

FOOD TECHNOLOGY

at Roydon Primary School



Objectives from the National Curriculum:

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. 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.

<p>EYFS: Early Learning Goals can be found by clicking here</p> <p>The Early Learning Goal is Health and Self-Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Moving and Handling: Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Key Stage 1: Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 	<p>Key Stage 2: Pupils should be taught to:</p> <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.
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Progression of Skills:

Reception/Year 1	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Knowledge			
<ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and touch. (Y1) • Group familiar food products e.g. fruit and vegetables. (Y1) • Know how to work safely and hygienically. (Y1) • Understand the need for a variety of foods in the diet. (Y1) 	<ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and touch. (Y1) • Group familiar food products e.g. fruit and vegetables. (Y1) • Know how to work safely and hygienically. (Y1) • Understand the need for a variety of foods in the diet. (Y1) • Measure and weigh food items - non-statutory measures e.g. spoons, cups. (2) 	<ul style="list-style-type: none"> • Develop sensory vocabulary/knowledge using taste, smell, texture and touch. (Y3) • Follow instructions. (Y3) • Make healthy eating choices from an understanding of a balanced diet. (Y3) • Work safely and hygienically. (Y3) • Analyse the taste, texture, smell and appearance of a range of food. (Y4) 	<ul style="list-style-type: none"> • Prepare food products taking into account the properties of ingredients and sensory characteristics. (Y5) • Select and prepare foods for a purpose. (Y5) • Taste a range of ingredients/food items to develop a sensory food vocabulary for use when designing. (Y5) • Work safely and hygienically. (Y6) • Show an awareness of a healthy diet from an understanding of a balanced diet. (Y6)



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Skills (taken from 'Food teaching in primary schools: a framework of knowledge and skills' – PHE)			
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, banana	Peel: with a swivel peeler with adult support	Peel: with a swivel peeler with supervision	Peel: with a swivel peeler with supervision to create food ribbons to be used in a dish, e.g. courgette, carrot ribbons
	Spread: soft ingredients, e.g. hummus	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 bead roll	Shape and mould: to create visually appealing products, e.g. mini cottage loaf or plait, wrap	
Mix/stir: to combine ingredients loosely mash ingredients together with a fork	Mix/stir: with increasing thoroughness to combine ingredients whisk foods using a fork rub fat into flour knead dough	Mix/stir: any ingredients thoroughly whisk foods using a hand-whisk	Mix/stir: fold ingredients together carefully
Spoon: ingredients from one container to another	Spoon: ingredients into different containers with increasing accuracy and minimal spillage	Spoon: be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage, e.g. liquid foods into baking cases (muffin mixture)	Spoon: be able to gauge the quantities spooned to ensure an equal amount of ingredient in each container
Measure: using a spoon, e.g. dried herbs, dried fruit count ingredients	Measure: using different size measuring spoons, e.g. liquids refer to ingredients in simple fractions, e.g. half, quarter	Measure: using a measuring jug with support to obtain accuracy using digital scales with support to gain accuracy	Measure: using a measuring jug independently and accurately using digital and analogue scales independently and accurately
Cut out: ingredients with a cutter, e.g. dough for scones	Cut out: ingredients neatly with a cutter use a table knife to cut dough in equal portions, e.g. cheese straws	Cut out: placing the cutter in positions to make good use of the material available and avoid waste	

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	Grate: soft foods, e.g. cheese, apple	Grate: firmer foods, e.g. carrots	Grate: using the zesting part of a grater, e.g. lemon, orange using a nutmeg grater
Tear: fresh herbs	Snip: fresh herbs, spring onions	Snip: with greater dexterity and control, e.g. to shred lettuce or cabbage leaves for a salad	
	Sift: flour into a bowl		
	Thread: soft foods onto cocktail sticks, e.g. fruit kebabs – strawberries, satsuma segments	Thread: medium resistance foods onto kebab sticks, e.g. mushrooms, courgettes	Thread: higher resistance foods onto kebab sticks, e.g. peppers, onions
Cut: soft foods with a butter knife, e.g. banana, canned peach slices	Cut: low resistance foods into equal pieces/slices with a table knife, e.g. canned pineapple slices, sticks of pepper, mushrooms use a fork to secure foods	Cut: medium resistance foods with a vegetable knife, e.g. cucumber use a fork or the claw grip to secure foods medium resistance or partly-prepared foods using a bridge hold, e.g. cut half a tomato into quarters, halve large grapes	Cut: higher resistance food with a vegetable knife, using the claw grip, e.g. celery, carrots higher resistance foods from whole using the bridge hold, e.g. halve and apple or raw potato
		Heating: using a toaster using the hob	Heating: boiling a kettle using the grill using an oven
Follow: instructions given by an adult one at a time	Follow: a simple recipe supported by an adult	Follow: a simple recipe with guidance from an adult	Follow: a simple recipe independently