

Long Term Subject Overview

Design and Technology (Cooking and Nutrition)

National Curriculum expectations (KS1):

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design · 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 · 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

Evaluate · explore and evaluate a range of existing products · evaluate their ideas and products against design criteria Technical knowledge · build structures, exploring how they can be made stronger, stiffer and more stable · explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

	Early Years	Year 1	Year 2
Unit Summary	<p>Fantastic fruit (data.org)</p> <p>Children will learn about the wide variety of fruit available; how it is prepared; how to create a fruit based dish and the role of fruit in a balanced diet.</p>	<p>Eat More Fruits and Vegetables (<i>PlanBee</i>)</p> <p>Healthy eating is promoted by exploring a variety of fruits and vegetables, what they look like, taste like and feel like, as well as how to prepare fruits and vegetables through cutting, grating, and peeling.</p>	<p>Seaside Snacks (<i>PlanBee</i>)</p> <p>Tasting, exploring and thinking about a range of foods, centred around different elements of a picnic, experiencing the flavours, textures and colours of different foods. This unit teaches a lot of technical skills through multiple ‘making’ tasks.</p>
Design, make evaluate	<p>...a fruit salad, fruit kebab or layered fruit dish (for themselves).</p>	<p>...a healthy smoothie for a cafe.</p>	<p>...a shared seaside picnic, thinking carefully about what makes a balanced meal.</p>

<p>Substantive knowledge</p>	<p>Understand hygiene with food: hair back, wash hands, apron on, not eat whilst preparing food.</p> <p>Names of fruit: apple, banana, kiwi, strawberry, raisins, mango, grapes, dried apricots, pineapple,</p> <p>Know how to prepare some different fruits, including which fruits must be peeled or washed</p> <p>To understand ‘5 a day’ to be healthy and that a handful is roughly one portion (<i>ELG –PD -recognise the importance of keeping healthy and those things which contribute to this</i>).</p> <p>What different fruits look, smell and taste like (<i>ELG KUTW – investigate objects and materials by using all of their senses as appropriate</i>)</p>	<p>Understand hygiene with food: hair back, wash hands, apron on, not eat whilst preparing food, clean surfaces and equipment.</p> <p>Name a variety of different fruits and vegetables, including those taught in EYFS, plus raspberry, banana, tomato, onion, cucumber, cranberry, blackberry, cherry, blueberry, lemon, orange, pear, melon, satsuma.</p> <p>Identify the different parts of fruits and vegetables – skin, flesh, seeds.</p> <p>Know how to prepare some different fruits, including which fruits must be peeled or washed, cored, cut or grated before eating.</p> <p>Know that fruits and vegetables are an important part of a healthy diet because they contain vitamins and minerals</p>	<p>Understand hygiene with food: hair back, wash hands, apron on, not eat whilst preparing food, clean surfaces and equipment.</p> <p>Know what a balanced meal is.</p> <p>Name fruits and vegetables from EYFS & Year 1, plus courgette, sweet potato, sweet peppers/bell peppers, aubergine/eggplant, avocado/avocado pear, starfruit, cantaloupe melon.</p> <p>Courgettes and oranges contain a lot of vitamin C.</p> <p>Vitamin C helps bodies fight off colds and keep your heart healthy.</p> <p>Sweet potatoes count as one of your 5 a day</p> <p>Sweet potatoes contain a lot of vitamin A.</p> <p>Vitamin A helps to keep your heart, eyes, and lungs working properly.</p> <p>Bell peppers come in different colours and contain a lot of vitamin C.</p> <p>Aubergines contain vitamin B-6.</p> <p>Vitamin B6 helps keeps your blood healthy</p> <p>Avocados contain fibre.</p> <p>Fibre keeps your stomach healthy.</p> <p>Fruit can be high in sugar, but it is much healthier than other sweet foods like cakes, chocolate and sweets.</p> <p>The sugar in fruit is different to the sugar in other sweet foods.</p>
<p>Disciplinary knowledge</p>	<p>Pull – grapes from a bunch</p> <p>Peel- by hand, e.g. satsuma, banana</p> <p>Using a hand juicer</p> <p>Mix/stir - to loosely combine ingredients (fruit salad)</p>	<p>Juice - using a juicer to extract juice, e.g. orange</p> <p>Peel - with a swivel peeler with adult support</p> <p>Cut</p> <p>- low resistance foods with a table knife in to equal size pieces/slices, e.g. canned pineapple slices, melon,</p> <p>- use a fork to secure foods</p>	<p>Spread - soft ingredients, e.g. humus, margarine</p> <p>Shape - use a rolling pin</p> <p>Grate - soft foods, e.g. cheese, cucumber</p> <p>Thread - thread soft foods onto cocktail sticks, e.g. bread and filling pinwheels</p>

	<p>Thread - thread soft foods onto cocktail sticks, e.g. strawberries, satsuma segments (fruit kebab)</p> <p>Cut - soft foods with butter knife, e.g. banana, canned peach slices</p> <p>Snip – dried apricots with scissors</p>		<p>Cut – low/medium resistance foods with a table knife in to equal size pieces/slices (bread pinwheels)</p> <p>Cut - medium resistance foods with a vegetable knife, e.g. cucumber.</p> <ul style="list-style-type: none"> - 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 large grapes <p>Carryout - instructions with a little support</p> <p>Spoon - ingredients into different containers with increasing accuracy and minimal spillage</p>
Vocabulary	<p>Names of fruits (above)</p> <p>sensory vocab: sour, sweet, juicy, bumpy, squishy, hard, smooth, soft, peel, seeds (<i>ELG Communication, language and literacy – extend their vocabulary, exploring the meanings and sounds of new words</i>).</p>	<p>Names of fruits (above)</p> <p>vitamins, minerals, healthy, skin, seed, flesh, prepare, peel, grate, <i>slice</i>, sticks, recipe</p>	<p>Names of fruits and vegetables (above)</p> <p>savoury, sweet, meat, fish, dairy, salad, filling, vitamins, heart, eyes, lungs, stomach, blood</p>
<p>Texts</p> <p>These may be used across the curriculum not only in DT but support DT curriculum</p>	<p>The Hungry Caterpillar</p> <p>Handa’s Surprise</p> <p>Oliver’s Fruit Salad, Vivian French</p>	<p>Avocado asks: What am I, Momoko Abe</p> <p>Oliver’s Vegetables, Vivian French</p> <p>I will not ever never eat a tomato, Lauren Child</p>	<p>The Perfect Picnic, Ciara Flood</p> <p>One Hundred Hungry Ants, Elinor J Pinczes</p> <p>Superfoods for Superheroes, Namita Moolani Mehra</p>
<p>Enhancements</p> <p>Exceeding the National Curriculum</p>	<p>Chartwells Food Workshop: The Hungry Caterpillar</p>	<p>smoothie bike company hire or visit</p> <p>http://www.thesmoothiebikecompany.co.uk/smoothie-bikes-for-schools</p>	<p>Beach school visit to eat the designed and made picnic with parents/carers.</p> <p>Chartwells Workshop – Sugar swops</p>

Long Term Subject Overview

Design and Technology (Cooking and Nutrition)

National Curriculum expectations (KS2):

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design - 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 pieces and computer-aided design

Make - 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

Evaluate - 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 Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition


As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

- 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.

	Year 3	Year 4
Unit Summary	<p>Essential unit: Sandwich Snacks (data.org) Children experience basic food preparation techniques and ways of combining ingredients to create simple food products for a particular purpose.</p> <p>Optional extra unit: Dips and Dippers (data.org) Children investigate healthy eating and ways of processing food through designing and making healthy dips and dippers.</p>	<p>Super Salads (data.org) Children learn about the wide variety of different ingredients available to design and make their own salads. They learn about healthy eating through a balanced diet and ways of preparing and combining their salad ingredients.</p>
Design, make evaluate	...a healthy packed meal for a school trip (for themselves).	...a ‘super salad’ for a parent event.

<p>Substantive knowledge</p>	<p>Understand hygiene with food: hair back, wash hands, apron on, not eat whilst preparing food, clean surfaces and equipment.</p> <p>The balance of foods to be consumed to achieve a healthy diet and the Eatwell Guide.</p> <p>To know that wholemeal, brown or high-fibre breads are better for you and why.</p> <p>Hygiene requirements when handling foods.</p> <p>Name different types of bread: rye bread, pitta bread, flat bread, naan, bread rolls; French stick; sliced and unsliced loaves, ciabatta.</p> <p>Name different types of sandwiches: toasted, double-decker, open sandwiches, club sandwiches, filled pitta, filled fajitas, 'doorstep'/chunky filled sandwiches</p>	<p>Understand hygiene with food: hair back, wash hands, apron on, not eat whilst preparing food, clean surfaces and equipment.</p> <p>Know where different ingredients should be stored</p> <p>Foods can be sorted into 5 groups and that a healthy diet is based on a balance and variety of these foods in the proportions shown on the <i>Balance of Good Health</i> Model.</p> <p>Name some different types of salads, their ingredients and where they originate from, e.g. Greek, Caesar, Waldorf (caution contains nuts), Tabouli</p> <p>Know that salads can contain a range of ingredients including cous-cous, potato and pasta</p> <p>Foods provide different levels of energy.</p> <p>Understand food groups</p> <p>Know that that a dish made from a number of food groups is called a composite dish</p> <p>Explain the concept behind a composite dish.</p>
<p>Disciplinary knowledge</p>	<p>Peel- with a swivel peeler with adult supervision</p> <p>Grate- soft foods, e.g. cheese, cucumber</p> <p>Cut</p> <ul style="list-style-type: none"> - 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 	<p>Peel- with a swivel peeler with adult supervision</p> <p>Grate- firmer foods, e.g. carrots, apples</p> <p>Press- using a garlic press</p> <p>Snip- with greater dexterity and control, e.g. to shred lettuce or cabbage leaves for salad</p> <p>Grate- firmer foods, e.g. carrots, apples</p> <p>Cut</p> <ul style="list-style-type: none"> - 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
<p>Vocabulary</p>	<p>appearance, texture, taste, filling, food groups, hygiene, high risk, healthy eating, Eatwell, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested</p>	<p>originate, slice, grate, combine, shred, proportions, energy, vegetarian, food intolerances, allergies, food groups: dairy, carbohydrates, proteins, balance of good food model, dietary needs, sensory testing, e.g. colourful, crumbly, fresh, fragrant, tangy, crisp, squashy.</p>

Texts <i>These may be used across the curriculum not only in DT but support DT curriculum</i>	Carla's Sandwich, Debbie Herman The Sandwich that Max made, Marcia Vaughan How Did That Get in My Lunchbox?, Christine Butterworth	The lettuce who wanted a new look – plantable children's book Good enough to eat, Lizzie Rockwell
Enhancements Exceeding the National Curriculum	Use ingredients grown from school veggie patch. Visit to local sandwich shop or bakery. Chartwells Food Workshop	Plant a page from the book and grow lettuce

 <h2 style="margin: 0;">Long Term Subject Overview</h2> <h1 style="margin: 0; color: purple;">Design and Technology (Cooking and Nutrition)</h1>		
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	Year 5 (2 combined units)	Year 6 (2 separate units)

Unit Summary	<p>Bread (<i>PlanBee</i>)</p> <p>Children will taste and describe a variety of different breads from around the world, learn about how bread can be part of a balanced diet, learn about the different food groups and plan their own healthy meals. Follow a basic bread recipe to make bread, explore adapting the recipe.</p>	<p>Gingerbread Houses (<i>PlanBee</i>)</p> <p>Children will learn about the history of gingerbread and design and make edible houses from gingerbread or biscuits.</p>
Design, make evaluate	...a complete meal (bread and soup) for a community group/event.	...an edible house for a Christmas competition.
Substantive knowledge	<p>Understand hygiene with food: hair back, wash hands, apron on, not eat whilst preparing food, clean surfaces and equipment. Oven safety.</p> <p>What ingredients are used to make bread (flour, yeast, salt, butter, water)</p> <p>Names of different types of bread: pitta (The Middle East), naan (India), chapatti (India), baguette (France), bagel (Jewish origin – Polish), soda bread (Ireland), and their origins.</p> <p>That bread is a carbohydrate.</p> <p>Carbohydrates are a source of vitamins and iron, contain sugars that give us energy. Some carbohydrates, such as wholegrain cereal, give us fibre to keep our digestive systems working properly.</p> <p>Flour is made by grinding cereals like wheat or maize into a fine powder.</p>	<p>Understand hygiene with food: hair back, wash hands, apron on, not eat whilst preparing food, clean surfaces and equipment.</p> <p>Ginger has been used as a medicine, spice and preservative since Roman times</p> <p>Medieval and Tudor people created elaborate designs out of gingerbread using moulds. Constructing gingerbread was linked to religious beliefs at the time. Only specially trained bakers were allowed to make it except during Christmas and Easter when anyone could make it.</p>
Disciplinary knowledge	<p>How to conduct a survey</p> <p>Measure and mix ingredients</p> <p>Mix/stir:</p> <ul style="list-style-type: none"> *mix ingredients thoroughly *knead dough <p>Measure:</p> <ul style="list-style-type: none"> - using a measuring jug independently and accurately 	<p>Using and evaluating tools for joining and decorating (knife, lolly sticks, spoon, piping bag)</p> <p>Making icing the right consistency for construction and for decorating</p>

	- using digital and analogue scales accurately and independently Follow - a simple recipe independently Carryout - modifications to recipes	
Vocabulary	<i>Senses, task, texture, appearance, weight, evaluate, food pyramid, carbohydrate, dairy and protein,</i>	design brief, join, stabilise, spread, weight, pressure, feedback, consistency
Texts <small>These may be used across the curriculum not only in DT but support DT curriculum</small>	The Little Red Hen Stone Soup	Hansel and Gretel, Brothers Grimm
Enhancements <small>Exceeding the National Curriculum</small>	Cooking for the community – church or ‘coffee pot’ event	Try to grow a ginger plant in the classroom and/or at home: Choose a firm, plum root with 'eyes', which are the developing ginger stems. Plant in shallow compost and keep in a warm spot for up to six weeks, until the shoots have developed. Pot on into a fresh pot, topping up with compost as the stems grow. Keep well watered. Ready to harvest in autumn.

	Year 5	Year 6
Unit Summary	Soup (<i>data.org</i>) This units covers both ‘preparing and cooking a range of predominantly savoury dishes’, and an ‘understanding of seasonality’.	Great British Dishes (<i>PlanBee</i>) Children will explore some sweet and savoury national dishes of England, Scotland and Wales, before moving on to developing an understanding of how cuisines from other countries have influenced what is eaten in Britain today. Finally, children will practise the important life skill of how to plan and shop for a meal.
Design, make evaluate	...a complete meal (bread and soup) for a community group/event.	...a healthy balanced meal on a budget.

Substantive knowledge	<p>Know that soups are made all around the world, have a variety of ingredients and can be eaten hot or cold.</p> <p>Name some soups, their origin and ingredients.</p> <p>To understand ‘seasonality’ and name some foods that are ready to eat in different seasons (in the UK).</p> <p>To know that food available out of season may have been stored, grown in poly tunnels or grown in other countries (imported).</p>	<p>Understand what a ‘national dish’ is.</p> <p>Know the origins of some traditional English savoury dishes (roast, cottage pie, Cornish pasty, fish and chips, toad in the hole, ‘full English’ breakfast, ploughmans lunch) and name desserts (scone, trifle, bakewell tart, battenburg, bannoffee pie, jam roly poly, crumble, eton mess).</p> <p>Know what RDA means and how to check food packaging.</p> <p>Know how oats are grown and harvested and produced.</p> <p>Know some traditional Scottish dishes and their main ingredients.</p> <p>Know some traditional Welsh dishes and their main ingredients.</p> <p>Name some dishes that were popular during and immediately after WWII</p> <p>Name some traditional foods from around the world and how they have influenced British cuisine.</p>
Disciplinary knowledge	<p>Cut</p> <ul style="list-style-type: none"> - 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 <p>Peel - with a swivel peel</p> <p>Measure</p> <ul style="list-style-type: none"> - using a measuring jug with support to obtain accuracy - using digital and analogue scales with support to obtain accuracy <p>Follow - a simple recipe with guidance from an adult</p>	<p>Peel - with a swivel peel</p> <p>Grate - firmer foods, e.g. carrots, apples</p> <ul style="list-style-type: none"> - using the zesting part of a grater, e.g. lemon, orange - use a nutmeg grater <p>Cut</p> <ul style="list-style-type: none"> - 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 <p>Measure</p> <ul style="list-style-type: none"> - using a measuring jug independently and accurately - using digital and analogue scales accurately and independently <p>Follow - a simple recipe independently</p> <p>Carryout - modifications to recipes</p>
Vocabulary	<p>Sensory descriptors – appearance: Dark, pale, bright, colourful, dull, firm, runny, lumpy, sticky, greyish</p> <p>Sensory descriptors – taste (flavour): Fruity, salty, spicy, sweet, acidic, bitter, vanilla, garlicky, oniony, sour, savoury, herby, smoky</p> <p>Sensory descriptors - texture (mouth feel):</p>	<p>traditional, cuisine, shelf-life, RDA, seasonal, seasonality, climate, savoury, salty, spicy, sweet, pickling, budget</p>

	<p>Tender, juicy, soft, crunchy, chewy, crispy, hard, sticky, lumpy, greasy, stringy, smooth, creamy, gritty, grainy, cloying, slimy, crumbly</p> <p>Sensory descriptors - smell (aroma): Roasted, sweet, sour, floral, rancid, burned, smoky, oniony, garlicky, fishy</p> <p>Seasonal, imported, in season, harvested</p>	
<p>Texts</p> <p><i>These may be used across the curriculum not only in DT but support DT curriculum</i></p>	<p>Pumpkin Soup, Helen Cooper</p> <p>Stone Soup (traditional)</p> <p>The Ugly Vegetables by Grace Lin</p> <p>The Whole World Inside Nan’s Soup by Hunter Liguore</p>	<p>Bee-Bim Bop! by Linda Sue Park</p> <p>Dumplings for Lili by Melissa Iwai</p> <p>Niki Nakayama: A Chef’s Tale in 13 Bites</p> <p>Magic Ramen: The Story of Momofuku Ando by Andrea Wang</p> <p>Let’s Eat!: Mealtime Around the World by Lynne Marie</p>
<p>Enhancements</p> <p>Exceeding the National Curriculum</p>	<p>Cooking for the community – church or ‘coffee pot’ event</p>	<p>Prepare food for a whole school ‘international day’.</p>