

Cooking and Nutrition Curriculum Map

The progression chart below has been adapted from *'Food – A Fact of Life'*, a document which underpins the Schemes of Work and lesson plans developed by the British Nutrition Foundation to support delivery of the new curriculum (September 2014).

Recipes are provided as potential opportunities for year groups to use, adapt and change. Year groups are encouraged to include opportunities for food technology **at least** once per term.

Recognise and Name Ingredients	Name and Use Cooking Skills	Potential Cross-Curricular Food Technology Opportunities
Year 1		
<ul style="list-style-type: none"> • Cheese • Flour • Bread • Butter/margarine/spread • Eggs • Milk • Yogurt • Fruit: bananas, strawberries, peaches • Vegetables • Salad: lettuce, cucumber, tomato 	<ul style="list-style-type: none"> • Peel (with a peeler) • Mix (with increasing thoroughness) • Spread (soft ingredients) • Measure (with measuring spoons) • Snip with kitchen scissors • Grate (soft foods like cheese) • Shape • Crush (soft fruit with a potato masher) • Juice (juicer) • Cut out with cutters • Spoon ingredients (in to different containers) • Arrange • Thread (soft foods onto a cocktail stick, e.g. strawberries, satsuma segments) • Sift (flour into a bowl) • Cut (soft foods* with a table knife progressing to firmer foods with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip -Bridge hold 	<p>Term 2 <i>Fruit Salad Kebabs</i> Science Link- Identify and name the senses which are used in eating. http://www.bbcgoodfood.com/recipes/rainbow-fruit-skewers</p> <p>Term 6 <i>Perfect Plant Salad</i> I can give examples of how ingredients need to be prepared before they are eaten. I understand that we should eat more of some foods than others. https://www.foodafactoflife.org.uk/recipes/3-5-years/perfect-plant-salad/</p>

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Year 2		
<ul style="list-style-type: none"> • Flour • Bread • Butter/margarine/spread • Eggs • Milk • Yogurt • Fruit: bananas, strawberries, peaches • Vegetables: Onion • Rice • Salad: lettuce, cucumber, tomato 	<ul style="list-style-type: none"> • Peel (with a peeler) • Mix (with increasing thoroughness) • Spread (soft ingredients) • Measure (with measuring spoons) • Snip with kitchen scissors • Grate (soft foods like cheese) • Shape • Crush (soft fruit with a potato masher) • Juice (juicer) • Cut out with cutters • Spoon ingredients (in to different containers) • Arrange • Thread (soft foods onto a cocktail stick, e.g. strawberries, satsuma segments) • Sift (flour into a bowl) • Cut (soft foods* with a table knife progressing to firmer foods with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip -Bridge hold 	<p>Term 4</p> <p><i>Fruit Jelly</i></p> <p>Science link – Plants. Discuss origin of a variety of fruits and role of edible seeds. Classify fruit ingredients used in smoothie based on how they grow – vine/trees/shrubs.</p> <p>https://www.fooda.factoflife.org.uk/recipes/food-life-skills/fruit-jelly/</p> <p>http://www.netmums.com/recipes/smoothies</p> <p>Term 6</p> <p><i>Sufganiyot Doughnuts</i></p> <p>Religious Education - Why are they having a Jewish party?</p> <p>https://www.chabad.org/kids/article_cdo/aid/2832819/jewish/Jelly-Sufganiyot-Doughnuts.htm</p>

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Year 3		
<ul style="list-style-type: none"> • Turnip • Carrot • Onions • Peppers • Herbs – basil/thyme • Pulses – kidney beans • Courgettes 	<ul style="list-style-type: none"> • Peel (with a peeler) • Mix (thoroughly) • Spread • Measure (with measuring jug, scales) • Snip with kitchen scissors (with greater control) • Grate (firmer foods like carrots) • Shape (with greater precision) • Press (garlic press) • Cut out with cutters (positioning carefully to avoid wasting ingredients) • Spoon ingredients (using two spoons) • Arrange (in an attractive way) • Thread (medium resistance foods onto a kebab stick, e.g. mushrooms, courgettes) • Crack an egg • Cut (soft foods with table knife progressing to firmer foods** with a vegetable knife) using: <ul style="list-style-type: none"> • -Fork secure • -Claw grip • -Bridge hold <p>**tomatoes, celery, apple</p>	<p>Term 3</p> <p><i>Ancient Roman Baked Egg Custard</i></p> <p>Topic link – Ancient Rome</p> <p>Discuss origins of food and show an understanding of where different food types come from. Explore skills such as folding and cracking an egg with increasing precision.</p> <p>https://www.kidadl.com/articles/roman-recipes-ks2-to-learn-all-about-roman-food</p> <p>Term 6</p> <p><i>Vegetable couscous salad</i></p> <p>Science- Discuss and give reasons for the different surfaces of the vegetables.</p> <p>https://www.foodafactoflife.org.uk/recipes/11-14-12c/vegetable-couscous-salad/</p>

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Year 4		
<ul style="list-style-type: none"> • Onions • Peppers • Herbs - basil • Tomato puree • Pulses – kidney beans, chickpeas • Apricots • Courgettes • Baking powder 	<ul style="list-style-type: none"> • Peel (with a peeler) • Mix (thoroughly) • Spread (evenly over food) • Measure (with measuring jug, scales) • Snip with kitchen scissors (with greater control) • Grate (firmer foods like carrots) • Shape (with greater precision) • Press (garlic press) • Cut out with cutters (positioning carefully to avoiding wasting ingredients) • Spoon ingredients (using two spoons) • Arrange (in an attractive way) <p>Thread (medium resistance foods onto a kebab stick, e.g. mushrooms, courgettes)</p> <ul style="list-style-type: none"> • Crack an egg • Cut (soft foods with table knife progressing to firmer foods** with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip -Bridge hold <p>**tomatoes, celery, apple</p>	<p>Term 2</p> <p><i>Savoury nibbles – Mini Cornish Pasties</i></p> <p>Topic link – Victorians.</p> <p>https://www.foodafactoflife.org.uk/recipes/5-11-years/mini-cornish-pasties/</p> <p>Term 4</p> <p><i>Potato Volcano</i></p> <p>Explore the different methods of harvesting food</p> <p>Topic Link -Active Planet</p> <p>https://www.delish.com/cooking/recipe-ideas/recipes/a1340/potato-volcano-easy-snack-recipes/</p>

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Year 5		
<p>I know that there are a vast range of ingredients used around the world and I can name some of these.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Lemon grass • Papaya • Bean sprouts • Plantain • Lentils • Gram flour • Coconut • Spices – chilli/cinnamon 	<ul style="list-style-type: none"> • Peel (to create ribbons, e.g. carrots, courgettes) • Mix (fold ingredients together e.g. flour into a mixture) • Measure accurately (using digital scales, analogue scales, measuring jug) • Grate (with greater control and skill, e.g. zest from a lemon, nutmeg) • Thread (firmer foods onto kebab sticks, e.g. onions) • Cut (firm*** and other foods with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip -Bridge hold <p>*** potatoes, carrots</p>	<p><i>Term 2</i> <i>Beef Samosas</i> Describe and experiments with different fillings that could be used in the Samosas. https://www.foodafactoflife.org.uk/recipes/ks3-sow-2020/lamb-or-beef-samosas/</p> <p><i>Term 3</i> Meatballs in Tomato sauce https://www.foodafactoflife.org.uk/recipes/cereals/mini-meatballs-in-tomato-sauce/</p>

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<i>Year 6</i>		
<p>I know that there are a <u>vast</u> range of ingredients used <u>around the world</u> and I can name some of these.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Lemon grass • Papaya • Bean sprouts • Plantain • Lentils • Gram flour • Coconut • Spices – Cinnamon/nutmeg 	<ul style="list-style-type: none"> • Peel (to create ribbons, e.g. carrots, courgettes) • Mix (fold ingredients together e.g. flour into a mixture) • Measure accurately (using digital scales, analogue scales, measuring jug) • Grate (with greater control and skill, e.g. zest from a lemon, nutmeg) • Thread (firmer foods onto kebab sticks, e.g. onions) • Cut (firm*** and other foods with a vegetable knife) using: -Fork secure -Claw grip -Bridge hold *** potatoes, carrots 	<p>Term 2</p> <p><u>Mexican Pockets</u> https://www.foodafactoflife.org.uk/recipes/healthy-eating-week/mexican-pockets/ Discussion around origin of foods available to use. Explore role of ingredients as natural flavourings for nutritional ingredients and dishes.</p> <p>Term 6</p> <p><u>Pizza Wheels</u> https://www.foodafactoflife.org.uk/recipes/ks3-sow-2020/pizza-wheels-yeast-dough/</p>