

Danson Primary School - Design and Technology - Cooking & Nutrition

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Porridge	Fruit and Vegetables	A Balanced Diet	Eating Seasonally	Adapting a Recipe	What could be Healthier?	Come Dine with Me
Skills	Design	<ul style="list-style-type: none"> I can design a porridge recipe as a class. I can design porridge packaging. 	<ul style="list-style-type: none"> I can design smoothie carton packaging by-hand or on ICT software. 	<ul style="list-style-type: none"> I can design a healthy wrap based on a food combination which works well together. 	<ul style="list-style-type: none"> I can create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. 	<ul style="list-style-type: none"> I can design a biscuit within a given budget, drawing upon previous taste testing judgements. 	<ul style="list-style-type: none"> I can adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute, or add additional ingredients. I can write an amended method for a recipe to incorporate the relevant changes to ingredients. I can design appealing packaging to reflect a recipe. 	<ul style="list-style-type: none"> I can write a recipe, explaining the key steps, method, and ingredients. I can include facts and drawings from research undertaken.
	Make	<ul style="list-style-type: none"> I can chop plasticine safely. I can chop fruit and veg with support. 	<ul style="list-style-type: none"> I can chop fruit and vegetables safely to make a smoothie. I can identify if a food is a fruit or a vegetable. 	<ul style="list-style-type: none"> I can slice food safely using the bridge or claw grip. I can construct a wrap that meets a design brief. 	<ul style="list-style-type: none"> I can prepare myself and my work-space to cook safely in, learning the basic rules to avoid food contamination. I can follow the instructions within a recipe. 	<ul style="list-style-type: none"> I can follow a baking recipe, from start to finish, including the preparation of ingredients. I can cook safely, following basic hygiene rules. I can adapt a recipe to improve it or change it to meet new criteria 	<ul style="list-style-type: none"> I can cut and prepare vegetables safely. I can use equipment safely, including knives, hot pans, and hobs. I can follow a step-by-step method carefully to make a recipe. 	<ul style="list-style-type: none"> I can follow a recipe, including and using the correct quantities of each ingredient. I can adapt a recipe based on research. I can work on a given timescale. I can work safely and hygienically with independence.
	Evaluate	<ul style="list-style-type: none"> I can taste porridge with different toppings and give my opinion. I can describe some of the following when tasting food: look, feel, smell and taste. I can choose my favourite packaging design and explain why. 	<ul style="list-style-type: none"> I can taste and evaluate different food combinations. I can describe appearance, smell, and taste. I can suggest information to be included on packaging. 	<ul style="list-style-type: none"> I can describe the taste, texture and smell of fruit and vegetables. I can taste test food combinations and final products. I can describe the information that should be included on a label. I can evaluate which grip was most effective. 	<ul style="list-style-type: none"> I can establish and use design criteria to help test and review dishes. I can design the benefits of seasonal fruits and vegetables and the impact on the environment. I can suggest points for improvement when making a seasonal tart. 	<ul style="list-style-type: none"> I can evaluate a recipe, considering: taste, smell, texture and appearance. I can describe the impact of the budget on the selection of ingredients. I can evaluate and compare a range of food products. I can suggest modifications to a recipe. 	<ul style="list-style-type: none"> I can identify the nutritional differences between different products and recipes. I can identify and describe healthy benefits of food groups. 	<ul style="list-style-type: none"> I can evaluate a recipe, considering: taste, smell, texture and origin of the food group. I can taste testing and scoring final products. I can suggest and write up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation, and cooking process. I can evaluate health and safety in production to minimise cross contamination.

Knowledge	<ul style="list-style-type: none"> • I know that porridge is mixed with liquid and turns mushy. • I know that fruits and vegetables are grown. • I can recognise and name some common fruits and vegetables. • I know that different fruits and vegetables taste different. • I know that eating vegetables and fruits is good for us. • I can discuss why different packages might be used for different foods. 	<ul style="list-style-type: none"> • I know where and how fruits and vegetables grow. • I understand the difference between fruits and vegetables. • I know that a blender is a machine which mixes ingredients together into a smooth liquid. • I know that a fruit has seeds and a vegetable does not. • I know that fruits grow on trees or vines. • I know that vegetables can grow either above or below ground. 	<ul style="list-style-type: none"> • I know that ‘diet’ means the food and drink that a person or animal usually eats. • I know where to find the nutritional information on packaging. • I know what the five main food groups are. • I understand that I should eat a range of different foods from each food group, and roughly how much of each food group to have a balanced diet. • I know that nutrients are substances in food that all living things need to make energy, grow, and develop. • I know that ‘ingredients’ means the items in a mixture or recipe. • I know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. • I know that many foods and drinks we do not expect to contain sugar do; we call these ‘hidden sugars’. 	<ul style="list-style-type: none"> • I know that not all fruits and vegetables can be grown in the UK. • I know that climate affects food growth. • I know that vegetables and fruit grow in certain seasons. • I know that cooking instructions are known as a ‘recipe’. • I know that imported food is food which has been brought into the country. • I know that exported food is food which has been sent to another country. • I understand that imported foods travel from far away and this can negatively impact the environment. • I know that fruits and vegetables give us nutritional benefits because they contain vitamins, minerals and fibre. • I know safety rules for using, storing, and cleaning a knife safely. 	<ul style="list-style-type: none"> • I know that the amount of an ingredient in a recipe is known as the ‘quantity.’ • I know that it is important to use oven gloves when removing hot food from an oven. • I know the following cooking techniques: sieving, creaming, rubbing method, and cooling. • I understand the importance of budgeting while planning ingredients for biscuits. 	<ul style="list-style-type: none"> • I understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. • I know that I can adapt a recipe to make it healthier by substituting ingredients. • I know that I can use a nutritional calculator to see how healthy a food option is. • I understand that ‘cross-contamination’ means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • I know to avoid cross-contamination. 	<ul style="list-style-type: none"> • I know that ‘flavour’ is how a food or drink tastes. • I know that many countries have ‘national dishes’ which are recipes associated with that country. • I know that ‘processed food’ means food that has been put through multiple changes in a factory. • I understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • I understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
Vocabulary	fruit, vegetable, plant, juicy, sweet, sour, dry, wet, chewy, design, pack, peel, chop, names of fruit and veg	fruit, vegetable, seed leaf, root, stem, smoothie, healthy carton, design, flavour peel, slice	balanced diet, balance carbohydrate, dairy fruit, ingredients oils, sugar, protein vegetable, design criteria	climate, diet, imported, ingredients Natural, processed, reared, recipe, seasonal, seasons sugar	design criteria, research, texture innovative, aesthetic measure, cross-contamination, diet, processed, packaging	beef, reared, processed Ethical, diet, ingredients Supermarket, farm balanced	equipment, flavours, ingredients, method Research, recipe, bridge method, cookbook cross-contamination, farm to fork, preparation, storyboard
National Curriculum	<p>Reception</p> <ul style="list-style-type: none"> • Develop small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: healthy eating. • Explore, use and refine a variety of artistic effects to express ideas and feelings. 	<ul style="list-style-type: none"> • Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from 	<ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Explore and evaluate a range of existing products • Use basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from 	<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 • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<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 • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern 	<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 • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional

	<p>Early Learning Goals</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery (ELG- Fine Motor Skills). • Manage their own basic hygiene and personal needs, including understanding the importance of healthy food choices (ELG - Managing Self). • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG- Creating with materials). 			<ul style="list-style-type: none"> • Understand and apply principles of a healthy and varied diet • Prepare and cook 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 	<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 and apply principles of a healthy and varied diet • Prepare and cook 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>pieces and computer-aided design</p> <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 • Understand how key events and individuals in design and technology have helped shape the world • Understand and apply principles of a healthy and varied diet • Prepare and cook 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>properties and aesthetic qualities</p> <ul style="list-style-type: none"> • Understand how key events and individuals in design and technology have helped shape the world • Understand and apply principles of a healthy and varied diet • Prepare and cook 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
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------