



Coleshill Church of England Primary School

Progression of Skills in Design & Technology – Cooking & Nutrition

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

National Curriculum			
KS1		KS2	
<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. 		<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	
	Overview	Skills	
Reception	They know about similarities and differences between themselves and others, and among families, communities and traditions.	Explore tasting different food.	
Year 1 – Tokyo	<u>Fruit and Vegetables</u> Children learn how to identify fruits and vegetables and then design and make a salad?	Design	To design a fruit salad
		Make	Chopping fruit and vegetables safely to make a smoothie. Identifying if a food is a fruit or vegetable. Learning where and how fruits and vegetables grow.
		Evaluate	Tasting and evaluation different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging.
		Technological Knowledge	Understand the difference between fruit and vegetables. Describe the difference between fruit and vegetables. Describing and grouping fruits by texture and taste.
Year 2 – Tokyo	<u>A balanced diet.</u> Pupils explore what makes a balanced	Design	Design a healthy ____ based on the food combination which work well together.

	diet and taste test combinations of different food groups.	Make	Slicing food safely using the bridge/claw grip. Constructing a <u>wrap</u> that meets a design brief.
		Evaluate	Describe 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. Evaluate which grip was most effective.
		Technological Knowledge	Understand what makes a balanced diet. Knowing where to find the nutritional information on packaging Know the five food groups.
Year 3 - Tokyo	<u>Eating seasonally</u> Pupils learn about seasonality and how the climate a food is grown in can alter the way it tastes and make skewers? using seasonal ingredients	Design	Create a healthy and nutritious recipe for a ____ using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.
		Make	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 Suggest points for improvement when making a ____
		Evaluate	Establish and use design criteria to help test and review dishes Describe benefits of seasonal fruits and vegetables and the impact on the environment. Suggesting points for improvement when making a seasonal dish.
		Technological Knowledge	Learning that climate affects food growth Working with equipment safely and hygienically Learning that imported foods travel from far away and this can negatively impact the environment Learn that fruit and veg grow in certain seasons Learn that each fruit and vegetable gives us nutritional benefits Learning to use, store and clean a knife safely
Year 4 – The World's Kitchen	<u>Adapting a recipe</u> Pupils adapt a recipe by adding or altering the ingredients and then create final design that falls within a set budget and design brief.	Design	Design a _____. Draw upon previous taste testing, design a recipe within a given budget.
		Make	Follow a baking recipe. Cooking safely, following basic hygiene rules. Adapting a recipe.
		Evaluate	Evaluate a recipe, considering taste, texture, and appearance. Describe the impact of budget on selection of ingredients. Evaluate and compare a range of products. Suggest modifications.

		Technological Knowledge	Understand the impact of the cost and importance of budgeting while planning ingredients Understanding the environmental impact on future product and cost of production
Year 5 - Tokyo	<p><u>What could be healthier?</u></p> <p>Adapt a ____ recipe by adding or altering ingredients and learn about the ethical and hygienic issues of food</p>	Design	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 relevant changes to ingredients.
		Make	Cutting and preparing vegetables safely. Using equipment safely incl knives, hot pans and hobs Knowing how to avoid cross contamination Follow step by step method to create a recipe
		Evaluate	Identify the nutritional differences between products and recipes. Identify and describe healthy benefits of food groups.
		Technological Knowledge	Understand where food comes from - learning that beef is from cattle and how beef is reared and processed Understanding what constitutes a balanced diet Learning to adapt a recipe to make it healthier Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option.
Year 6 - Tokyo	<p><u>Come Dine with me</u></p> <p>In groups, children research and prepare a meal that will be taste tested and scored as well as researching the journey of their main ingredient from 'farm to fork'.</p>	Design	Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken
		Make	Following a recipe incl. using correct quantities of each ingredient. Adapt a recipe based on research. Working to a given timescale. Working safely and hygienically with independence.
		Evaluate	Evaluate a recipe considering taste, texture and origin of the food group. Taste testing and scoring final products. Suggesting writing up points of improvements in productions. Evaluate health and safety in production to minimise cross contamination.
		Technological Knowledge	Learning how to research a recipe by ingredient Recording the relevant ingredients and equipment needed for a recipe Understanding that combinations of food that will complement on another Understanding where food comes from, describing the process of 'farm to fork' for a given ingredient