## food: EYFS and Years 1.2. 3.4 .5 and 6

<u>food: EYFS and</u>	<u>16aff 1,2, 3,*</u>	<u>, , , aug</u>	<u> </u>						
Designing		Making			E	Evaluat	ing	Tech	nical Knowledge, vocabulary and
Taste some fruit and vegeta-		To use a child's knife or mash-							rstanding
bles		er to cut/mash soft fruit							e fruit and vegetable names, knife,
		like a banana, slices of a							, sweet, sticky, hard, skin, seed,
Say which fruit and vegetables		mango or boiled potatoes.					hey like it.	core	, cut, mash, taste. mix
they like. It could be based						•	,		lired skills:
on taste or colour.		To choose their favourite				Tell	another	<u>//eqc</u>	
		fruit or vegetables and					erson	K	now some fruit and vegetables
Having the apparturity to draw		combine them with another			n		hat they	N	now some in and vegerables
Having the opportunity to draw,					51		lid to make		
paint and print with some		ingredient.						14	Vade bounda bofore proportion food
fruit and vegetables and un-		With help where recorders				the combi-		v	Vash hands before preparing food
derstand what colours they		With help where necessary				nation.			have clean surfaces and use clean
are.		mix two ingredients to			7				utensils.
	<b>c</b>	make a simple food combi-						~	
Being able to na		nc	ation.		<	EYFS Z		C	ut, mash and mix some soft vegeta-
and vegetabl	es.				<u> </u>				bles and/or fruit.
Prior knowledge	Designing	Making			ł	Evaluating		Te	chnical Knowledge, vocabulary and
Knowledge of	Investigate of	a wide Name		he and use a rand	ge	Ta	ste the food	un	derstanding
common	variety of			of basic tools sa			and decide		uit and vegetable names, knife, chop-
fruit and	and veget			y, e.g. small knif			if someone	pir	ng board, soft, juicy, crunchy, sweet,
vegetables	to help ge			- ,	else would		sti	cky, smooth, sharp, crisp, sour,	
90 . 40 . 00	ideas and			neasuring spoon.		like to eat			rd flesh, skin, seed, pip, core, slicing,
Experience of	stand tha		'		•	their prod-			tting, healthy diet, choosing, ingredi-
cutting	are plant		رام ک	ect from a small		uct.			ts, planning, tasting, design,
some soft	foods.								quired skills:
fruit and	10005.		range of fruit and			Think about if		<u>^c</u>	Recognise the importance of pre-
	Decien enner	line	vegetables accord						
vegetables	Design appea						they wast-		paring and cooking food safely
with simple	products					ed a lot of			and hygienically, e.g. handwash-
utensils.	particular				food when			ing, cleaning up regularly, keep	
	based on			en	they pre-			work surfaces clean.	
Exploration of	design cri	iteria. product.			pared it.			be able to get ready to cook, e.g.	
some com-	<b>–</b>				Carrie 11			tie back long hair, wash hands,	
mon fruit	•		e these With help prepare a			50	y what they		wear an apron.
and vegeta-	ideas thre				,	might			be aware that food purchased or
	bles-taste talk and d		draw-			change			cooked needs to be stored in
and smell. ings.		Safely and hygieni-			ni-	their food			different ways to keep it safe,
		Z cally.				product.			e.g. fridge, freezer.
During Ity and a start	Nadianina	<u> </u>			Engli			Task	
	Designing Tructicate a wid		<u>Making</u>	names of food		<u>lating</u>	nd evaluate	stan	nical Knowledge, vocabulary and under-
Knowledge of a wider varie-	Investigate a wic ety of fruit c			range of food eparation skills			ood to de-		and vegetable names, kebab, knife, peel-
ty of fruit	etables to he	elp gen-		th supervision,					graters, juicers, skewers, jugs, chopping
and vegeta-	erate ideas.					termine if their food will appeal		boar	d, soft, juicy, crunchy, sweet, sticky,
bles.	begin to unde				to others.			oth, sharp, crisp, sour, hard flesh, skin,	
	if the food is				to office 3.			seed, pip, core, slicing, cutting, peeling,	
Experience cut-	in our countr	y or			F	Evaluate their food			ezing, healthy diet, choosing, investigating,
ting a varie-	elsewhere.	Select from a range of			-	against what			nging, ingredients, planning, tasting, design, Jired skills:
ty of fruit and vegeta- Design appealing		prod- fruit and vegeta-				they intended to			ware that we all need a balanced and var-
bles.						make.		ied c	liet to grow, be active and maintain health,
	user based o							and t	that we need to eat more of some foods
Explored a wid-						Discuss what they			others, e.g. as depicted in the eatwell
er variety		to create a chosen			like and dislike		guide		
of fruit and	Communicate the					about their food.			w that some people eat or avoid certain s for different reasons, e.g. due to aller-
vegetables-	as through to labelled draw								ntolerance, religion.
taste, ap- pearance,	Indened draw	ings.	gs. With help prepare a range of healthy			Say how they might			ware that some foods have labels which
smell and	Understand that	some	dishes and drinks			change their			ide information to help when making a
texture.	people may h		safely and hygieni-			food next time.		choid	ce.
	lergies to the		са	lly.			they waste		ognise the importance of preparing and
	sen foods.					-	or use a dif-		ing food safely and hygienically, e.g. hand- ling, cleaning up regularly, keep work sur-
	Males shows a to		Avoid wasting food			ferent ingredi-			s clean.
Make changes to					ママン	ent?			ware that food needs to be stored in dif-
	idea if they r	пееа то.		Σr		5			nt ways to keep it safe, e.g. fridge, freez-
				5		7		er.	
Prior knowledge	Designing			Making			Evaluating		Technical Knowledge, vocabulary
		and clar	vify		in eta	nes	<u>evaluaring</u>		and understanding
					Plan the main sta of a recipe, lis				
dients safely		eas through discu							knife, peelers, graters, juicers, skewers, jugs, chopping board,
and hygienic		sion with peers and adults to develop de		ingredients. Select and use		ongoing wor			soft, juicy, crunchy, sweet, sticky,
		JUUEVE	UD UE-			1010-	and the life		AND THE CHURCHY SWEET SHEKY

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.

adults to develop design criteria. Ideas should consider appearance and taste for an appealing product. Use annotated sketches and a short written explanation on how the food will be made. Designs should consider the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.

Select and use appropriate utensils and equipment to prepare and combine ingredients. Avoid food waste. With some adult help, store, prepare and cook a variety of predominantly savoury dishes safely and hygienically.

and the final product with reference to the views of others.

Consider how to improve the design by changing some of the ingredients.

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, ap-pearance, smell, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, healthy/ varied diet, design criteria, purpose, user, annotated sketch. Acquired skills: 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.

## food: EYFS and Years 1.2. 3.4.5 and 6

<u>Prior knowledge</u>			<u>Making</u>	<u>Evaluating</u>		Technical Knowledge, vocabulary and under-			
.Know some ways	.Generate and clarify ideas through discussion with pe	Plan the main stages ipe, listing ingred	Evaluate the on- going work		<u>standing</u> knife, peelers, graters, juicers, skewers,				
to prepare in-	develop design criteria including		utensils and equipment.		and the final		jugs, chopping board, smooth, sharp, crisp,		
gredients safely	appearance, taste, texture and		Select and use appro	product with		sour, hard flesh, skin, slicing, cutting, peel-			
and hygienically. Have some	aroma for an appealing product for a particular user and purpose.		utensils and equipment to prepare and combine in-		reference to the design		ing, squeezing, healthy diet, choosing, inves-		
pasic knowledge	.Use annotated sketches a	nd ap-	gredients.	criteria and		tigating, arranging, ingredients, planning,			
and understand-	propriate information and		Select from a range	the views of		tasting, texture, taste, sweet, sour, hot,			
ing about	munication technology, suc	:h as	dients to make appropri-		others.		spicy, appearance, smell, preference, greasy		
healthy eating	web-based recipes, to devi and communicate ideas.	elop	ate food products, think- ing about sensory charac-		Consider hov		moist, cook, fresh, savoury, hygienic, edible		
and The eatwell plate.	incorporate knowledge the	nt a	teristics.	charac-	improve design by		grown, reared, caught, frozen, tinned, pro-		
.Have used some	variety of food is needed i		Where necessary, re	ad and			cessed, seasonal, harvested healthy/varied		
equipment and	diet because different foods		make use of the main in-		changing in gredi		diet , design criteria, purpose, user, annota		
utensils and pre-	provide different substand				Conside Yr4		ed sketch, sensory evaluations.		
pared and com- bined ingredi-	required for our health, no nutrients (carbohydrate, p				sea	~~~	Acquired skills:		
ents to make a	fat, vitamins and minerals)								
product.	and fibre.		know how to store, prepare				.Know how to use appropriate equipment and		
			and cook a variet				utensils to prepare and combine food. .Know about a range of fresh and processed		
			dominantly savou				ingredients appropriate for their product,		
			safely and hygien	ically			and whether they are grown, reared or		
						caught.			
							.Be aware that advertising can influence wh they choose to eat. . Name, taste and prepare a broad range of		
							ingredients and healthy recipes, reflecting		
							cultural diversity.		
Prior knowledge			<u>Evaluati</u>				nical Knowledge, vocabulary and understandi		
Have	. Generate innovative ide-	Wr	ite a step-by-step reci-		late the final	peelers, graters, juicers, skewers, smooth, sharp,			
knowledge and understanding	as through research and discussion with peers and		pe, including a list of ingredients, equipment		product with ref- erence back to the design brief		crisp, sour, hard flesh, skin, choosing, ingredients, texture, taste, appearance, smell, preference,		
about food hy-	adults to develop a de-		and utensils						
giene, nutrition,	sign brief and criteria	Se	ect and use appropriate	and design speci- fication, taking		greasy, moist, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasor al, harvested healthy/varied diet, design criteria,			
healthy eating	for a design specifica-		utensils and equipment						
and a varied di- et	tion. . Carry out sensory evalu-		accurately to measure and combine appropri-	into account the views of others					
. Be aware that	ations of a range of rele-		ate ingredients.	when identifying			ose, user, annotated sketch, sensory evalua-		
advertising can	vant products and ingre-	De	Demonstrate an increasing		improvements.		dough, bran, flour, wholemeal, unleavened,		
influence what	dients. Record the evalu-		range of food prepara-		Consider how to im-		g soda, herbs fat, sugar, carbohydrate, pro- vitamins, nutrients, nutrition, healthy, varied,		
they choose to	ations using tables and		tion skills, e.g. accurate	prove the design			, allergy, intolerance, savoury, source, season		
eat. . Be able to use	questionnaire responses. . Explore the factors in-		weighing and measuring, kneading.		by changing in- redients consid-	ality	, anergy, intolerance, savoury, source, season-		
appropriate	volved in food and drink	Un	derstand the use of date	ering costs, sea-		uniy			
equipment and	choice and how this may		-marks on food and		sonality and cul		ired skills:		
utensils, and	be influenced by availa-		drink labels.	1	ure.	Name	e, taste and prepare a broad range of ingredi-		
apply a range of	bility, season, need, cost,	Ma	ke, decorate and present			ents	and healthy recipes, reflecting cultural diver-		
techniques for measuring out,	minimal packaging, where the food is produced,		the food product appro- priately for the intend-		< Y15 3	sity.	and hearing recipes, reflecting current a diver-		
preparing and	culture, religion, allergy/		ed user and purpose.		5				
combining ingre-	intolerance and peer-	Kno	ow how to store, prepare		, in the second s		onstrate an increasing range of food prepara-		
dients.	pressure.		and cook a variety of				skills, e.g. accurate weighing and measuring,		
			predominantly savoury			knead	ding.		
			dishes safely and hy- gienically.		ventir		to understand that food safety means pre-		
							ng contamination, spoilage and decay when har		
							and storing food, so that it is safe to eat.		
Prior	Designing   Making					Technic			
knowledge	<u>Designing</u> . Generate innovative	Write	a step-by-step recipe,	<u>Evaluat</u> Eva	luate the final	eelers	al Knowledge, vocabulary and understanding, , graters, juicers, skewers, smooth, sharp,		
. Be aware that	ideas through re-	inc	luding a list of ingredi-		product with				
advertising can	search and discussion		s, equipment and utensils		reference +		aste, appearance, smell, preference, greasy		
influence what	with peers to develop		a method using appropri-		back to the		avoury, hygienic, edible, grown, reared, caual		
they choose to eat.	a design brief and criteria for a design		vocabulary. propriate utensils and		design brief and design		tinned, processed, seasonal, harvested		
. Demonstrate	specification.		lipment accurately to		specification,				
an increasing	. Carry out sensory	me	asure, combine and heat/		taking into				
range of food	evaluations of a		k appropriate ingredients.		account the				
preparation	range of relevant		strate an increasing range		views of oth-				

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.

preparation



products and ingrealents. 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

range of relevant

. 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 peerpressure. of food preparation skills, e.g. accurate weighing and measuring, kneading and heating/cooking Understand the use of datemarks on food and drink labels and know that food and drinks provide energy and in different amounts.

Demonstrate an increasing range

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.

ers wnen identifying improvements using appropriate vocabulary when doing so. Consider how to improve the design by changing in-gredients considering costs, seasonality, culture and knowledge of some food intolerances.

views of oth-

trition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, yeast, proving, rise, fold, rub in, whisk, beat, gluten, lactose

## Acquired skills:

Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading, beating, rubbing in, whisking, proving.

Name, taste and prepare a broader range of ingredients and healthy recipes, reflecting cultural diversity.

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.

Know how to actively minimise food waste, be aware of portion sizes, compost fruit and vegetables and recycle food packaging.