# Food

*(Updated September 2023)*

| EYFS | KS1 | LKS2 | UKS2 |
|---|---|---|---|
| **Substantive Knowledge (Nursery)**<br>* Understand that fruits and vegetables are 'healthy' foods because they are good for our bodies.<br>* Understand how a microwave works.<br>* Understand how to use some tools safely i.e. use gloves for a hot bowl, cut away from the body when using a knife.<br>* Understand and use key vocabulary (see below).<br>**Substantive Knowledge (Reception)**<br>* Understand how a greater range of kitchen appliance work e.g. oven, blender, fridge, kettle.<br>* Understand that fruits and vegetables are grown.<br>* Understand and use key vocabulary (see below).<br><br>**Key Skills (Nursery)**<br>* Suggest healthy additions to simple recipes e.g. different fruits, alternative milks etc.<br>* Use a simple microwave.<br>**Key Skills (Reception)**<br>* Suggest own healthy ingredients for use in different snacks e.g. smoothies, mini-vegetable pizzas etc.<br>* Use a greater range of kitchen appliances with adult support e.g. fridge, oven, blender.<br>* Plant seeds/watch plants grow.<br>* Work safely and hygienically. | **As EYFS plus:**<br><br>**Substantive Knowledge**<br>* Develop understanding and use of adjectives to describe taste, smell, texture and feel of foods.<br>* Understand that foods can be grouped according to their properties,<br>* Understand that fruit and vegetables are grown e.g. by planting seeds, on trees/bushes etc.<br>* Understand the need for a variety of foods in a diet.<br>* Understand key terms cut, peel, grate and chop and which fruits/vegetables are suited to each e.g. peeling.<br>* Understand the importance of working safely with tools.<br>* Understand basic hygiene e.g. washing hands, foods, tying hair up etc.<br>* Understand that food can be measured/weighed.<br>* Understand and use key vocabulary (see below).<br><br>**Disciplinary Knowledge**<br>* Explore existing fruits, vegetables and popular soup combinations.<br>* Compare and respond to the work of Jamie Oliver.<br><br>**Key Skills**<br>* Develop a food vocabulary using taste, smell, texture and feel.<br>* Group familiar food products e.g. fruit and vegetables.<br>* Explain where food comes from.<br>* Cut, peel, grate and chop a range of ingredients.<br>* Work safely and hygienically.<br>* Measure and weigh food items using non-statutory measures e.g. spoons, cups. | **As KS1 plus:**<br><br>**Substantive Knowledge**<br>* Develop food sensory vocabulary to include appearance adjectives.<br>* Understand how to follow a recipe and why it is important to do so.<br>* Understand the premise of the Eatwell Guide and how this can be applied to everyday life/meal prep etc.<br>* Understand the key term seasonality and give examples.<br>* Understand which fruit and vegetables are grown in different countries (link to geography).<br>* Develop understanding of how meat/fish are reared/ caught<br>* Understand and use key vocabulary (see below).<br><br>**Disciplinary Knowledge**<br>* Explore existing picnic foods and popular combinations e.g. salads, sandwich fillings etc.<br><br>**Key Skills**<br>* Develop sensory vocabulary/knowledge using smell, taste, texture and feel.<br>* Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).<br>* Follow instructions/recipes.<br>* Make healthy eating choices – use the Eatwell Guide.<br>* Join and combine a range of ingredients.<br>* Explore seasonality of vegetables and fruit.<br>* Find out which fruit and vegetables are grown in counties/continents studied in geography.<br>* Develop understanding of how meat/fish are reared/ caught. | **As LKS2 plus:**<br><br>**Substantive Knowledge**<br>* Understand how to use scales to weigh/measure ingredients.<br>* Understand how different foods can serve a different purpose e.g. different diets/allergies, design brief etc.<br>* Understand and use the guidance of the Eatwell Plate to design and make foods.<br>* Understand different cooking techniques e.g. boiling, baking, frying, microwaving, roasting, steaming etc.<br>* Understand how ingredients are processed.<br>* Understand that certain chefs have influenced the cooking world in different ways.<br>* Understand and use key vocabulary (see below).<br><br>**Disciplinary Knowledge**<br>* Explore existing Brazilian dishes and popular snack combinations.<br>* Respond to the work and influence of Paul Hollywood<br><br>**Key Skills**<br>* Prepare food products taking into account the properties of ingredients and sensory characteristics.<br>* Weigh and measure using scales.<br>* Select and prepare foods for a particular purpose.<br>* Work safely and hygienically.<br>* Show awareness of a healthy plate (using the Eatwell Guide).<br>* Use a range of cooking techniques.<br>* Know where and how ingredients are grown and processed.<br>* Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc. |
| **Design**<br>* Use pictures and words to convey what they want to design/make.<br>**Make**<br>* Explain what they are making.<br>* Name the tools they are using.<br>* Describe what they need to do next.<br>**Evaluate**<br>* Say what they like and do like about the items they have made and attempt to say why. | **Design**<br>• Use drawings to record ideas as they are developed.<br>**Make**<br>• Explain what they are making.<br>• Discuss their work as it progresses.<br>**Evaluate**<br>• Explore existing products and investigate how they have been made.<br>• Say what they like and do not like about items they have made and attempt to say why.<br>• Discuss how closely their finished product meets their criteria and how well it meets the needs of the user. | ***(Year 3 study theory lessons (sustainability, seasonality etc.) before practical workshop sessions at Broughton High School in Year 4).*** | **Design**<br>• List tools needed before starting the activity.<br>• Devise step by step plans which can be read/followed by someone else.<br>**Make**<br>• Use researched information to inform decisions.<br>• Produce detailed lists of ingredients/components/materials/ tools.<br>**Evaluate**<br>• Consider user and purpose.<br>• Discuss how well the finished product meets the design criteria of the user. Test on the user |

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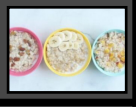
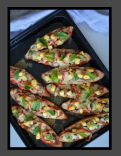
| **Key Vocabulary**<br>Food, fruit, vegetable, healthy, plant, seed, grow, microwave, oven, blender, appliance, safety | **Key Vocabulary**<br>**EYFS plus:** taste, smell, feel, texture, group, properties, chop, peel, grate, hygiene, measure, weigh, spoons, cups, ingredients | **Key Vocabulary**<br>**KS1 plus:** appearance, recipe, Eatwell Guide, seasonality, reared, caught, picnic, savoury, combine | **Key Vocabulary**<br>**LKS2 plus:** boiling, baking, frying, roasting, steaming, purpose, processed, sustainable |
| **Spring 1 (Nur & Rec)**<br>**Healthy Me**<br>**Nur - Understand 'healthy' and add fruits to simple recipe.**<br>**Rec - Grown from seed and make simple healthy recipes.**<br> | **Year 1 - Summer 1**<br>**Food for Thought**<br>**Make a simple healthy soup.**<br> | **Year 3 - Spring 2 & Year 4 - Spring 2**<br>**Hunted/Fabulous Foods**<br>**Year 3 - Picnic foods and theory.**<br>**Year 4 - Broughton High School workshops.**<br> | **Year 5 - Spring 1**<br>**Cook Brazilian-inspired bread and compare to bread or different cultures.**<br>**Use different cooking techniques for filling ingredients.**<br> |

## Food Technology

**EYFS -** Children in Nursery **suggest healthy additions** (fruits, alternative mills etc.) to a simple porridge recipe to please Goldilocks. They will **explore how a microwave works** and **begin to show an understanding that tools (hot bowls, knives etc.) need to be used safely** i.e. using oven gloves**,** developing this throughout Reception and beyond.
Children in Reception also **build on their knowledge of healthy foods to create their own healthy recipes** e.g. smoothies, mini vegetable flatbread pizzas etc. they will **recognise a greater selection of kitchen appliances by name and know how they work with adult support** e.g. fridge, oven, blender etc. Children **begin to think about where some foods come from** by planting seeds/watching fruits and vegetables grow in pots/planters.

**KS1 -** Children will **continue to create healthy recipes,** this time choosing their own vegetables to include in a soup. They will be **build on their understanding of where food comes from** and be able to **sort foods into fruits and vegetables based on their properties** i.e. do they have seeds and where do they grow on the plant?
**New Skills -** Children will **begin to build up a food-specific vocabulary words** to describe the taste, smell, texture and feel of fruits and vegetables. Children will be able to cut, chop, peel and grate a range of appropriate fruits and vegetables **safely**. They will begin to use non-statutory measurements (cups and spoons) in their recipes. Children will **understand and use the word 'hygiene',** explaining how they can work hygienically in the kitchen e.g. washing hands, tying long hair back etc. Children will **explore the impact that chef Jamie Oliver had on the quality of schools meals**.

**LKS2 -** Children will **expand on their existing food-specific vocabulary** to include the appearance of a range of **savoury** picnic foods. Children will have **more independence when following a recipe** in order to combine and join ingredients (Year 4 at Broughton High). They will **build on their knowledge of 'healthy foods' to include the importance of a balanced diet using the Eatwell Guide** and suggest healthy eating choices with some reasoning. Children will **expand their knowledge of where food comes from** to investigate **how meat/fish are reared/caught**. Children **continue to work safely and hygienically**.
**New Skills -** Children will investigate the term 'seasonality'; what it means and how it can affect the world around us. They will also explore some of the fruits and vegetables which can be grown in Canada (North America) and Kenya as areas which are studied in geography lessons.

**UKS2 -** Children will **move on to weighing ingredients accurately using a numbered set of scales**. Children will **create their own recipes which meet a very specific design brief** (gluten-free, vegan, nut-free etc.), **using the Eatwell Guide** to ensure a balanced meal. Children will explore how ingredients are **grown/reared/caught and processed in more detail**. Children **must continue to work safely and hygienically**. Children will **build on their knowledge of how chefs can impact the food industry**.
**New Skills -** Children will **use a variety of cooking techniques** (boiling, baking, frying) **showing greater independence when using a range of kitchen appliances** to make their breads from a range of cultures.