



Cooking & Nutrition

Health Week

		<u>Reception</u> Designing & making a rainbow sald	<u>Year 1</u> Fruit and Vegetables	<u>Year 2</u> A balanced diet	<u>Year 3</u> Eating seasonally	<u>Year 4</u> Adapting a recipe	<u>Year 5</u> What could be healthier	<u>Year 6</u> Come dine with me
Skills	Design	<p><u>EYFS Outcomes</u> Communication and language</p> <ul style="list-style-type: none"> • ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p>Personal, social and emotional development</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: healthy eating. • ELG: Managing self: Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices. <p>Understanding the world</p> <ul style="list-style-type: none"> • Explore the natural world around them. • ELG: The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. 	Designing smoothie carton packaging by-hand or on ICT software.	• Designing a healthy wrap based on a food combination which works well together.	• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.	• Designing a biscuit within a given budget, drawing upon previous taste testing judgements.	• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe.	• Writing a recipe, explaining the key steps, method and ingredients. • Including facts and drawings from research undertaken.

Make

Chopping fruit and vegetables safely to make a smoothie.

- Identifying if a food is a fruit or a vegetable.
- Learning where and how fruits and vegetables grow.

- Slicing food safely using the bridge or claw grip.
- Constructing a wrap that meets a design brief.

- Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination.
- Following the instructions within a recipe.

- Following a baking recipe, from start to finish, including the preparation of ingredients.
- Cooking safely, following basic hygiene rules.
- Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet).

- Cutting and preparing vegetables safely.
- Using equipment safely, including knives, hot pans and hobs.
- Knowing how to avoid cross-contamination.
- Following a step by step method carefully to make a recipe.

- Following a recipe, including using the correct quantities of each ingredient.
- Adapting a recipe based on research.
- Working to a given timescale.
- Working safely and hygienically with independence.

Evaluate

		<ul style="list-style-type: none">• Tasting and evaluating different food combinations.• Describing appearance, smell and taste.• Suggesting information to be included on packaging.	<ul style="list-style-type: none">• Describing the taste, texture and smell of fruit and vegetables.• Taste testing food combinations and final products.• Describing the information that should be included on a label.• Evaluating which grip was most effective.	<ul style="list-style-type: none">• Establishing and using design criteria to help test and review dishes.• Describing the benefits of seasonal fruits and vegetables and the impact on the environment.• Suggesting points for improvement when making a seasonal tart.	<ul style="list-style-type: none">• Evaluating a recipe, considering: taste, smell, texture and appearance.• Describing the impact of the budget on the selection of ingredients.• Evaluating and comparing a range of food products.• Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).	<ul style="list-style-type: none">• Identifying the nutritional differences between different products and recipes.• Identifying and describing healthy benefits of food groups.	<ul style="list-style-type: none">• Evaluating a recipe, considering: taste, smell, texture and origin of the food group.• Taste testing and scoring final products.• Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process.• Evaluating health and safety in production to minimise cross contamination.
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Knowledge

<p>Cooking and Nutrition</p>		<p>Understanding the difference between fruits and vegetables.</p> <ul style="list-style-type: none"> • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). 	<ul style="list-style-type: none"> • To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that nutrients are substances in food that all living things need to make energy, grow and develop. • To know that 'ingredients' means the items in a mixture or recipe. • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. • To know that many food and drinks we do not expect to contain sugar do; we call 	<ul style="list-style-type: none"> • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country.. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and 	<ul style="list-style-type: none"> • To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that it is important to use oven gloves when removing hot food from an oven. • To know the following cooking techniques: sieving, creaming, rubbing method, cooling. • To understand the importance of budgeting while planning ingredients for biscuits. 	<ul style="list-style-type: none"> • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. • To know that I can adapt a recipe to make it healthier by substituting ingredients. • To know that I can use a nutritional calculator to see how healthy a food option is. • To 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. 	<ul style="list-style-type: none"> • To know that 'flavour' is how a food or drink tastes. • To know that many countries have 'national dishes' which are recipes associated with that country. • To know that 'processed food' means food that has been put through multiple changes in a factory. • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
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