

Food Technology: Year 1 Bring on Breakfast

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I can name different food and drink consumed at breakfast. I can talk about why people should eat breakfast. I can talk about what makes a breakfast healthy. I can give examples of fruit and vegetables that count towards my 5 a day. I can explain that dairy foods are made from milk which is usually from a dairy cow. 	Dairy Meat Vegetables Fruit Carbohydrates Breakfast Sensory vocabulary: bright, bumpy, strong, watery, colourful, hard, creamy, mild, fresh, powdery, chewy, crispy, crunchy, fruity, lumpy, smooth	<ul style="list-style-type: none"> I can carry out the 'getting ready to cook' steps with support. I can perform simple food preparation skills to make a fruit kebab safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange). I can evaluate my breakfast pot and suggest ways it could be modified or improved.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can identify food that is commonly eaten for breakfast. I can describe what makes a healthy, balanced breakfast. I can recall the steps for making a simple breakfast meal and explain them to a partner (yogurt pot). I can evaluate my breakfast pot.
Prior Learning- What should they already know?		

Food Technology: Year 2 Party Time

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I can talk about when people might eat 'party food' and give examples of different types of party food. I can use words to describe food skills e.g. cutting, mixing, snipping. I can recall the 'getting ready to cook' steps. I can explain how the Eatwell Guide helps me stay healthy. I can talk about how food can be sorted into the Eatwell Guide food groups. I can explain some of the reasons people may not eat certain food or drinks. I can talk about how my dish could be adapted to meet different needs (e.g. allergies, religion, choice) I can talk about where all the ingredients in my dish came from. 	<p><i>Previous vocabulary will be revisited</i></p> <p>Ingredient Celebrations</p> <p>Eatwell: fruit and vegetables, potatoes, bread, rice, pasta, starchy carbohydrates, dairy and alternatives, beans, pulses, fish, eggs, meat and other proteins, oils and spreads</p> <p>Preference, cultural belief, vegetarian/ vegan, allergy, intolerance</p> <p>Mixing Snipping Cutting</p>	<ul style="list-style-type: none"> I can perform basic cooking skills including cutting out, snipping, mixing, spooning and spreading. I can plan a dish with consideration of the needs of others (e.g. vegetarian). I can make suggestions for a checklist (design criteria) that my party dish should meet. I can demonstrate the safe use of some basic cooking ingredients (cutters, kitchen scissors etc.) I can make a simple dish, safely and hygienically. I can eat sociably with others, demonstrating good manners. I can reflect on the success of my dish, how well it met the checklist (design criteria) and how it might be improved in the future.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can describe the steps I need to take to prepare for cooking. I can select the cooking tools I will need to make my dish. I can categorise food using the Eatwell guide. I can evaluate my dish, using the design criteria.
<p>Prior Learning- What should they already know?</p>		
<p>Children on year 1 are taught to:</p> <ul style="list-style-type: none"> Identify food that is commonly eaten for breakfast. Describe what makes a healthy, balanced meal. Recall the steps for making a simple breakfast meal and explain them to a partner. <ul style="list-style-type: none"> Evaluate the dish they have made. 		

Food Technology: Year 3 Get Baking

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I can name a selection of different types of bread and their countries of origin. I can talk about the 'get ready to cook' steps. I can identify ingredients in meals from around the world and sort those ingredients into the Eatwell Guide food groups. I can talk about where ingredients come from. 	<p><i>Previous vocabulary will be revisited</i></p> <p>Bread Names of specific bread: flat bread, bagels, pitta, focaccia, soda bread, black bread,</p> <p>Skills: kneading, rolling, shaping</p>	<ul style="list-style-type: none"> I can suggest ideas for basic design criteria for bread. I can plan and make bread, based on my research and experiences, which meets the design criteria. I can follow my bread plan and apply the food preparation skills I have learned to make my bread. I can evaluate their bread against the design criteria and suggest improvements.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can select basic equipment to prepare ingredients safely. I can summarise the design criteria decided upon for making bread. I can plan and make bread, based on my research and experiences, which meets the design criteria. I can explain my bread plan and apply the food preparation skills I have learned to make my bread. I can evaluate my bread against the design criteria and suggest improvements.
<p>Prior Learning- What should they already know?</p>		
<p style="text-align: center;">Children in year 2 are taught to:</p> <ul style="list-style-type: none"> Describe the steps needed to prepare for cooking. Select the cooking tools needed to make a dish. <ul style="list-style-type: none"> Categorise food using the Eatwell guide. Evaluate their dish, using the design criteria. 		

Food Technology: Year 4 Lovely Lunch

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I can discuss the main messages from each of the Eatwell Guide food groups. I understand the size of the food groups shows us the proportion in which different foods are needed for a healthy diet. I can talk about what makes a healthy lunch by referring to the four main food groups. I can use sensory vocabulary to describe how different dishes taste. 	<p><i>Previous vocabulary will be revisited</i></p> <p>Sandwiches Composite dish</p> <p>Dietary requirements</p>	<ul style="list-style-type: none"> I can prepare a topped savoury cracker safely and hygienically using spreading, slicing and arranging skills. I can carry out research about a selection of different sandwiches. I can develop my own design criteria with guidance. I can design a sandwich based on my design criteria. I can perform food preparation skills safely and hygienically to make my sandwich. I can evaluate my sandwich and suggest ways it could be improved.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can identify and classify ingredients in composite dishes (e.g. sandwiches) according to the Eatwell Guide food groups. I can explain how my dish meets the design criteria. I can evaluate my sandwich by talking about what I liked and what I would change next time.
<p>Prior Learning- What should they already know?</p>		
<p>Children in year 3 are taught to:</p> <ul style="list-style-type: none"> Select basic equipment to prepare ingredients safely. <ul style="list-style-type: none"> Summarise the design criteria for my dish. Plan and make a dish, based on my research and experiences, which meets the design criteria. <ul style="list-style-type: none"> Explain how to make a dish and also the food preparation skills Evaluate a dish against the design criteria and suggest improvements. 		

Food Technology: Year 5 Serve a Salad

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I can recall and discuss different types of salad. I can name different salad ingredients and sort them into the correct Eatwell Guide food groups. I can talk about the importance of fibre and its role in the diet. I can talk about the 'ready to cook steps', explaining how they should be carried out and why they are necessary. 	<p><i>Previous vocabulary will be revisited</i></p> <p>fibre</p> <p>Salad types: coleslaw, Caesar, tabbouleh, waldorf, mixed beans, pasta salad, ham salad, potato, nicoise, vegan, noodle</p> <p>Herbs: basil, parsley, mint, dill</p> <p>Lettuce: lambs, iceberg, lollo rosso, rocket</p>	<ul style="list-style-type: none"> I can prepare ingredients for a salad bar by safely using the bridge hold, claw grip and grating techniques. I can create a questionnaire to research the requirement and preference of my salad recipient. I can make a salad I have planned, safely and hygienically.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can identify design criteria for a salad based around the requirements of an individual and purpose. I can apply my knowledge, experience and research findings to design a salad which meets their design criteria. I can communicate my salad design through notes and sketches. I can select the correct equipment for different food preparation tasks. I can evaluate my salad against the design criteria and feedback from others.
<p>Prior Learning- What should they already know?</p>		
<p>Children in year 4 are taught to:</p> <ul style="list-style-type: none"> Identify and classify ingredients in composite dishes (<i>e.g. sandwiches</i>) according to the Eatwell Guide food groups. <ul style="list-style-type: none"> Explain how a dish meets the design criteria. Evaluate a dish by stating what went well and what might be adapted next time. 		

Food Technology: Year 6 Grab and Go

Substantive Knowledge		Disciplinary Knowledge
What will pupils know?	Vocabulary	Techniques the pupils will learn and apply.
<ul style="list-style-type: none"> I can give examples of 'on to go' products and discuss their characteristics. I can name a selection of nutrients, their functions in the body and foods that provide the nutrients. I can recall that we can get the nutrients we need by having a healthy, varied diet, as shown by the Eatwell Guide. I can explain the role of the 'getting ready to cook steps' in ensuring food is hygienically prepared and safe to eat. I understand the purpose and features of advertisements. I know how to write a recipe. 	<p><i>Previous vocabulary will be revisited</i></p> <p>Nutrients Fibre Carbohydrates Protein Vitamins Minerals</p> <p>Advertisements</p>	<ul style="list-style-type: none"> I can use guidelines to identify foods that are high or low in fat, salt and sugars. I can perform food skills safely and as instructed to make a spring roll (e.g. peel, grate, cut using the bridge hold and fork secure/claw grip). I can make my own 'on the go' product according to my plan.
		<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> I can read and interpret nutrition information labels. I can analyse a selection of products and express my opinions about ingredients using sensory vocabulary. I can research an 'on the go' product and how it is made. I can evaluate my 'on the go' product against my design criteria.
<p>Prior Learning- What should they already know?</p>		
<p>Children in year 5 are taught to:</p> <ul style="list-style-type: none"> Identify design criteria for a salad based around the requirements of an individual and purpose. Apply their knowledge, experience and research findings to design a dish which meets their design criteria. <ul style="list-style-type: none"> Communicate their dish to others through notes and sketches. Select the correct equipment for different food preparation tasks. Evaluate their dish against the design criteria and feedback from others. 		