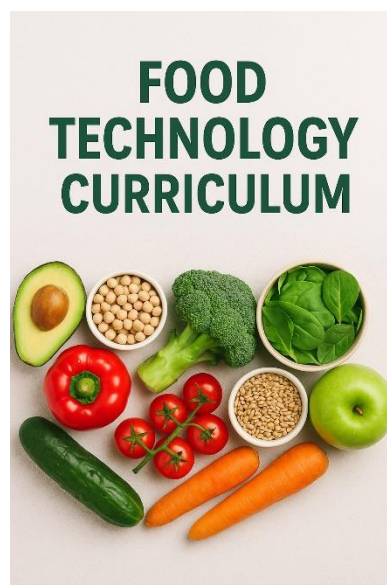




Welton St Mary's Church of England Primary Academy



## Food Technology Curriculum

*Together we care, learn and thrive*



### **Food Technology Curriculum Intent:**



‘No one is born a great cook, one learns by doing’ – Julia Child

Food is an essential part of all our lives and our Food Technology curriculum lays the foundations for pupils to enjoy a happy and healthy relationship with food and cookery. The focus is very much on ‘doing’; growing, handling, preparing, cooking, sharing and tasting a wide variety of different ingredients and dishes. The interactive curriculum aims to give every pupil the chance to shine, and to have fun whilst learning essential life skills. Pupils will not only have a good understanding of the journey their food takes from farm to fork, but the role that a healthy, balanced and varied diet plays in their physical and mental wellbeing. Food is not just about surviving; it is about thriving.



- **Inclusive** 
- **Value each person** 
- **All to flourish** 
- **Strive for excellence** 
- **Rooted in God's love** 
- **Agents of positive change** 



# Food Technology Overview




	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Foundation Stage overview					<b>Exploring food and flavour through our senses</b> 	<b>Exploring food and flavour through our senses</b> 
Key skills					Celebrating Diwali Likes and dislikes Describe using senses	<ul style="list-style-type: none"> <li>Recap on senses, introduce the 5 main tastes.</li> <li>Introduce food hygiene and safety.</li> <li>Introduce knife and fork skills.</li> <li>Introduce tidying and cleaning up.</li> <li>Introduce the importance of breakfast and what different foods provide our bodies.</li> <li>Encourage tasting of new foods through 'tasting time' sessions, 4 step tasting and 'foods I have tried' checklist.</li> <li>Explore a large variety of vegetables, introduce seasonality and food preservation techniques.</li> <li>Explore different grains.</li> <li>Explore different beans.</li> <li>Explore eggs.</li> </ul>
What we will make					This is done in class as part of classwork and delivered by the class teacher	<ul style="list-style-type: none"> <li>Fruit salad.</li> <li>Cheesy rice</li> <li>Breakfast pots (fresh fruit, dried fruit, yoghurt and toasted oats) – try and take home.</li> <li>Homemade baked beans – try and take home.</li> <li>Egg and tomato muffins (tomatoes in season)– try.</li> </ul>



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1 Overview					<b>Exploring food and flavour through our senses</b> 	<b>Plants</b> 
Key skills					<ul style="list-style-type: none"> <li>Recap on senses, tastes, food hygiene and safety.</li> <li>Progress knife skills – introduce bridge, claw, fork secure and when you do not need a knife.</li> <li>Introduce mixing, kneading, rolling, weights and measures.</li> <li>Progress cleaning and tidying up.</li> <li>Recap what different foods provide our body and introduce the eat well guide.</li> <li>Continue to encourage tasting of new foods through ‘tasting time’ sessions, 4 step tasting and ‘foods I have tried’ checklist.</li> <li>Explore a large variety of vegetables, fruits and herbs – progress their understanding of seasonality, food preservation, what grows in different parts of the UK and here in Lincolnshire.</li> <li>Explore different dairy products from different sources – cow, sheep, goat and buffalo, soya and other alternatives.</li> <li>Explore bread – talk about different breads, yeast, unleavened bread and GF alternatives.</li> </ul> <p>Introduce food intolerances and food allergies.</p>	<ul style="list-style-type: none"> <li>Understand that some foods come from plants</li> </ul>
What we will make					<ul style="list-style-type: none"> <li>Plan and make a healthy picnic (in class and delivered by class teacher )</li> <li>Vegetable sticks and fruit kebabs – try.</li> <li>Homemade dips</li> <li>Salad and dressing – try and take home.</li> <li>Homemade tortillas – try and take home.</li> </ul>	<ul style="list-style-type: none"> <li>This is done in class as part of classwork during science. Children should know that plants can be grown for a variety of purposes including for food. Delivered by the class teacher.</li> </ul>

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
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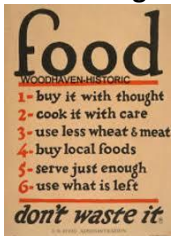

Year 2 overview				<b>The importance of Breakfast</b> 	<b>Potatoes!</b> 	
Key skills				<ul style="list-style-type: none"> <li>Recap on food hygiene and safety.</li> <li>Recap the eat well guide and introduce which foods fit into which category.</li> <li>Continue to encourage tasting of new foods through 'tasting time' sessions, 4 step tasting and 'foods I have tried' checklist.</li> <li>Practise knife skills – bridge, claw and fork secure.</li> <li>Progress weights and measures.</li> <li>Progress mixing.</li> <li>Introduce peeling and grating.</li> <li>Introduce hot cookery – stirring and adding ingredients.</li> <li>Practise cleaning and tidying up.</li> <li>Explore a large variety of vegetables, fruits and herbs – practise which foods are in season when, and where they are grown in the country and county.</li> <li>Explore different meat and meat products. Explore different fish and seafood.</li> </ul>	<ul style="list-style-type: none"> <li>Plant in March and watch them grow Find out about producing potatoes in Lincolnshire</li> </ul>	
What we will make				<ul style="list-style-type: none"> <li>Breakfast muffins</li> <li>Fruit triangles – try and take home.</li> <li>Breakfast bars</li> </ul>	<p>This is done in class as part of classwork and delivered by the class teacher.</p> <p>Make potato salad – led by JW</p>	

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 3 overview	<b>Outdoor cooking</b> 		<b>The need for a balanced diet</b> 			
Key skills	<ul style="list-style-type: none"> <li>• How to light a fire.</li> <li>• Safety for cooking outdoors.</li> </ul>		<ul style="list-style-type: none"> <li>• Recap on food hygiene and safety.</li> <li>• Progress the eat well guide and recognising which foods fit into which category. Introduce 'how to balance the meal' game, including portion size.</li> <li>• Introduce reading information on food labels.</li> <li>• Continue to encourage tasting of new foods through 'foods I have tried' checklist.</li> <li>• Practise knife skills – bridge, claw and fork secure.</li> <li>• Practise weights and measures.</li> <li>• Progress peeling and grating.</li> <li>• Progress hot cookery – turning items over, removing them from a hot pan.</li> <li>• Introduce washing up, wiping down and recycling.</li> <li>• Explore a large variety of vegetables, fruits and herbs – practise which foods are in season when, and where they are grown in the country and county.</li> </ul>			
What we will make	This is done in class as part of classwork and delivered by the class teacher		<ul style="list-style-type: none"> <li>• Pancakes and fillings</li> <li>• Vegetable crumble</li> <li>• Chunky vegetable soup – try and take home.</li> </ul>			

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 4 overview	<b>This is Lincolnshire day</b> 		<b>Rand Farm visit</b> 	<b>Using local produce</b> 		
Key skills	<ul style="list-style-type: none"> <li>Understanding our local farming community</li> </ul>		<ul style="list-style-type: none"> <li>Understanding animal welfare</li> <li>Where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>Recap on food hygiene and safety.</li> <li>Introduce the 'Where do I come from' game, using clues to work out where different foods are grown or produced in Lincolnshire and the surrounding areas – include tasting if feasible.</li> <li>Practise reading information on food labels including nutritional information and welfare standards such as the 'Red Tractor' 'RSPCA' 'Fairtrade' 'Free range' etc.</li> <li>Practise 'how to balance the meal' game, including portion size.</li> <li>Continue to encourage tasting of new foods through 'foods I have tried' checklist.</li> <li>Introduce 'rubbing in' and how to handle non-bread doughs.</li> <li>Progress hot cookery – using the oven safely.</li> <li>Progress washing up, wiping down and recycling.</li> </ul>		
What we will make	Taught during Lincolnshire show day visit			<ul style="list-style-type: none"> <li>Lincolnshire sausage rolls – try and take home. Costed recipe.</li> <li>Smoked haddock fish cakes – try. Costed recipe.</li> </ul>		

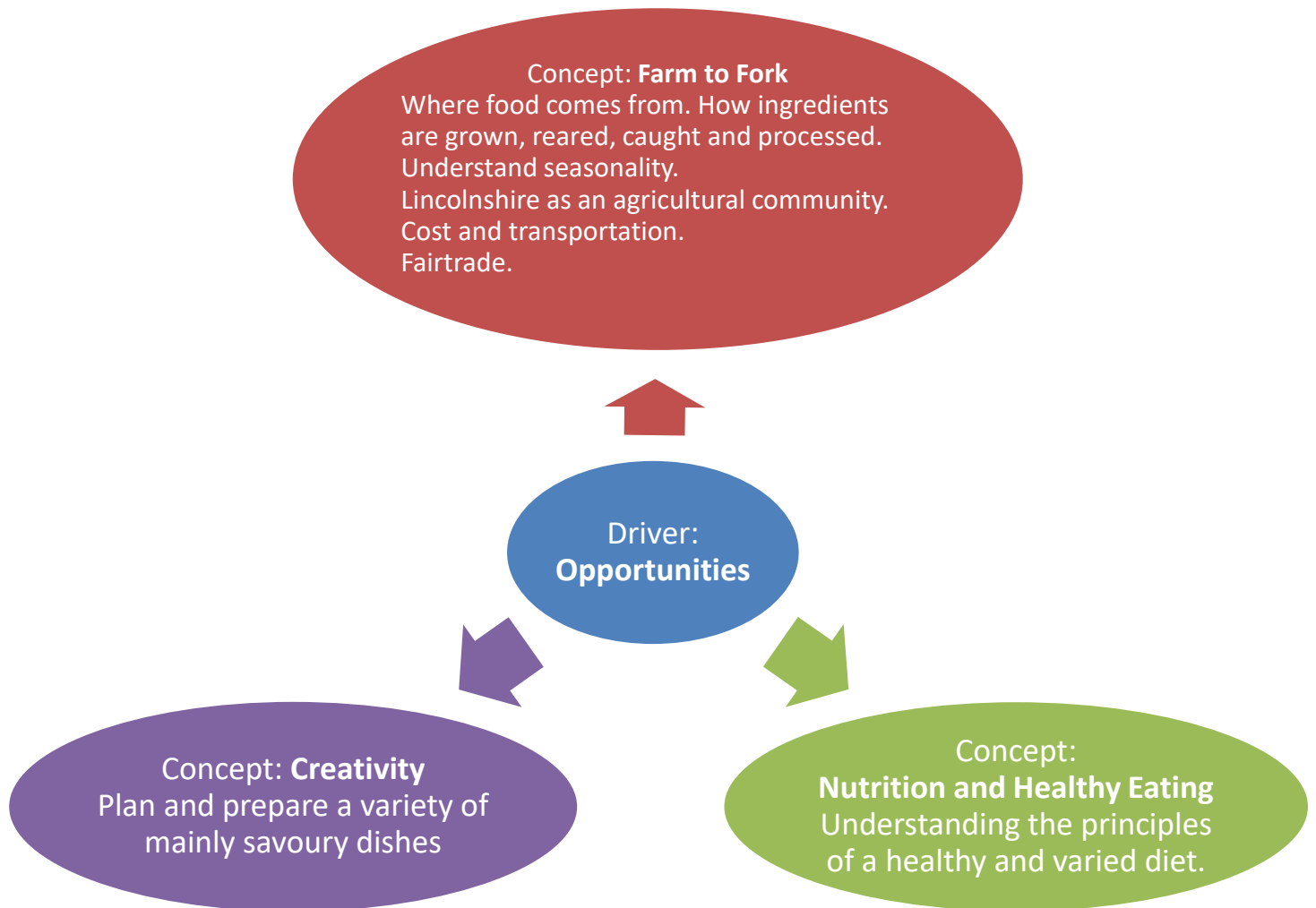
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 5 overview	<b>Food from around the world</b> 				<b>Outdoor cooking</b> 	
Key skills	<ul style="list-style-type: none"> <li>Recap on food hygiene and safety.</li> <li>Play the 'Where do I come from' game, using clues to work out where different foods are grown or produced around the world. Use this to discuss food miles, the cost of producing food in different countries and of importing it. Also include different cooking techniques.</li> <li>Practise getting information from food labels including price/kg, country of origin and allergy information. What might influence the price? Does the country of origin have an impact on animal welfare standards?</li> <li>Discuss how different cuisines provide a balanced diet with different foods and using different cooking techniques.</li> <li>Continue to encourage tasting of new foods through 'foods I have tried' checklist.</li> <li>Introduce kneading and proving of yeasted doughs.</li> <li>Progress hot cookery – using the oven safely, using a grill.</li> <li>Practise washing up, wiping down and recycling.</li> </ul>				<ul style="list-style-type: none"> <li>How to light a fire.</li> <li>Learn how to make a hot drink.</li> <li>Safety for cooking outdoors.</li> </ul>	
What we will make	<ul style="list-style-type: none"> <li>Indian naan bread, costed recipe.</li> <li>Greek tzatziki</li> <li>Chinese stir-fried Costed recipe.</li> <li>Pierogi – Polish dumplings</li> </ul>				<ul style="list-style-type: none"> <li>This is done in class as part of classwork and delivered by the class teacher.</li> <li>Chn prepare a cooked lunch</li> </ul>	



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 6 overview	<b>Farming through time</b> 	<b>Make do and mend</b> <b>Rationing</b> 		<b>Fairtrade</b> 		
Key skills		<ul style="list-style-type: none"> <li>Recap on food hygiene and safety, what would people do without a fridge or freezer? Discuss contamination, spoilage and decay.</li> <li>Look at the rations – take in a tray with a week's rations for a child on it, and one for an adult – notice the differences, and why this was important.</li> <li>Discuss malnutrition in more detail – how does lacking in different nutrients affect our bodies in different ways.</li> <li>Look at the Government's advertising campaigns on healthy eating during WW2 and compare them with modern campaigns.</li> <li>Discuss food waste in relation to rationing, and compare that to now – how could you reduce your household food waste? Discuss composting.</li> <li>'Could you live on rations?' game – match your rations to example recipes to see if you could live off rations.</li> </ul> <p>Competition - using rationing as your inspiration, plan a two-course meal within a strict budget. The winning meal(s) are made at school.</p>		<ul style="list-style-type: none"> <li>Understanding food production</li> <li>Understand the principles of Fairtrade</li> </ul>		
What we will make	This is done in class as part of classwork and	<ul style="list-style-type: none"> <li>Woolton pie – try. Costed recipe.</li> <li>Fruit crumble – try. Costed recipe.</li> </ul>				

	delivered by the class teacher.					
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# Core Concepts



# Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nutrition and food labelling	<p>Know that water and food are essential for life</p> <p>Know that you need to drink between 6 and 8 glasses of water a day</p> <p>Introduce the importance of breakfast.</p> <p>Talk about what different foods provide our bodies and the Eatwell guide.</p>	<p>Be able to talk about the parts of the Eatwell guide and introduce which foods fit into which category.</p> <p>Understand what is meant by a balanced diet</p> <p>Understand the importance of breakfast</p> <p>Know why foods have labels and how labels help people make choices</p>	<p>Understand why you need to drink water throughout the day</p> <p>Know the different food groups and how they help us to stay healthy</p> <p>Progress the eat well guide and recognising which foods fit into which category. Introduce 'how to balance the meal' game, including portion size.</p> <p>Introduce reading information on food labels.</p>	<p>Practise reading information on food labels including nutritional information and welfare standards such as the 'Red Tractor' 'RSPCA' 'Fairtrade' 'Free range' etc.</p>	<p>Use nutrition and allergy information on food labels to help make informed food and drink choices</p> <p>Know that a variety of food is needed in the diet because different foods provide carbohydrate, fat, protein, vitamins, minerals, water and fibre.</p> <p>Know that dietary needs are met differently in different global cuisines.</p> <p>Able to get information from food labels including price/kg, country of origin and allergy information.</p>	<p>Make choices based on the current healthy eating advice</p> <p>Understand that a healthy diet is made up from a variety and balance of different foods and drinks as depicted in the Eatwell guide.</p> <p>Understand about malnutrition and how a lack of different nutrients affects our bodies in different ways.</p>
Consumer awareness and food origins	<p>Know that all food comes from plants or animals and can sort foods into those which come from plants and those from animals.</p> <p>Focus on seasonal vegetables, fruits, herbs,</p>	<p>Understand and value where food comes from – farm, the sea</p> <p>Know that food can be purchased or grown at home / school.</p> <p>Focus on seasonality, and when and where foods we use are</p>	<p>Have grown own produce in school garden.</p> <p>Have an understanding of which foods from plants are in season when.</p>	<p>Know that food is produced on a farm.</p> <p>Know the foods that are produced on a farm.</p> <p>Have visited a farm and learnt about which foods</p>	<p>Understand where and how a variety of ingredients are grown around the world.</p> <p>Know the basic steps in producing food.</p>	<p>Have an understanding of why people make own choices about food including intolerance, vegetarianism,</p> <p>Understand the principles of Fairtrade.</p>

	<p>grains, beans, eggs, dairy and bread.</p> <p>Introduce seasonality.</p> <p>Introduce food intolerances and food allergies, especially if they are present in the class.</p>	<p>grown or produced in the UK and Lincolnshire.</p> <p>Explore different meat and meat products, different fish and seafood.</p>		<p>are produced in Lincolnshire.</p>	<p>Have investigated foods that are imported, from where and why.</p>	<p>Look at Government advertising campaigns on healthy eating during WW2 and compare them with modern campaigns.</p>
Food choice	<p>Recap on senses, introduce the 5 main tastes.</p> <p>Encourage tasting of new foods through 'tasting time' sessions, 4-step tasting and 'foods I have tried' checklist.</p> <p>Be able to talk about which foods they like or dislike.</p> <p>Be aware that different settings may affect food or drink choice eg home, school, eating out.</p>	<p>Know that people choose different types of food based on who they are with, preferences, season, time of day, allergy / intolerance, religion and occasion.</p>	<p>Have an understanding of appropriate portion size for their needs.</p>	<p>Begin to cost out a recipe.</p> <p>Know that advertising can influence what they choose to eat.</p>	<p>Consider cost when helping to shop for food and cook.</p> <p>Be able to plan a healthy meal within a certain budget .</p>	<p>Understand and explain 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, peer-pressure.</p>
Preparation and handling skills	<p>Introduce knife and fork skills.</p> <p>Introduce tidying and cleaning up.</p> <p>Progress knife skills – introduce bridge, claw, fork secure and when you do not need a knife.</p> <p>Introduce mixing, kneading, rolling, weights &amp; measures.</p>	<p>Practise knife skills – bridge, claw and fork secure.</p> <p>Progress weights &amp; measures and mixing.</p> <p>Introduce peeling and grating.</p> <p>Introduce hot cookery – stirring and adding ingredients.</p>	<p>Practise knife skills – bridge, claw and fork secure.</p> <p>Practise weights &amp; measures.</p> <p>Progress peeling and grating.</p> <p>Progress hot cookery – turning items over, removing them from a hot pan.</p>	<p>Practise previous skills.</p> <p>Introduce 'rubbing in' and how to handle non-bread doughs.</p> <p>Progress hot cookery – using the oven safely.</p>	<p>Practise previous skills.</p> <p>Introduce kneading and proving of yeasted doughs.</p> <p>Progress hot cookery – using the oven safely, using a grill.</p>	<p>Practise previous skills.</p> <p>Be able to plan a two-course meal within a strict budget.</p>
Food safety	<p>Introduce food hygiene and safety.</p>	<p>Progress food hygiene and safety.</p>	<p>Practise food hygiene and safety.</p> <p>Introduce washing up, wiping down and recycling.</p>	<p>Practise food hygiene and safety.</p> <p>Progress washing up, wiping down and recycling.</p>	<p>Practise food hygiene and safety.</p> <p>Practise washing up, wiping down and recycling.</p>	<p>Practise food hygiene and safety.</p> <p>Have an understanding of contamination, spoilage and decay.</p>

# Assessment

## CONCEPT – Nutrition and healthy eating

- Understanding the principles of a healthy and varied diet.

	By the End of Y2	By the end of Y4	By the end of Y6
Expected – Diet food and drink	<p>Recognize that food and water are essential for life.</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 – as depicted in the Eatwell guide.</p> <p>Know that it is important to eat breakfast every day.</p> <p>Know that some people eat or avoid certain foods for different reasons eg due to allergy, intolerance, religion.</p> <p>Drink plenty and not get thirsty eg drink 6-8 glasses a day.</p>	<p>Understand the need for a balanced diet and know the different food groups and why they are needed.</p> <p>Be aware of the importance of a healthy and balanced diet.</p> <p>Know that it is important to drink regularly throughout the day to stay hydrated.</p>	<p>Make choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks as depicted in the Eatwell guide.</p> <p>Know that food and drinks provide energy and in different amounts.</p> <p>Know that a variety of food is needed in the diet because different foods provide different substances required for our health namely nutrients (carbohydrate, fat, protein, vitamins, minerals) water and fibre.</p>
Expected – Food labelling	<p>Be aware that some foods have labels which provide information to help when making a choice.</p>	<p>Read and make use of the main information on food and drink labels.</p>	<p>Use nutrition and allergy information on food labels to help make informed food and drink choices.</p>

## CONCEPT – Farm to fork

- Where food comes from, how ingredients are grown, reared, caught and processed.
- Understand seasonality.
- Lincolnshire as an agricultural community.
- Cost and transportation.
- Fairtrade.

	By the End of Y2	By the end of Y4	By the end of Y6
Expected – Consumer awareness Food origins	<p>Recognize that all food comes from plants or animals.</p> <p>Understand and value where food comes from – farm, the sea.</p>	<p>Develop an understanding of farming and where food comes from.</p>	<p>Understand where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Know the basic steps in producing food.</p> <p>Have an understanding of Fairtrade.</p>

	Recognize that food can be purchased or grown at home / school.		
Expected – Food choice	<p>Be able to talk about which foods they like or dislike.</p> <p>Know that people choose different types of food based on who they are with, preferences, season, time of day, allergy / intolerance, religion and occasion.</p> <p>Be aware that different settings may affect food or drink choice eg home, school, eating out.</p>	<p>Begin to cost out a recipe.</p> <p>Be aware that advertising can influence what they choose to eat.</p> <p>Be aware that it is important to choose an appropriate portion size for their needs.</p>	<p>Consider cost when helping to shop for food and cook.</p> <p>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, peer-pressure.</p>
<b>CONCEPT – creativity</b> <ul style="list-style-type: none"> <li>Plan and prepare a variety of mainly savoury dishes.</li> </ul>			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected - Cooking food, preparation and handling skills	<p>Recognize and taste a range of familiar ingredients eg fruit, veg, cereals, dairy, meat, eggs, fish, potatoes.</p> <p>Understand the importance of health and safety in the kitchen.</p> <p>Name and use a range of basic tools safely eg small knife, chopping board, measuring spoon.</p> <p>Use a range of food preparation skills with supervision, eg peeling, slicing, mixing, scooping, grating, spreading.</p> <p>With help, prepare a range of healthy dishes and drinks safely and hygienically.</p> <p>Avoid wasting food during preparation and cooking and recycle food packaging.</p> <p>Can make a simple plan before making and follow instructions.</p> <p>Be able to eat sociably with others.</p>	<p>Name, taste and prepare a range of ingredients and healthy recipes.</p> <p>Demonstrate an increasing range of food prep skills eg accurate weighing and measuring, kneading.</p> <p>Select and use appropriate tools and equipment safely when preparing and cooking food.</p> <p>Can describe how food ingredients come together.</p>	<p>Name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity.</p> <p>Use equipment safely being aware of others safety.</p> <p>Actively minimize food waste, be aware of portion sizes, compost fruit and veg and recycle food packaging.</p> <p>Appreciate the value of eating together with family and friends.</p>
Expected – Food safety	<p>Recognize the importance of preparing and cooking food safely and hygienically eg handwashing, cleaning up regularly, work surfaces kept clean.</p> <p>Be able to get ready to cook eg tie back long hair, wash hands, wear an apron.</p>	<p>Understand the use of date-marks and storage instructions on food and drink labels.</p>	<p>Know that food safety means preventing contamination, spoilage and decay when handling and storing food so that it is safe to eat.</p> <p>Demonstrate good food safety practices when getting ready to store, prepare and cook food eg keep raw meat away from other food, thorough handwashing.</p>

	Be aware that food purchased needs to be stored in different ways to keep it safe eg fridge, freezer.		
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