

Cooking and Nutrition

Year 1 - Primary food project: Bring on breakfast		
Lesson	Focus	National Curriculum Statement
1	To be able to: <ul style="list-style-type: none"> • name different food and drinks consumed at breakfast time. • explain why it is important to have breakfast every day. • sort a selection of food and drink items into their plant or animal origin. 	Design and technology - Cooking and nutrition (Key Stage 1) <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from Design and technology Design
2	To be able to: <ul style="list-style-type: none"> • state what makes a healthy breakfast (i.e. food, drink and inclusion of a 5 A DAY item). • explain that we all need to eat at least five portions of fruit and vegetables each day and give examples of what would count. • express their opinion about ingredients they taste using sensory vocabulary. 	<ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make
3	To be able to: <ul style="list-style-type: none"> • carry out the getting ready to cook steps, with support. • perform simple food preparation skills to make a fruit kebab safely and hygienically (e.g. fork secure, bridge hold, peel). • evaluate the appearance and taste of their fruit kebab 	<ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
4	To be able to: <ul style="list-style-type: none"> • explain where some breakfast foods originate. • explain that dairy foods are made from milk which is usually from a dairy cow. • recognise that dairy foods help keep bones and teeth healthy. 	Evaluate <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria RSE and Health Education By the end of primary school
5	To be able to: <ul style="list-style-type: none"> • evaluate a range of yogurts for their dish. • plan a simple breakfast dish based on simple criteria. 	Pupils should know <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content).
6	To be able to: <ul style="list-style-type: none"> • recall and carryout the getting ready to cook steps, with support. • perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange). • make a breakfast pot. • evaluate their breakfast pot and suggest ways it could be modified or improved in the future. 	<ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals.

Cooking and Nutrition

Year 3 – Get Baking		
Lesson	Focus	National Curriculum Statement
1	To be able to: <ul style="list-style-type: none"> • name a selection of different types of bread and their countries of origin. • describe a selection of breads tasted using sensory vocabulary. 	Design and technology - Cooking and nutrition (Key Stage 2) <ul style="list-style-type: none"> • 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
2	To be able to: <ul style="list-style-type: none"> • recall and apply the ‘get ready to cook’ steps. • make a bread roll by applying skills which have been demonstrated (e.g. knead, shape). • name other products that can be made from dough. 	Design and technology Design <ul style="list-style-type: none"> • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
3	To be able to: <ul style="list-style-type: none"> • identify ingredients (including bread) in meals from around the world and sort those ingredients into the Eatwell Guide food groups. • research how bread is made and where bread ingredients come from. • recall and explain where ingredients or foods come from. 	Design and technology Design <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
4	To be able to: <ul style="list-style-type: none"> • select and use basic equipment to prepare ingredients safely. • select and arrange ingredients to create an attractive pizza. 	Design and technology Design <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
5	To be able to: <ul style="list-style-type: none"> • suggest ideas for basic design criteria for the bread. • plan and make bread, based on their research and experiences, which meets their design criteria. 	Design and technology Design <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
6	To be able to: <ul style="list-style-type: none"> • follow their bread plan and apply the food preparation skills they have learned to make their bread. • evaluate their bread against the design criteria and suggest improvements. 	Design and technology Design <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
		Science – Animals including humans (Year 3) <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world
		Science – Animals including humans (Year 3) <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Cooking and Nutrition

Year 5 – Young Chef of the Year		
Lesson	Focus	National Curriculum Statement
1	<p>Introduction Challenge video, launching ‘Young Chef of the Year Award 2018’ Q&A session. Culinary challenge Identify ingredients in dish displayed (journal, page 5). Key question ‘What must you do before preparing any food? Focus Task (FT) Video ‘How to wash hands’. Children wash hands correctly. Video ‘Chef Skill 1: How to peel and cut a carrot.’ Practise cutting and peeling carrots. Explain the awards success criteria. Begin research challenge Demonstrate how to research a hero using open and closed questioning. Jamie Oliver (Power Point). Discuss possible choice of personalities. Research your ‘HERO’ (journal, page 6).</p>	<p>Design and technology - Cooking and nutrition (Key Stage 2)</p> <ul style="list-style-type: none"> • 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 <p>Design and technology</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
2	<p>Introduction Feedback from independent research undertaken at home. Add information to journal, page 6. Create design specification (journal, page 7). Video: ‘Methods of Cooking’, referred to in journal, page 10. Activity - identify kitchen dangers (journal, page 8). Focus Task (FT) Video ‘Chef skills 2: Basic Knife Skills’ Practise peeling and slicing a selection of apples. Observe oxidation of fruit. Discuss what is happening. Demonstrate methods to minimise the effect on the appearance of the fruit. Taste testing- develop descriptive vocabulary Explore countries of origin, discuss. Culinary challenge Who can bring in an item of food from the furthest destination?</p>	<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products
3	<p>Introduction Identify fruits and vegetables they have brought in and find where they are sourced. IWB map work to highlight distances. Revisit carbon footprint. Video 5 ‘A Healthy Diet’ - nutritional value of food groups. Children complete plate (journal, pages 12 & 13). Design and Make (DMEA) Drink – use the fruit and vegetables to create some drinks. Children to prepare fruit and vegetables using knife skills. Select ingredients to design a drink to accompany their meal. Record and evaluate drink, (journal, page 11). Refer</p>	<ul style="list-style-type: none"> • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>RSE and Health Education</p> <p>By the end of primary school</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals.

Cooking and Nutrition

	to poster to plan menu. Begin to consider methods of cooking, ingredients and costings using the internet. Record on My 'HERO' menu template.	
4	<p>Introduction Show kitchen equipment. Can children identify their purpose?</p> <p>Chef Skill 3: Fruit and vegetable presentation. Focus Task (FT) Practise skills i.e. grating, shredding, peeling etc. to be used as a garnish. Design and Make (DMEA) Create salads in groups, using equipment and considering presentation. Evaluate salad referring to taste, texture and appearance. Culinary challenge Record group recipe (journal, page 16). Teacher to photograph salads. Refine planning of 'HERO' menu: edit menu, if necessary, and calculate budget required. Begin to plan recipes (journal, page 15).</p>	
5	<p>Introduction Show presentation of recipe cards and elicit the key information. Pairs to share initial recipe ideas and identify areas for further research. Write recipes - equipment, ingredients, method, timings in (journal, page 15) Plan a shopping list on template. Create a flow chart to show process (journal, page 17).</p> <p>Video 'How to lay a table' Web-link of napkin folding ideas. Design and Make (DMEA) Folding napkins to create desired effect. Culinary challenge Napkins collected in for final lesson. Video 'Making Meringues'</p>	
6	<p>Introduction Video from Harry highlighting teaching points and what skills they should demonstrate during the session. Outline criteria of the challenge. Hygiene and safety in the kitchen highlighted. Expectations set for all. Focus Task (FT) Children cook their unique menus and teaching staff support and assess outcomes. Photographs of dishes added to journals.</p> <p>Record self- evaluation (journal, page 18). Reference to Success Criteria (journal, page 19) Constructive criticism given to individuals. Video "Next Steps"</p>	

Practical foods skills progression chart (for pupils aged 3-11 years)



Note:

This chart provides guidance regarding the food skills that most children should be able to undertake at a given age and the equipment they should be able to use. The skills build progressively and children should be able to undertake the skills in previous columns as well as those in the column within which they are working. The ages used are given for the purpose of organising the skills and should not be followed slavishly. Focus should be on the progression of skills. If you find that the children you teach are able to do more or less than the chart indicates for their age, look to the previous or next column and work from that point.

Remember:

Children's hands are smaller than adults. Use smaller sized equipment, e.g. knives and kitchen scissors. Use smaller ingredients to help children master techniques and gain confidence, e.g. small sized apples, peppers, or use softer ingredients.

Practical foods skills progression chart for pupils aged 3-11 years				
Food skills	Age 3-5	Age 5-7	Age 7-9	Age 9-11
	<p>Pull - hull fruit, pick grapes from vine</p>			
	<p>Crush - soft fruit with a potato masher or fork, e.g. raspberries as a topping for yogurt or for a fruit drink</p>	<p>Juice - using a juicer to extract juice, e.g. orange</p>	<p>Press - using a garlic press</p>	
	<p>Peel - by hand, e.g. satsuma, banana</p>	<p>Peel - with a swivel peeler with adult support</p>	<p>Peel - with a swivel peeler with supervision</p>	<p>Peel - with a swivel peel to create food ribbons to be used in a dish, e.g. courgette/carrot ribbons with supervision</p>
		<p>Spread - soft ingredients, e.g. hummus</p>	<p>Spread - ingredients evenly over another food</p>	
	<p>Shape - foods by hand and with a rolling pin</p>	<p>Shape - with accuracy for a desired effect, e.g. basic bread roll - use a rolling pin</p>	<p>Shape and mould - to create visually appealing products e.g. mini cottage loaf or plait, wrap</p>	



Let's Get Practical!



Food skills	Age 3-5	Age 5-7	Age 7-9	Age 9-11
	Mix/stir - to loosely combine ingredients - mash ingredients together using a fork	Mix/stir - with increasing thoroughness to combine ingredients - whisk foods using a fork - rub in fat to flour - knead dough	Mix/stir - any ingredients thoroughly - whisk foods using a hand-whisk	Mix/stir - fold ingredients together carefully
	Spoon - ingredients between containers	Spoon - ingredients into different containers with increasing accuracy and minimal spillage	Spoon - be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage, e.g. liquid foods into baking cases (muffin mixture)	Spoon - be able to gauge the quantities spooned to ensure an equal amount of ingredient in each container
	Measure - using a spoon, e.g. dried herbs, dried fruit - count ingredients	Measure - using different size measuring spoons, e.g. liquids - refer to ingredients in simple fractions, e.g. half, quarter	Measure - using a measuring jug with support to obtain accuracy - using digital scales with support to obtain accuracy	Measure - using a measuring jug independently and accurately - using digital and analogue scales accurately and independently
	Cut out - ingredients with a cutter, e.g. dough for scones	Cut out - ingredients neatly with a cutter - use a table knife to cut dough in equal portions, e.g. cheese straws	Cut out - placing the cutter in positions to make good of the material available and avoid waste	
		Grate - soft foods, e.g. cheese, cucumber	Grate - firmer foods, e.g. carrots, apples	Grate - using the zesting part of a grater, e.g. lemon, orange - use a nutmeg grater
	Tear - fresh herbs	Snip - fresh herbs, spring onions	Snip - with greater dexterity and control, e.g. to shred lettuce or cabbage leaves for salad	
		Sift - sift flour in to a bowl		
		Tread - thread soft foods onto cocktail sticks, e.g. fruit kebab – strawberries, Satsuma segments	Tread - medium resistance foods onto kebab sticks, e.g. mushrooms, courgettes	Tread - higher resistance foods onto kebab sticks, e.g. peppers, onions
	Cut - soft foods with butter knife, e.g. banana, canned peach slices	Cut - low resistance foods with a table knife in to equal size pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms - use a fork to secure foods	Cut - medium resistance foods with a vegetable knife, e.g. cucumber. - use a fork or the claw grip to secure foods - medium resistant or partly prepared foods using a bridge hold, e.g. cut half a tomato into a quarter, halve canned potatoes, halve large grapes	Cut - higher resistance food with a vegetable knife, using the claw grip, e.g. celery, carrots - higher resistant foods from whole using the bridge hold, e.g. halve an apple, raw potato



Let's Get Practical!



Recipe instructions	Age 3-5	Age 5-7	Age 7-9	Age 9-11
	Follow - instructions given one at a time by an adult Carryout - instructions with support	Follow - a simple recipe supported by an adult Carryout - instructions with a little support	Follow - a simple recipe with guidance from an adult Carryout - instructions independently	Follow - a simple recipe independently Carryout - modifications to recipes

Equipment	Age 3-5	Age 5-7	Age 7-9	Age 9-11
Crushing/squeezing	Potato masher Fork	Juicer	Garlic press	
Peeling	Peel by hand	Swivel peeler (adult support)	Swivel peeler (adult supervision)	
Shaping	Rolling pin			
Mixing	Mixing spoons	Whisk	Blender (adult supervision)	
Measuring	Spoons Cups	Measuring spoons of different sizes	Measuring jug Digital scales	Analogue scales
Cutting	Butter knife Cutters	Table knife	Vegetable knife (adult supervision)	
Snipping		Kitchen scissors (adult supervision)		
Grating		Grater (adult support)	Grater (adult support)	Grater (light adult supervision)
Heating			With adult support and under adult supervision use: Toaster Hob	Under adult supervision use: Kettle Grill Oven

The images in this chart are courtesy of the British Nutrition Foundation.

For recipes and recipe videos to support the skills in this chart, go to: www.foodafactoflife.org.uk

