

CURRICULUM OVERVIEW - DESIGN AND TECHNOLOGY: COOKING



Year group	Early Years
Knowledge	Talk about healthy and unhealthy foods. Talk about having a balance of these. Talk about likes and dislikes. Use a range of tools with care and precision.
Key Vocabulary	healthy, unhealthy, fruit, vegetable, clean, safe, ingredients, healthy, unhealthy, fruit, vegetable, clean, safe, ingredients

Year group	One
Knowledge	<p>I am beginning to develop a food vocabulary using taste, smell, texture and feel.</p> <p>I can group familiar food products e.g. fruit and vegetables.</p> <p>I am beginning to explain where food comes.</p> <p>I can cut and chop a range of ingredients</p> <p>I can work safely and hygienically with food and utensils.</p> <p>To understand the need and reason for a variety of foods in a diet.</p> <p>I can discuss what is a fruit or vegetable and where they come from.</p> <p>I am able to group food products.</p> <p>I know that I need to wash my hands before touching or preparing food.</p>
Content	<p>Tasting a range of different fruit and vegetables.</p> <p>Discuss with children where they think food comes from. Try a range of fruits/veg they will have heard of and some which are more obscure.</p> <p>Children will be able to select fruit and vegetables to create a fruit face for a summer picnic.</p>
End of topic expectations	<p>Children will create a finished product by choosing fruit based on their taste preference and what they think will best suit the fruit faces.</p> <p>Children will be able to cut and chop fruit and vegetables safely in a small group.</p>
Key vocabulary	Cut, chop, taste, smell, texture, fruit, vegetables, arrange.



Year group	Two
Knowledge CURRICULUM OVERVIEW - DESIGN AND TECHNOLOGY: COOKING	<p>I am developing my food vocabulary using taste, smell, texture and feel.</p> <p>I can discuss where food comes from on a wider scale.</p> <p>I understand the need for a variety of foods in a diet.</p> <p>I can measure ingredients to make my dish.</p> <p>I can discuss my opinion on different foods.</p> <p>I can classify foods in different ways.</p> <p>I can use a range of utensils to peel, chop and prepare food.</p>
Content	<p>Taste a range of fruit and vegetables from around the world (more obscure).</p> <p>Explore how to make a fruit salad and to include fruit from different continents.</p>
End of topic expectations	<p>Children will be able to comment on different fruits and vegetables (taste, texture, smell etc) and state preference.</p> <p>Children will be able to work safely with knives and graters as part of a group.</p> <p>Children will be able to measure food items using non-statutory measures.</p>
Key vocabulary	Chop, peel, grate, cut, hygiene, prepare, measure.

Year group	Three
Knowledge	<p>I am continuing to develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</p> <p>I can analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</p> <p>I can follow basic instructions/recipes.</p> <p>I understand the importance of making healthy eating choices – use the Eatwell plate.</p> <p>I can join and combine a range of ingredients.</p> <p>I can discuss which fruit and vegetables are grown in countries/continents studied in Geography.</p> <p>I can comment on fruit and vegetables grown in our area of study.</p>
Content	<p>Investigate foods from Europe – some children will already know some foods due to nationality.</p> <p>Compare foods/meals from the UK to a European area of study.</p> <p>Follow a recipe of a traditional European dish and enjoy with classmates.</p>
End of topic expectations	<p>Children will be able to follow a recipe to create dishes as part of a European study.</p> <p>Children will be able to comment in depth about foods, give preference on them.</p> <p>Children will be able to discuss which foods are healthy and how we can ensure we make healthy choices.</p>
Key vocabulary	Instructions, smell, taste, texture, appearance, savoury, sweet, international, cuisine, delicacy.

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Year group	Four
Knowledge	<p>I am continuing to develop sensory vocabulary/knowledge using, smell, taste, texture and feel.</p> <p>I can analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</p> <p>I understand the seasonality of vegetables and fruit and how this can affect making certain dishes.</p> <p>I understand how meat/fish are reared/caught.</p> <p>I can follow a recipe to create a desired dish.</p> <p>I can discuss where food comes from and how seasonality affects availability.</p> <p>I can discuss what foods are healthy and how to make healthy choices.</p>
Content	<p>Investigate foods from the local area (Lancashire).</p> <p>Compare foods/meals from the local area to food they eat at home.</p> <p>Follow a recipe of a traditional dish from Lancashire and enjoy with classmates.</p>
End of topic expectations	<p>Children will be able to follow instructions to create recipes as part of a local study.</p> <p>Children will understand seasonality and that we are unable to get certain foods during the year.</p> <p>Children will have a clear understanding of the source of food and how it is attained.</p>
Key vocabulary	<p>Instructions, recipes, seasonality, savoury, sweet, taste, texture, smell, appearance,</p>

Year group	Five
Knowledge	<p>I can begin to weigh and measure using scales.</p> <p>I can choose foods for a particular purpose.</p> <p>I have a knowledge of what makes a healthy diet.</p> <p>I know where and how ingredients are grown and processed.</p> <p>I can confidently work safely and hygienically.</p> <p>I can use a range of ingredients and utensils to prepare and create a dish.</p> <p>I can comment on the source of ingredients and how they are grown/processed.</p>
Content	<p>Investigate foods from an American study (South America/Brazil).</p> <p>Compare foods/meals from the area of study to familiar meals/food.</p> <p>Follow a recipe of a traditional dish from a South American country and enjoy with classmates.</p>
End of topic expectations	<p>Children can comment on sensory characteristics (taste, texture etc) of unfamiliar foods from the area of study.</p> <p>Children can discuss confidently the source of ingredients</p>

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	Children can make healthy choices for their dishes and discuss how they contribute to a healthy diet.
Key vocabulary	Measure, scales, process, source, smell, taste, texture.
Year group	Six
Knowledge	<p>I can select and prepare foods for a particular purpose.</p> <p>I can confidently work in a safe way and ensure I am maintaining good practise of hygiene.</p> <p>I have a good understanding and awareness of a healthy diet (using the eatwell plate).</p> <p>I can comment on the influence of chefs on our diet e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc.</p> <p>I can confidently use scales and utensils to help prepare ingredients.</p> <p>I can give my opinion on foods/dishes, comment on their characteristics and properties.</p>
Content	<p>Investigate foods from a Scandinavian study (Sweden or Norway).</p> <p>Compare foods/meals from the area of study to familiar meals/food.</p> <p>Follow a recipe of a traditional dish from a Scandinavian country and enjoy with classmates.</p>
End of topic expectations	<p>Children will be able to discuss properties of foods from the area of study.</p> <p>Children will be able to confidently follow instructions to create a recipe from the area of study, making healthy choices to alter a recipe.</p>
Key vocabulary	Properties, sensory characteristics, influence, prepare, safety.