

Food Technology Curriculum at Launde

Intent

At Launde, we feel that the teaching of food and nutrition is of great importance and holds great relevance in current times. For this reason, children will study a food and nutrition unit in every Key Stage. By 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.

Our local area information states that obesity is a concern so we feel it is especially important at our school to ensure children are taught about healthy eating to encourage healthy lifestyle choices. We are aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing. Our curriculum aims to help the children understand that food and drinks provide energy in different amounts, know that a variety of food is needed in the diet, and that these provide nutrients. We aim for children to be aware that some people have different food requirements change through life and that some people eat or avoid certain foods (religion/intolerance) and aim to show respect and understanding to others through food preparation and choices.

Implementation

At Launde, we have developed a schemes of work that takes account of current educational thinking, best practice, national policies and statutory requirements.

We use DfE document 'Food teaching in primary schools: A framework of knowledge and skills' to help us create our curriculum. We have referred to the national curriculum programme of study, advice from professional associations (such as the Design and Technology Association), School Food Plan, Ofsted guidance, Public Health England and Food for Life information.

We ensure that the range of food, ingredients and recipes studied come from the major food groups and reflect the recommended guidelines for a healthy diet. We set out the progression of key skills and knowledge that will be taught in each year.

We have a dedicated food technology room that is fully equipped to managing practical food classes. When teaching, we set up safe food preparation and help our pupils ready to cook. We use the progression of skills to select and demonstrate appropriate teaching strategies during different stages of a practical lesson that are age appropriate. We use strategies such as spot demonstrations, individual support, group discussion review and tasting to help engage the children and develop their understanding. Our food technology room has a risk assessment completed each year



to ensure effective systems are in place as regards hygiene such as cleaning and safe storage of ingredients and cooked dishes, allergens and maintenance of equipment.

When teaching food, our teachers understand how children learn key concepts and skills, and use age/ability appropriate teaching strategies that engage, challenge and build confidence and independence. Our teachers are careful to choose ingredients, considering their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability). They teach the children the importance of eating together as a family and how to plan, prepare and cook simple dishes/menus safely and hygienically for a healthy, varied diet.

Where possible, we try to link in special events in the calendar year e.g Easter/Christmas, making cooking fun for the children. Cooking also links to other areas of the curriculum. Where possible cross-curricular links are made. We actively promote the benefits of a healthy diet and active lifestyle throughout their teaching as well as applying aspects of consumer awareness (food origin, food choice, food labelling). For example, in Year 3 the children make packaging for a nutrition bar, looking at consumer information, ingredients on packaging before making their biscuits.

Literacy is incorporated into lessons by the use of imperative verbs. In KS1 we learn the bossy words and act out the actions before a recipe. Older children also have the opportunity to record recipes and instructions in their own recipe books which can be taken home for children to make again. Maths is incorporated through weighing and measuring, which children are taught from Year 3. PSHE is also an important aspect of our lessons. Children learn to work together as a team, take turns and eat sociably together.

At Launde, we follow the National Curriculum.

In KS1 pupils should be taught:

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

At Key Stage 2 pupils should be taught:

- To understand and apply the principles of a healthy and varied diet
- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

We teach three skills - Designing, making and evaluating.

Impact

- Understand and apply the principles of nutrition and learn how to cook.
- Children will design and make a range of products.
- To develop respect for others' food choices and understand the reasons behind the choices



- To understand the different food groups and the importance of these
- Develop a critical understanding of its impact on daily life and the wider world.

Also refer to: <https://www.gov.uk/government/publications/food-teaching-in-primary-schools-knowledge-and-skills-framework>

Food Technology Skills Progression							
Skill	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Product	1. Fruit salad with berries 2. Milkshake	1. Vegetable soup 2. Easter biscuits (shortbread)	1. Smoothie 2. Jamaican dish	1. Scones 2. Garlic Pasta and veg	1. Christmas biscuits (gingerbread) with icing 2. Oat cakes with veg skewers	1. Rock cakes 2. Greek meal	1. Bread rolls 2. Cereal bars
Recipe	Follow instructions given one at a time by an adult Carry out instructions with support	Follow a simple recipe supported by an adult Carry out instructions with a little support	Follow a simple recipe supported by an adult Carry out instructions with a little support	Follow a simple recipe with guidance from an adult Carry out instructions independently	Follow a simple recipe with guidance from an adult Carry out instructions independently	Follow a simple recipe independently Carry out modifications to recipes	Follow a simple recipe independently Carry out modifications to recipes
Equipment	Potato masher Fork Peel by hand Rolling pin Mixing spoons Spoons Cups Butter knife cutters	Swivel peeler (with adult support) Whisk Measuring spoons Table knife Kitchen scissors (with adult support) Grater (with adult support) Grater (with adult support)	Juicer Whisk Measuring spoons Table knife Kitchen scissors (with adult support) Grater (with adult support)	Garlic press Swivel peeler (with adult supervision) Blender (with adult supervision) Measuring jug Digital scales Veg knife (with adult supervision) Grater (with adult support) With adult support and supervision – hob	Swivel peeler (with adult supervision) Blender (with adult supervision) Measuring jug Digital scales Veg knife (with adult supervision) Grater (with adult support) With adult support and supervision – toaster	Analogue scales Grater With adult supervision Kettle Grill Oven	Analogue scales Grater With adult supervision Kettle Grill Oven
Classify and sort Seasons Food groups	Sort fruit and vegetables by taste, shape, size, colour, texture. Sort foods into simple food groups e.g. vegetables, meat etc	Sort and classify food into food groups e.g. vegetables, pulses, cereal, dairy etc	Sort and classify an increasing range of food according to specific food groups e.g. carbohydrates, fats, etc	Gain an understanding of the ways in which specific food groups apply to the principles of a healthy and varied diet	Understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed	Talk about how the properties of certain foods can affect the final product	Understand the source, seasonality of a broad range of ingredients
Using food safely and hygienically	Safe use of equipment Taking turns	To know what happens when food is cooked or heated Work safely and hygienically	Know what needs to be done in order to work safely and hygienically	Identify what needs to be done in order to work safely and hygienically when working on a range of tasks	Give reasons for the need to work safely and hygienically	Know and understand the practise needed in terms of food hygiene and kitchen safety	Understand the principles of cleaning to prevent cross-contamination, chilling foods thoroughly and reheating food until steaming hot

Maths – weighing and measuring	Counting berries Using a spoon to measure e.g. dried herbs, dried fruit	Measure using different size measure in spoons e.g. liquids Refer to ingredients in simple fractions e.g. half, quarter	Measure using different size measure in spoons e.g. liquids Refer to ingredients in simple fractions e.g. half, quarter	Convert measure and weigh using standard and imperial units (links with maths) Use a measuring jug with support to obtain accuracy Use digital scales with support for accuracy	Understand the impact of changing proportions within a recipe and use knowledge of food and cooking to generate own recipes. Use a measuring jug with support to obtain accuracy Use digital scales with support for accuracy	Use a measuring jug independently and accurately Using digital scales and analogue scales accurately and independently	Use a measuring jug independently and accurately Using digital scales and analogue scales accurately and independently
Food changes	Talk about the changes that take place when food is chopped	Food alters shape and consistency when chopped and cooked	Food processing can affect the taste, appearance, texture and colour of food	Give reasons for the way in which food processing can affect the taste, appearance, texture and colour of food	Talk in scientific terms about the physical and chemical changes that take place when food is cooked e.g. heated and cooled.	Compare commercial and domestic processes for producing food e.g. bread	Understand application of heat, seasoning of dishes, combining ingredients
Healthy diet		Understand the everyone should eat at least five portions of fruit and vegetables every day	How to name and sort foods into the five food groups in the 'Eatwell plate'	That a healthy diet is made up from a variety and balance of different foods and drink, as depicted by the 'Eatwell plate'	That to be active and healthy, food and drink are needed to provide energy for the body	That a healthy diet is made up from a variety and balance of different foods and drink, as depicted by the 'Eatwell plate'	That different food and drink contain different substances- nutrient, water and fibre- that are needed for health Understand and apply the principles of nutrition and health including the implications of excess and deficiency
Techniques	Pull hull fruit, pick grapes from vine						
	Crush soft fruit with a potato masher or fork e.g. raspberries as a topping for yoghurt or for a fruit drink		Juice using a juicer to extract juice e.g. orange	Press using a garlic press			
	Peel by hand e.g. satsuma	Peel with a swivel peeler with adult support		Peel with a swivel peeler with supervision	Peel with a swivel peeler with supervision	Peel with a swivel peeler to create food ribbons to be used in a dish e.g. courgette, carrot ribbons with supervision	

			Spread soft ingredients e.g. hummus in Jamaican dish		Spread ingredients evenly over another food		Spread ingredients evenly over another food
	Shape foods by hand and with a rolling pin	Shape with accuracy for a desired effect e.g. basic bread roll Use a rolling pin		Shape and mould to create visually appealing products	Shape and mould to create visually appealing products		Shape and mould to create visually appealing products that fit a package
	Mix/stir to loosely combine ingredients Mash ingredients together with a fork	Mix/stir with increasing thoroughness to combine ingredients Whisk food using a fork Rub in fat to flour Knead dough	Mix/stir with increasing thoroughness to combine ingredients Whisk food using a fork	Mix/stir any ingredients thoroughly Whisk foods using a hand whisk	Mix/stir any ingredients thoroughly Whisk foods using a hand whisk	Mix/stir fold ingredients together	Mix/stir fold ingredients together
	Spoon ingredients between containers	Spoon ingredients into different containers with increasing accuracy and minimal spillage	Spoon ingredients into different containers with increasing accuracy and minimal spillage	Spoon Be able to use two spoons to transfer ingredients into different sized containers with minimal spillage e.g. liquid foods into baking cases	Spoon Be able to use two spoons to transfer ingredients into different sized containers with minimal spillage e.g. liquid foods into baking cases	Spoon Be able to gauge the quantities spooned to ensure an equal amount of ingredient in each container	Spoon Be able to gauge the quantities spooned to ensure an equal amount of ingredient in each container
	Cut out ingredients with a cutter e.g. dough	Cut out ingredients neatly with a cutter Use a table knife to cut dough in equal portions		Cut out placing a cutter in positions to make good of the material available and avoid waste	Cut out placing a cutter in positions to make good of the material available and avoid waste		
			Grate soft foods e.g. cheese, cucumber	Grate firmer foods e.g. carrots		Grate using a zesting part of a grater e.g. lemon, orange	Grate Use a nutmeg grater
	Tear fresh herbs	Snip fresh herbs	Snip spring onions	Snip with greater dexterity and control e.g. cabbage leaves			

		Sift flour in to a bowl				Sift flour in to a bowl	
			Tread soft foods onto cocktails sticks e.g. fruit kebab, strawberries, satsuma segments		Tread medium resistance foods onto kebab sticks e.g. mushrooms, courgettes	Tread higher resistance foods onto kebab sticks e.g. pepper, onion	
	Cut soft fruits with a butter knife e.g. banana, canned peach slices		Cut low resistance foods with a fable knife in to equal sizes pieces/slices e.g. canned pineapple slices, sticks of pepper, mushrooms Use a fork to secure foods	Cut medium resistance foods with a veg knife e.g. cucumber Use a fork or claw grip to secure foods Medium resistant or partially prepared foods using a bridge hold e.g. cut half a tomato into a quarter, halve a canned potatoes, halve large grapes	Cut medium resistance foods with a veg knife e.g. cucumber Use a fork or claw grip to secure foods Medium resistant or partially prepared foods using a bridge hold e.g. cut half a tomato into a quarter, halve a canned potatoes, halve large grapes	Cut higher resistance food with a veg 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	

Note:

This chart provides guidance regarding the food skills that most children should be able to undertake at a given age and the equipment they should be able to use. The skills build progressively and children should be able to undertake the skills in previous columns as well as those in the column within which they are working. The ages used are given for the purpose of organising the skills and should not be followed slavishly. Focus should be on the progression of skills. If you find that the children you teach are able to do more or less than the chart indicates for their age, look to the previous or next column and work from that point.

Remember:

Children's hands are smaller than adults. Use smaller sized equipment, e.g. knives and kitchen scissors. Use smaller ingredients to help children master techniques and gain confidence, e.g. small sized apples, peppers, or use softer ingredients.