritional benefits. To know the seasonality of fruits and vegetables To know how to create a healthy and nutritious recipe for a savoury filo tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish To know that climate affects food growth To know that some vegetables and fruit cannot be grown in the UK, Bananas – tropical, Strawberries – temperate, Lychee – tropical To know which flavours will combine to produce a savoury soup To know how budget can impact the selection of ingredients 	<ul style="list-style-type: none"> To know how to adapt a traditional recipe (spaghetti Bolognese), understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients To understand that beef is from cattle and how beef is reared and processed, pork is from a pig and vension is from a deer. Write an amended method for a recipe to incorporate the relevant changes to ingredients. To know what constitutes a balanced diet To know how design packaging reflects the ingredients in a recipe To know the important information a consumer will need to know. To know how to write a recipe, explaining the key steps, method and ingredients, including facts and drawings from research undertaken 			
	MAKE	Adding healthy toppings to a pancake/'pitta' pizza to add flavour. Follow basic hygiene rules of hand washing and surface cleaning before preparing food.	<ul style="list-style-type: none"> To know how to chop fruit and vegetables safely using bridge cut on pre-cut sticks of fruits and vegetables using a cutlery knife. To know how to chop food safely using the claw grip, and know how to apply this skill with any food suitable for slicing. To know how to construct a wrap that meets a design brief. 	<ul style="list-style-type: none"> To know how to prepare themselves and a work space to cook safely in To know the basic food hygiene rules to avoid food contamination To know how to work with cooking equipment safely in To know how to use, store and clean a knife safely. To know how to carry knives safely To know how to use the following safe knife grips: bridge, claw, the cross chop To know when to wash hands before, after and in between handling different foods To know how to follow a set of instructions within a printed recipe with support To know how to work safely with an oven. To know how long to bake breads so they are not raw or overcooked. 	<ul style="list-style-type: none"> To know how to prepare meat and vegetables safely To know how to follow safety instructions. To know how to use equipment safely, including knives, hot pans and hobs. To know to use oven gloves when handling hot equipment. To know how to avoid cross-contamination between different food groups To know raw meat is to be stored separately from other ingredients. To know how to independently follow a step by step recipe exactly and understand how a finished product can change if the recipe is not followed. To know how to weight the correct quantities of each ingredient To know how to work to a given timescale as specified within a recipe 			
	EVALUATE	Taste and decide if they enjoy their choice of ingredient. To say what they could do differently next time?	<ul style="list-style-type: none"> Know taste combinations of fruits and vegetables to evaluate the overall taste. Can taste combinations of fruits and vegetables to evaluate the overall taste. Using a 5 point sliding scale with 1 being disgusting and 5 being delicious. Know how to describe appearance, smell and taste of fruit and vegetables. Can describe appearance, smell and taste of fruit and vegetables. Use vocabulary – sweet, bland, savoury, delicious, disgusting. Know how to describe the fruit and vegetables that they have used. Can describe the taste, texture and smell of fruits and vegetables. soft, firm, crunchy, crisp, smooth, tasty, yummy, delicious, sweet, savoury, bland Taste test food combinations and final products Can say which food combinations work well together for their preferences. Know the information that should be included on a label. Can find key information about a food nutrition on a label. Using traffic light/percentage information Know which grip was most effective in cutting foods. Describe and evaluate which grip worked better for them Bridge position, the claw etc 	<ul style="list-style-type: none"> Establishing and using design criteria to help test and review soups. Can suggest points for improvement when making soup. Know the benefits of seasonal fruits and vegetables Can describe the impact on the environment, freshness and most nutrient rich. Seasonal produce doesn't need to travel so uses less emissions and retains nutrients and quality. Evaluate a recipe, considering: taste, smell, texture and appearance using own modified recipe. Describe the impact of the budget on the selection of ingredients. Evaluate and compare colourings, flavourings and additional ingredients that can be added to a basic biscuit recipe. Suggesting modifications to the finished product. Understands how to improve the product. 	<ul style="list-style-type: none"> Identifying the nutritional differences between different products and recipes Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option Identifying and describing health benefits of all food groups (carbohydrates, fats, fruits and vegetables, dairy, protein). Learning to adapt a recipe to make it healthier Evaluating a recipe, considering: taste, smell, texture and origin of the food group Understanding where food comes from, describing the process of 'Farm to Fork' for a given ingredient Taste testing and scoring final products Can use taste testing and scoring to compare how successful their final product is. Suggesting and writing up points of improvements in productions. Can contribute a well-written recipe page to a class cookbook using imperative verbs, adjectives and illustrations Class have a cookbook that they can use for future life skills. Evaluating health and safety in production to minimise cross contamination. Can suggest ways to improve minimising cross contamination. 			

	TECHNICAL KNOWLEDGE	<p>To know that we need a range of different foods to be healthy.</p> <p>To know that vegetables and fruits help to keep our bodies healthy.</p> <p>To know that fruit and vegetables grow.</p>	<ul style="list-style-type: none"> • Understanding the difference between fruits and vegetables • Describe and group fruits by texture and taste • Understanding what makes a balanced diet • Knowing where to find the nutritional information on packaging • Knowing the five food groups; Fats, proteins, dairy, carbohydrates and fruit/vegetables 	<ul style="list-style-type: none"> • Understanding that climate affects food growth • Work with cooking equipment safely and hygienically • Discuss how imported foods travel from far away and this can negatively impact the environment. • Explain that vegetables and fruit grow in certain seasons • Learning that each fruit and vegetable gives us nutritional benefits • Demonstrate how to use, store and clean a knife safely • Understanding the impact of the cost and importance of budgeting while planning ingredients for biscuits • Explain the impact of cost and of budgeting while planning ingredients. 	<ul style="list-style-type: none"> • Understanding where food comes from - learning that beef is from cattle and how beef is reared and processed • Understanding what constitutes a balanced diet • Learning to adapt a recipe to make it healthier • Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option • Learning how to research a recipe by ingredient • Recording the relevant ingredients and equipment needed for a recipe • Understanding the combinations of food that will complement one another • Understanding where food comes from, describing the process of 'Farm to Fork' for a given ingredient
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