

Food: EYFS and Years 1, 2, 3, 4, 5 and 6

<p>Designing</p> <p>Taste some fruit and vegetables</p> <p>Say which fruit and vegetables they like. It could be based on taste or colour.</p> <p>Having the opportunity to draw, paint and print with some fruit and vegetables and understand what colours they are.</p> <p>Being able to name some fruit and vegetables.</p>	<p>Making</p> <p>To use a child's knife or mash-er to cut/mash soft fruit like a banana, slices of a mango or boiled potatoes.</p> <p>To choose their favourite fruit or vegetables and combine them with another ingredient.</p> <p>With help where necessary mix two ingredients to make a simple food combination.</p>	<p>Evaluating</p> <p>Taste the food and decide if they like it.</p> <p>Tell another person what they did to make the combination.</p>	<p>Technical Knowledge, vocabulary and understanding</p> <p>Some fruit and vegetable names, knife, soft, sweet, sticky, hard, skin, seed, core, cut, mash, taste, mix</p> <p>Acquired skills:</p> <p>Know some fruit and vegetables</p> <p>Wash hands before preparing food have clean surfaces and use clean utensils.</p> <p>Cut, mash and mix some soft vegetables and/or fruit.</p>	
<p>Prior knowledge</p> <p>Knowledge of common fruit and vegetables</p> <p>Experience of cutting some soft fruit and vegetables with simple utensils.</p> <p>Exploration of some common fruit and vegetables- taste and smell.</p>	<p>Designing</p> <p>Investigate a wide variety of fruit and vegetables to help generate ideas and understand that they are plant based foods.</p> <p>Design appealing products for a particular user based on simple design criteria.</p> <p>Communicate these ideas through talk and drawings.</p>	<p>Making</p> <p>Name and use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon.</p> <p>Select from a small range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>With help prepare a range of healthy dishes and drinks safely and hygienically.</p>	<p>Evaluating</p> <p>Taste the food and decide if someone else would like to eat their product.</p> <p>Think about if they wasted a lot of food when they prepared it.</p> <p>Say what they might change their food product.</p>	<p>Technical Knowledge, vocabulary and understanding</p> <p>fruit and vegetable names, knife, chopping board, soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, cutting, healthy diet, choosing, ingredients, planning, tasting, design,</p> <p>Acquired skills:</p> <p>Recognise the importance of preparing and cooking food safely and hygienically, e.g. handwashing, cleaning up regularly, keep work surfaces clean.</p> <p>... be able to get ready to cook, e.g. tie back long hair, wash hands, wear an apron.</p> <p>... be aware that food purchased or cooked needs to be stored in different ways to keep it safe, e.g. fridge, freezer.</p>
<p>Prior knowledge</p> <p>Knowledge of a wider variety of fruit and vegetables.</p> <p>Experience cutting a variety of fruit and vegetables.</p> <p>Explored a wider variety of fruit and vegetables- taste, appearance, smell and texture.</p>	<p>Designing</p> <p>Investigate a wide variety of fruit and vegetables to help generate ideas. And begin to understand if the food is grown in our country or elsewhere.</p> <p>Design appealing products for a particular user based on their investigation.</p> <p>Communicate these ideas through talk and labelled drawings.</p> <p>Understand that some people may have allergies to their chosen foods.</p> <p>Make changes to their idea if they need to.</p>	<p>Making</p> <p>use a range of food preparation skills with supervision, e.g. peeling, slicing, mixing, scooping, grating, spreading.</p> <p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>With help prepare a range of healthy dishes and drinks safely and hygienically.</p> <p>Avoid wasting food during preparation.</p>	<p>Evaluating</p> <p>Taste and evaluate the food to determine if their food will appeal to others.</p> <p>Evaluate their food against what they intended to make.</p> <p>Discuss what they like and dislike about their food.</p> <p>Say how they might change their food next time. Could they waste less or use a different ingredient?</p>	<p>Technical Knowledge, vocabulary and understanding</p> <p>fruit and vegetable names, kebab, knife, peelers, graters, juicers, skewers, jugs, chopping board, soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, pith, seed, pip, core, slicing, cutting, peeling, squeezing, healthy diet, choosing, investigating, arranging, ingredients, planning, tasting, design,</p> <p>Acquired skills:</p> <p>.Be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in the eatwell guide.</p> <p>.Know that some people eat or avoid certain foods for different reasons, e.g. due to allergy/intolerance, religion.</p> <p>.Be aware that some foods have labels which provide information to help when making a choice.</p> <p>.recognise the importance of preparing and cooking food safely and hygienically, e.g. handwashing, cleaning up regularly, keep work surfaces clean.</p> <p>Be aware that food needs to be stored in different ways to keep it safe, e.g. fridge, freezer.</p>
<p>Prior knowledge</p> <p>Know some ways to prepare ingredients safely and hygienically.</p> <p>Have some basic knowledge and understanding about healthy eating and The Eatwell Plate.</p> <p>Have used some equipment and utensils and prepared and combined ingredients to make a product.</p>	<p>Designing</p> <p>Generate and clarify ideas through discussion with peers and adults to develop design criteria.</p> <p>Ideas should consider appearance and taste for an appealing product.</p> <p>Use annotated sketches and a short written explanation on how the food will be made.</p> <p>Designs should consider the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.</p>	<p>Making</p> <p>Plan the main stages of a recipe, listing ingredients.</p> <p>Select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>Avoid food waste.</p> <p>With some adult help, store, prepare and cook a variety of predominantly savoury dishes safely and hygienically.</p>	<p>Evaluating</p> <p>Evaluate the ongoing work and the final product with reference to the views of others.</p> <p>Consider how to improve the design by changing some of the ingredients.</p>	<p>Technical Knowledge, vocabulary and understanding</p> <p>knife, peelers, graters, juicers, skewers, jugs, chopping board, soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, spicy, hard flesh, skin, pith, seed, pip, core, slicing, cutting, peeling, squeezing, healthy diet, choosing, investigating, arranging, ingredients, planning, tasting, design, appearance, smell, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, healthy/ varied diet, design criteria, purpose, user, annotated sketch.</p> <p>Acquired skills:</p> <p>.Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>.Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p>

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<p><u>Prior knowledge</u></p> <p>.Know some ways to prepare ingredients safely and hygienically. .Have some basic knowledge and understanding about healthy eating and The eatwell plate. .Have used some equipment and utensils and prepared and combined ingredients to make a product.</p>	<p><u>Designing</u></p> <p>.Generate and clarify ideas through discussion with peers to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. .Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. .incorporate knowledge that a variety of food is needed in the diet because different foods provide different substances required for our health, namely nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre.</p>	<p><u>Making</u></p> <p>Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Where necessary, read and make use of the main information on food and drink labels. Actively minimise food waste, be aware of portion sizes. know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically</p>	<p><u>Evaluating</u></p> <p>Evaluate the on-going work and the final product with reference to the design criteria and the views of others. Consider how to improve the design by changing ingredients. Consider seasonal</p>	<p><u>Technical Knowledge, vocabulary and understanding</u></p> <p>knife, peelers, graters, juicers, skewers, jugs, chopping board, smooth, sharp, crisp, sour, hard flesh, skin, slicing, cutting, peeling, squeezing, healthy diet, choosing, investigating, arranging, ingredients, planning, tasting, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, design criteria, purpose, user, annotated sketch, sensory evaluations.</p> <p><u>Acquired skills:</u></p> <p>.Know how to use appropriate equipment and utensils to prepare and combine food. .Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. .Be aware that advertising can influence what they choose to eat. . Name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity.</p>
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<p><u>Prior knowledge</u></p> <p>. Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet . Be aware that advertising can influence what they choose to eat. . Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.</p>	<p><u>Designing</u></p> <p>.Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. . Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables and questionnaire responses. . Explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peer-pressure.</p>	<p><u>Making</u></p> <p>Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading. Understand the use of date-marks on food and drink labels. Make, decorate and present the food product appropriately for the intended user and purpose. Know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically.</p>	<p><u>Evaluating</u></p> <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Consider how to improve the design by changing ingredients considering costs, seasonality and culture.</p>	<p><u>Technical Knowledge, vocabulary and understanding</u></p> <p>peelers, graters, juicers, skewers, smooth, sharp, crisp, sour, hard flesh, skin, choosing, ingredients, texture, taste, appearance, smell, preference, greasy, moist, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, design criteria, purpose, user, annotated sketch, sensory evaluations. dough, bran, flour, wholemeal, unleavened, baking soda, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, dairy, allergy, intolerance, savoury, source, seasonality</p> <p><u>Acquired skills:</u></p> <p>Name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity.</p> <p>Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.</p> <p>Begin to understand that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat.</p>
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<p><u>Prior knowledge</u></p> <p>. Be aware that advertising can influence what they choose to eat. . Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading. .Know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat.</p>	<p><u>Designing</u></p> <p>.Generate innovative ideas through research and discussion with peers to develop a design brief and criteria for a design specification. . Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts and questionnaire responses. .Be aware that it is important to choose an appropriate portion size for their needs. . Explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peer-pressure.</p>	<p><u>Making</u></p> <p>Write a step-by-step recipe, including a list of ingredients, equipment and utensils and a method using appropriate vocabulary. Use appropriate utensils and equipment accurately to measure, combine and heat/cook appropriate ingredients. Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading and heating/cooking Understand the use of date-marks on food and drink labels and know that food and drinks provide energy and in different amounts. Make, decorate and present the food product with increasing confidence for the intended user and purpose. Know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically. Actively minimise food waste, be aware of portion sizes, compost fruit and vegetables and recycle food packaging.</p>	<p><u>Evaluating</u></p> <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements using appropriate vocabulary when doing so. Consider how to improve the design by changing ingredients considering costs, seasonality, culture and knowledge of some food intolerances.</p>	<p><u>Technical Knowledge, vocabulary and understanding</u></p> <p>peelers, graters, juicers, skewers, smooth, sharp, crisp, sour, hard flesh, skin, choosing, ingredients, texture, taste, appearance, smell, preference, greasy, moist, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet, design criteria, purpose, user, annotated sketch, sensory evaluations. dough, bran, flour, wholemeal, unleavened, baking soda, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, yeast, proving, rise, fold, rub in, whisk, beat, gluten, lactose</p> <p><u>Acquired skills:</u></p> <p>Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading, beating, rubbing in, whisking, proving.</p> <p>Name, taste and prepare a broader range of ingredients and healthy recipes, reflecting cultural diversity.</p> <p>Have a better understanding that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat.</p> <p>Know how to actively minimise food waste, be aware of portion sizes, compost fruit and vegetables and recycle food packaging.</p>
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