D&T Cooking and Nutrition

Curriculum Map. In Primary Phase each class will participate in one cooking and nutrition topic per year.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Memory Box					
	Decide what types of					
	food would be good for					
	their teddy bears'					
	picnic, making a					
	shared shopping list.					
	Make simple, healthy					
	sandwiches for young					
	children, creating a					
	balance of sweet and					
	savoury fillings.					
	Understand that food will					
	come from plants and					
	animals.					
	Name some foods and begin					
	to sort them into the 5					
	groups. Know that everyone					
	should try to ear 5 portions					
	of fruit and veg a day.					
	Select and use appropriate					
	fruit and vegetables,					
	processes and tools eg					
	grating, peeling and cutting					
	Use basic food handling,					
	hygienic practices and					
	personal hygiene Vocabulary					
	fruit and vegetable names,					
	names of equipment and					
	utensils, sensory vocabulary					
	e.g. soft, juicy, crunchy,					
	sweet, sticky, smooth,					
	sharp, crisp, sour, hard,					
	flesh, skin, seed, pip,					
	core, slicing, peeling,					
	cutting, squeezing, healthy					
	diet, choosing, ingredients,					

	planning, investigating			
	tasting, arranging, popular,			
	design, evaluate, criteria			
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2	Muck, Mess and Mixtures			
-	Taste a range of foods			
	and drinks from around			
	the world and describe			
	the flavours. Sort a range			
	of foods in different ways			
	of loous in different ways			
	to show where they have			
	come from. Explain how			
	and why foods have been			
	sorted in a specific			
	way.Sorting healthy and			
	unhealthy meals. Make			
	<mark>healthy meal.</mark>			
	Understand that all food			
	comes from plants or			
	animals.			
	Develop and understanding			
	of where different food			
	comes from and food which			
	is native to different			
	countries.			
	Understand how to name			
	and sort groups into 5			
	groups.			
	Recognise need for a varied			
	diet.			
	Follow safe procedures for			
	food safety and hygiene			
	Demonstrate how to			
	prepare simple dishes			
	safely and hygienically			
	without a heat source.			
	Demonstrate skills such as			
	cutting. Peeling and grating.			
	Vocabulary			
	fruit and vegetable names,			
	names of equipment and			
	utensils, sensory vocabulary			
	e.g. soft, juicy, crunchy,			
	sweet, sticky, smooth,			
	sharp, crisp, sour, hard,			
	flesh, skin, seed, pip,			

	core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria			
3	design, evaluate, criteria Scrumdiddlyumptious Explore a range of fruit and veg and where it comes from. Take part in baking activities that need accurate weighing and measuring. Follow simple instructions or recipes, planning the ingredients and tools needed. Sort foods into the main food groups using hoops and baskets. Create a plan for a nutritional packed lunch box or picnic Know that food is grown, caught and reared in the UK, Europe and the wider world. Understand how to use a range of techniques such as peeling, chopping, cutting, spreading, slicing and grating Use a vegetable knife Know that to be healthy and active food and drink are requires to provide energy Vocabulary name of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet,			
	sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal,			

	harvested healthy/varied diet, planning, design criteria, purpose, user, annotated sketch, sensory evaluations			
4		Burps. Bottoms and Bile Adapt popular recipes to make healthier snack options. Make vegetable wedges instead of chips and sugar free cakes sweetened with fruit. Put the foods to the test, describing how they taste and which they prefer. Find out which foods contain the most sugar by studying packaging and labels. Focus in particular on foods sold as healthier options. Make snack packs containing healthy options that support digestive health. Identify where food sources originate. Know that food is grown, caught and reared in the UK, Europe and the wider world Understand how to cook predominatly savoury dishes , including having experience of using a heat source. Understand how to use a range of techniques such as peeling, chopping. Grating, mixing, spreading, kneading and baking. Measure and weigh		
		ingredients accurately. Understand why a healthy diet is important, Know that to be healthy and active food and drink are needed for growth and energy		

	Vocabuary			
	name of products, names			
	of equipment, utensils,			
	techniques and			
	ingredients, texture,			
	taste, sweet, sour, hot,			
	spicy, appearance, smell,			
	preference, greasy,			
	moist, cook, fresh,			
	savoury, hygienic, edible,			
	grown, reared, caught,			
	frozen, tinned,			
	processed, seasonal,			
	harvested			
	healthy/varied diet,			
	planning, design criteria,			
	purpose, user,			
	annotated sketch,			
	sensory evaluations			
5			Early Islamic	
			Civilisation	
			Collect recipes of food	
			children eat at home.	
			Explore where ingredients	
			originate and possible	
			reasons why (climate etc)	
			Make food using a range	
			of techniques.Consider how the food contributes	
			to a balanced diet.	
			Evaluate the food,	
			Begin to explain how	
			ingredients are grown,	
			reared and caught in the	
			UK, Europe and the wider	
			world.	
			Understand that seasons	
			may affect the availability	
			of food.	
			Know how to prepare and	
			cook a variety of	
			predominantly savoury	
			dishes including with the	
			use of a heat source.	

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				Demonstrate increasing	
				confidence in how to use a	
				range of techniques such as	
				peeling, chopping, slicing,	
				grating, mixing, spreading,	
				kneading and baking.	
				Evaluate a meal they have	
				made and consider how it	
				contributes towards a	
				balanced diet.	
				Recognise that different	
				food and drink contain	
				different substances that	
				are needed for health.	
				Begin to select and use	
	1			appropriate tools and	
				equipment, including for	
				weighing and measuring	
				Vocabulary	
				Ingredients, yeast, dough,	
				bran, flour, wholemeal,	
				unleavened, baking soda,	
				spice, herbs, fat, sugar,	
				carbohydrate, protein,	
				vitamins, nutrients,	
				nutrition, healthy, varied,	
				gluten, dairy, allergy,	
				intolerance, savoury,	
				source, seasonality,	
				utensils, combine, fold,	
				knead, stir, pour, mix,	
				rubbing in, whisk, beat, roll	
				out, shape, sprinkle,	
				crumble, design	
				specification, innovative,	
				research, evaluate, design	
				brief	
6	A child's war				
0					
	Find and make popular wartime foods. Collect				
	and preserve fruits, make				
	jam, pickles, eggless				
	sponge cake, Woolton				
	pie, apple crumble and				
	spam fritters. Find out				
	what children might have				
	what children might have			1	

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crumble, design				
specification, innovative,				
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	research, evaluate, design brief					
7	Introduction to food hygiene, health and safety, risk assessment. Knife safety. Fresh fruit and vegetable preparation.	Safe and correct use of the cooker, design work to encourage individuality and diversity. Nutrition- The Eatwell Plate.	Developing creative, technical and practical expertise, learning to evaluate and test ideas, products and to peer assess the work of others.	Introduction to food hygiene, health and safety, risk assessment. Knife safety. Fresh fruit and vegetable preparation.	Safe and correct use of the cooker, design work to encourage individuality and diversity. Nutrition- The Eatwell Plate.	Developing creative, technical and practical expertise, learning to evaluate and test ideas, products and to peer assess the work of others.
8	Building on knowledge and understanding, refreshing knowledge of food hygiene, risk assessment, health and safety.	Developing creative, technical and practical skills with more complex dishes. Safe and hygienic preparation and production of dishes using raw meat products.	Building on their understanding of nutrition through investigating the nutrients, how these function in the diet, where good sources can be found. Testing and evaluating their ideas and developing improvements.	Building on knowledge and understanding, refreshing knowledge of food hygiene, risk assessment, health and safety.	Developing creative, technical and practical skills with more complex dishes. Safe and hygienic preparation and production of dishes using raw meat products.	Building on their understanding of nutrition through investigating the nutrients, how these function in the diet, where good sources can be found. Testing and evaluating their ideas and developing improvements.
9	RSPH Food Hygiene course. For 2021/2022 only Fit to live project to develop understanding of how the body utilises the food it consumes.	Fit to live project to develop understanding of how the body utilises the food it consumes. continued	Building on practical skills as well as testing and evaluating to make dish adjustments to suit different dietary needs.	RSPH Food Hygiene course.	Fit to live project to develop understanding of how the body utilises the food it consumes.	Building on practical skills as well as testing and evaluating to make dish adjustments to suit different dietary needs.
10	GCSE-building on previous knowledge of nutrition with greater understanding of all nutrients, their functions, sources, effects of over and under nourishment.	Building on practical skills to be able to demonstrate some of the 12 key skills through the small equipment project.	Food choices, provenance, the environment	Sensory analysis and how to evalute	Practise NEA1	Practise Nea2

11	GCSE- task 1 the NEA	Introduction of NEA2	Planning and	Revision and testing of	Revision and testing of	Preparation for the
	Investigative task	the practical task	preparation for the	the 5 areas:- Food	the 5 areas:- Food	theory examination.
			Practical exam	Nutrition and Health	Nutrition and Health	
			component of NEA2	Food Science	Food Science	
				Food Safety	Food Safety	
				Food Choice	Food Choice	
				Food Provenance.	Food Provenance.	

National Curriculum Cooking and Nutritions

Key Stage 1

Use the basic principles of a healthy and varies diet to prepare dishes.

Understand where food comes from.

Key Stage 2

Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.

Understand seasonality, and know where and how a variety of ingreadients are grown, reared, caught and processed.