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| **RECEPTION** Level R - CAN route planner  Level R certificate / assessment statements  I can follow **food hygiene** rules  I can **stay safe** in a kitchen  I can **taste** and **talk** about food  I can make **healthy choices** and look after my teeth  I can use my hands to **tear** ingredients  I can **grow** ingredients to eat  I can **say** where some foods come from | | | | |
| **Autumn 1- Food Safety**  **Be able to get ready to cook, e.g.. tie back long hair, wash hands, wear an apron, etc.** | | | | |
| **Lesson** | **Focus** | **Learning** | | **Ingredients to order** |
| Autumn 1  Wk 1 and 2 (cycle 1) | Skills (for life)  Food hygiene / washing hands | Food hygiene - Learning how to properly clean our hands.  Introduction to the pod – visit pod and look at the equipment in station cupboards  Go over safety rules  Make a big poster that has drawings / printed pictures of all the things that might get onto our hands in a day. Make this explorative and fun, but a serious learning opportunity about why we must wash our hands before we cook / eat.   1. Poo < THE BIG ONE! 2. wee 3. mud / dirt 4. germs (sneezing) 5. bogeys / snot 6. paint 7. glitter 8. sure the kids could list some more… etc   This activity could be completed in the pod – children can sit on the floor? After practice washing hands up to wrist, between fingers etc. | |  |
| Autumn 1  Wk 3 and 4 (cycle 2) | Inventing / understanding how food works  Tasting and talking | Show children our ingredient today.  What is it?  Where /how does it grow?  **Maths link - counting**  Children work in station teams of 3.   * Count how many pea pods * Arrange into arrays of 2 * Predict how many peas will be inside 1 pod * Shell the peas   Eating options   * Taste some raw – What do they taste like? Are they soft or crunchy? Are they sweet or sour? * Adult to cook some and serve with reception lunch | | 1kg x fresh peas/ borlotti beans |
| Autumn 1  Wk 5 and 6 (cycle 3) | Inventing / understanding how food works  Tasting and talking | Learn about corn. Where does it grow? How does it grow? Show children corn kernels. Did you know this is what makes popcorn?  Teacher / TA to cook sweet corns BEFORE lesson. (Night before or in the morning and leave to cool.)  Children each get to customize their corn.  Grated cheese  Coconut  Lime  Pepper  Coriander  Smoked paprika | | 10 x corn on the cob 1kg x limes  2 x fresh coriander  To buy: desiccated coconut/ coconut chips  Smoked paprika |
| **AUTUMN 2 - DIET AND HEALTH Know that it is important to eat breakfast every day**  **Looking at different breakfasts that we like to eat.**  **End of term parent / carer breakfast?** | | | | |
| **Lesson** | **Focus** | **Learning** | | **Ingredients to order** |
| Autumn 2  Wk 1 and 2 (cycle 4) | Inventing / understanding how food works  Tasting and talking | Super green spinach smoothie / ‘MONSTER JUICE’    **Taste** each ingredient individually  Spinach – how does it grow?  Banana – where do they grow?  Apple juice – how is it made?  Children **tear** spinach into smaller pieces  Children **peel** and **break** bananas with hands  Children **pour** apple juice with support  (literacy link – ‘doing words’ / verbs)  Children help teacher to blend the smoothie. | | 1kg x baby spinach  10 bananas  **To buy:**  **2 litres of apple juice** |
| Autumn 2  Wk 3 and 4 (cycle 5) |  | Image result for fruit salad  Fruit salad  Similar to last week, discuss where and how different fruits grow- can they remember where bananas grow? Is that close to England or far away? How do they think it gets to our shops?  Children to be shown how to use butter knives to chop safely.  Begin to introduce the term ‘half’ when chopping grapes and berries. The children add all chopped fruit to a large bowl.  \*This can be enjoyed as their pudding after lunch. Let Tosca know a day in advance if you plan to do this.\* | | 2 bunches of bananas  1kg braeburn apples  1kg oranges  6 x blueberries  6 x blackberries |
| Autumn 2  Wk 5 and 6 (cycle 6) |  | Overnight oats  Image result for overnight oats fruit  \*To be prepared the day before the lesson\*  Oats to be soaked in a large bowl with soya or oat milk (check allergies) in the fridge. Chia seeds optional!  Children to taste the plain oats first- are they creamy, soft, sweet? Have they had porridge before? What could we add to it?  Children to chop fruits to decorate their overnight oats- can they use vocabulary like half, chop, slice, mix, etc confidently? If using chia seeds, show the children what they look like before being soaked- can they guess why they got bigger? | | 6 x blackberries  6 x mixed grapes  2 bunches of bananas  1kg gala apples  6 x blueberries  **To buy/ cupboard:**  Porridge oats |
| Autumn 2  Wk 7 and 8 (depending on length of term and Christmas) |  | Parents in for a breakfast morning.  Examples of the past three cycles should be out on tables- children can show and explain to their parents what they have been learning about.  Class teacher can type up a menu, children can illustrate it, etc.  Create menu cards showing step by step instructions of how to make these breakfasts using images of the children from the past few weeks. These are to be taken home by parents.  Encourage them to send photos over the Chritsmas break of making breakfast with their children. These can be shared on the school’s Twitter page. | | 6 x blackberries  6 x mixed grapes  2 bunches of bananas  1kg braeburn apples  1kg oranges  6 x blueberries |
| **SPRING 1 – CONSUMER AWARENESS AND FOOD ORIGINS Recognise that all foods comes from plants and animals** | | | | |
| **Lesson** | **Focus** | **Learning** | | **Ingredients to order** |
| Spring 1  Wk 1 and 2 (cycle 7) | Inventing / understanding how food works | **Different flavours of hummus**  Image result for hummus variations<https://www.godairyfree.org/recipes/healthy-hummus-flavors>  Children to mash chickpeas  Chop cooked beetroot  Mash peas  Scoop out cooked butternut squash flesh and mash  Make each hummus in a separate bowl  Adults to make vegetable dipping sticks.  COLLECT YOGHURT POTS FOR NEXT CYCLE | | 6 X vac pack beetroot  1kg frozen peas  2 x butternut squash  1kg lemons  garlic  1kg carrots (for dipping)  6 cucumbers (for dipping)  1 pack of celery (for dipping)  **To buy/ cupabord:**  6 tins of chickpeas  Tahini  1 tin black beans |
| Spring 1  Wk 3 and 4 (cycle 8) | Inventing / understanding how food works | Introduce children to recycling and the concept of reusing and explain how we need to collect the yogurt pots from school lunches. (Arrange this the week before.)  Pre decorate pots – child’s name sticker?  During lesson children will plant their own cress seeds in yogurt pots. Decide if you want to use compost or cotton wool.  Walk around school grounds on a herb hunt with pre-printed photos.  Can the class find and smell:  Rosemary – (out the front)  Fennel – (out the front)  Sage – (Out the front)  Mint – (playground- though may not have grown back yet) | | **Cress seeds** |
| Spring 1  Wk 5 and 6 (cycle 9) | Inventing / understanding how food works  Tasting and talking | Egg and cress sandwiches  Image result for egg and cress sandwich  \*pre boil eggs before the lesson and allow them to cool\*  Children to share what they know about eggs and where they come from. Visit our school hen- clarify that hens are females!  Keep the cress growing as long as possible- this can be added to dishes in the coming weeks | | **To buy/ cupboard:**  12 eggs  Mayonnaise  Loaf of bread (Felix Project?) |
| **SPRING 2 – FOOD CHOICE Be able to talk about which foods they like or dislike** | | | | |
| **Lesson** | **Focus** | **Learning** | | **Ingredients to order** |
| Spring 2 Wk 1 and 2  (cycle 10) |  | | Veg and cheese kebabs  Core competency link- where does cheese come from? Depending on the cheese being used, show a picture of the animal that gives the milk. Show a simple diagram  **Maths link – repeated patterns**  **Listening skills – following instructions**  Safety – if you’d prefer children can make their patterns on plates without sticks.  Can they follow your instructions?  Eg.  1st - Red, red, green, yellow, white  2nd - Yellow, yellow, green, white, red | 1kg mixed cherry tomatoes  1kg mixed peppers  3 x fresh basil  **To buy/ cupboard:**  Kebab sticks  Cheddar cheese (check about allergies- another milk cheese?)  Mozzarella cheese |
| Spring 2  Wk 3 and 4  (cycle 11) | Inventing / understanding how food works  Tasting and talking | | Tear lettuces  Wash lettuces  Get the children to taste samples of the lemon and honey individually before adding to the jam jar. Can they use words like ‘sweet’ and ‘bitter’ or ‘tart’ to describe them? Do they know where honey comes from? Do they like these flavours?  As a class make honey and lemon ‘jam jar’ dressing. Some olive oil can also be added.  Pour out a small sample for them all to taste now that the flavours are combined- would they like a little or a lot on their salads?  Squeeze lemons, add honey and have a go at shaking the jar.  Children to make their own bowl of salad.  \*This can be enjoyed with their lunch. Let Tosca know a day in advance if you plan to do this.\* | 4 x butterhead lettuce  1kg x lemons  **To buy:**  honey |
| Spring 2  Wk 5 and 6  (cycle 12) | Inventing / understanding how food works  Tasting and talking | | Pre-boil a pot of pasta and peas before lesson.  Children to make a simple pasta salad in their own bowl.  Revisit ingredients we have used before.  Take a scoop of cold pasta each  Add your own grown cress  Add torn spinach  Add pre grated carrot (adult job)  Add sweet corn (Adults to open tins)  Add cooked frozen peas (Adult to cook peas)  Add mayonnaise (optional)  COLLECT BREAKFAST CEREAL BOXES FOR THE NEXT CYCLE | 1kg baby spinach  1kg carrots  6 x vac pack corn on the cob  1kg frozen peas  **To buy:**  Pasta  Mayonnaise? |
| **SUMMER 1 – FOOD LABELLING** Be aware that some foods have labels which provide information to help when making a choice.  Sorting high sugar and low sugar snacks. | | | | |
| **Lesson** | **Focus** | **Learning** | | **Ingredients to order** |
| Summer 1  Wk 1 and 2  (cycle 13) |  | Read this prior to the unit:  <https://www.nhs.uk/change4life/food-facts/food-labels>  Image result for cheerios cereal boxImage result for cereal nutrition label uk  Show examples of breakfast cereal boxes- show the children the nutritional labels and the use of green, yellow and red (or traffic light colours). Use some of the words on the box- fat, salt, sugar. Do the children recognise these words? What do they think the colours represent?  Give the children pictures of, as well as wrappers from, children’s snacks. Have they had some of these?  To sort them into green, yellow and red for healthiness. Ask them why they have made these choices. | |  |
| Summer 1  Wk 3 and 4  (cycle 14) |  | Kids' Yogurts | Waitrose & PartnersA H Nutritionist: Food Review: Children's Yoghurts  The healthiest yogurt cups—that kids will actually eat - Today's ...  \*Ask Rehena before the lesson to cook some of the rhubarb. Keep some raw to show this amazing fruit to the children.\*  **Fruit yoghurt**  Show examples of various yoghurts types. Can they find the traffic light system to check if these are healthy? (They might find that they cannot find the labels).  Do they think these are healthy? Why?  Explain that yoghurt can be very healthy, but it often has a lot of added sugar (show them white granulated sugar).  Rather than adding sugar, ask the children how else we could sweeten yoghurt that would still make it healthy?  Chn to chop various types of fruit to add to their pot/ jar/ cup of yoghurt.  This could be enjoyed as pudding after lunch! (If the children ask about the yoghurts they get in school, explain that those Yeo Valley yoghurts are only sweetened with the fruit that is in them.)  Please let Tosca know at least one day in advance if you plan on doing this.  Extra information you might find interesting: The number of sugar cubes in popular yogurts, as analysed by Public Health Liverpool  4.9 - Muller corner  4.7 - Aldi Brooklea (own brand)  4.5 - Asda own brand  3.3 - Smarties (Nestle)  2.6 - Ski (Nestle)  2.2 - Lidl Milbona (own brand)  2.1 - Petits Filous (Yoplait)  2 - Munch Bunch (Nestle)  Each cube = 4g of added sugar  <https://www.manchestereveningnews.co.uk/whats-on/family-kids-news/sugar-free-yogurts-for-children-14565276> | | 2kg rhubarb  1kg apples  6 x strawberries  6 x raspberries  6 x blueberries  6 x blackberries  **To buy:**  Natural/ Greek yoghurt  Vanilla essence |
| Summer 1  Wk 5 and 6  (cycle 15)  Usually a shorter term- depending on term, ensure each child is involved in this lesson in one week |  |  | |  |
| **SUMMER 2– COOKING**  **All of EYFS and KS1- Be able to eat sociably with others** -Recognise and taste a variety of familiar ingredients e.g., fruit, vegetables, cereals, dairy, meat, eggs, fish, potatoes  -With help, prepare a range of healthy dishes and drinks safely and hygienically, e.g., breadsticks, cheese and fruit water. | | | | |
| **Lesson** | **Focus** | **Learning** | | **Ingredients to order** |
| Summer 2 Wk 1 and 2  (cycle 16) | **ASSESSMENT** | **Give the children pictures of dishes they have created and allow them to recreate it. Allow them to work in partners as some will require some support.** | |  |
| Summer 2 Wk 3 and 4  (cycle 17) |  | Children to plan their celebration picnic. Which foods have we made that they would like to serve? Show them photos of their work this year to remind them or show them your working wall.  Week 5- planning.  Begin creating a menu for the picnic.  Please let Laura O know which foods you will need to practice making **by Thursday**.  Week 6- practice  Chn to make the foods they want to serve at the picnic. | |  |
| Summer 2 Wk 5 and 6  (cycle 18) |  | Parents and Carers Picnic Celebration With help, children to prepare a range of healthy dishes and drinks safely and hygienically.  Assess the children’s knowledge of preparing and serving hygienically- children and parents to wash hands together before eating. | |  |
| Summer 2 Wk 7  (cycle 19) |  |  | |  |

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| **YEAR 1**  Level 1 - C A N route planner  Level 1 certificate / assessment statements  I can follow food hygiene rules  I can stay safe in a kitchen  I can taste and talk about food  I can make healthy choices and look after my teeth  I can use a butter knife to spread  I can use a butter knife to make a claw and bridge grip  I can make sandwiches and toast  I can safely boil an egg |
| **Autumn 1- Food Safety**  Prepare and cook food safely and hygienically, eg. hand washing, cleaning up regularly, keep work surfaces clean |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Autumn 1  Wk 1 and 2  (cycle 1) | Skills (for life)  Food hygiene / washing hands | Food hygiene - complete bread experiment. Learning how to properly clean our hands.  Tweet how to clean our hands videos. | **To buy/ cupboard:**  2 x loaves of bread  Zip lock bags (check science cupboard) |
| Autumn 1  Wk 3 and 4  (cycle 2) | Skills (for life)  Safety in the kitchen | Rules for staying safe in the kitchen  Tweet how to stay safe in the kitchen rules videos / photos |  |
| Autumn 1  Wk 5 and 6  (cycle 3) | Inventing / understanding how food works  Tasting and talking | Tasting and talking about food.  Matching food to description cards.  Hot/cold, sweet/sour, crunchy/soft  Making links to foods we have experienced at home and in our cooking lessons in Reception.  Match and compare foods. What combinations can we make?  Cheese and apple. Tomato and basil. | 1kg cherry tomatoes  3 x fresh basil  1kg x carrots  1kg x braeburn apples  **To buy/ cupboard:** cheddar cheese feta cheese  mozzarella |

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| **Autumn 2- Diet and Health**  Recognise that food and water are essential for life  Observe a plant with no water. Compare to humans. What would happen if humans had no water. Drink plenty and not get thirsty, e.g. drink 6-8 glasses a day.  Design a water bottle |

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| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Autumn 2  Wk 1 and 2  (cycle 4) | Skills (for life)  Nutrition  Looking after our teeth | Looking after our teeth  Intro into nutrition - sorting foods.  Thinking about what types of drinks we drink at home. What are healthy choices.  Give out toothbrushes to be kept in trays.  Learn how to brush our teeth.  Discuss sugary drinks and the damage this has on our teeth (ensure to also talk about milk in bottles at night!). Get a chicken bone or similar to leave in a cup of soft drink.  [If a bone is left to soak for an extended period of time, the acid will begin to weaken its structure. If you allow the bone to soak for a week or more, you’ll find that the bone becomes bendable, and once the bone is allowed to dry completely, it will become dry and brittle.  Although the acid in soda won’t directly damage the bones in your body, it can directly damage your teeth.]  Talk about the importance of drinking water- more than half of our bodies are made up of water! What do they think about this? Design a water bottle and posters for the classroom to remind the children to drink water (6-8 cups) throughout the school day. Remind them about water at lunchtime and playtime! | **Chicken bone!**  **Soft drink**  **2 small plants- one to receive water, the other not** |
| Autumn 2  Wk 3 and 4  (cycle 5) | Following a recipe + skills for life (making healthy choices)  Flavoured fruit water | Spend time tasting each berry.  Link to literacy - First, Next, Then, After  Squish berries using back of fork. Smell ginger, mint, lemon and lime. Add to water. Enjoy fruity flavoured fruit water. | Strawberries x4  blueberries x4  raspberries x4  blackberries x4  ginger x4  lemon x6  lime x6  **To buy:** honey |
| Autumn 2  Wk 5 and 6  (cycle 6) |  | Calcium rich vegetables- why are these vegetales so good for us? Not just milk that is good for our teeth. kale, broccoli, green beans  Lemon juice, olive oil  Adults to precook vegetables for the chldren. | 6 x broccoli  1kg fine beans  4 x bags baby kale  1kg lemons |
| Autumn 2  Wk 7 and 8 (depending on length of term and Christmas) |  | **Porridge or overnight oats? Christmas cooking?** |  |
| **SPRING 1 – CONSUMER AWARENESS AND FOOD ORIGINS**  Understand and value where food comes from, e.g., a farm, the sea.  Stepney Farm trip. From ‘farm to fork’. | | | |
| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Spring 1  Wk 1 and 2  (cycle 7) | Following a recipe + skills for life  (making healthy choices)  making fruit yogurt | Making fruit yogurt  Where does yoghurt come from? What is it made of? When is yoghurt eaten?  Link to literacy - First, Next, Then, After  squish berries, stir, mix, take turns, taste and review | 4 x Strawberries  4 x blueberries  4 x blackberries  2 x white and 2 x red grapes  4 x raspberries  bananas x bunch  **To buy:** yoghurt x large carton  pumpkin seeds x packet |
| Spring 1  Wk 3 and 4  (cycle 8) | Skills (for life)  intro into butter knife  bridge grip  Learning about and looking after our chickens. | Match animals to the food their produce  Intro to bridge grip. Peeling and slicing (pre-cooked) hard boiled eggs - recapping buttering and slicing. Making egg sandwich. | 3 x bunches of spring onion  **To buy: 30 eggs**  **3 x loaves of bread (Felix?)** |
| Spring 1  Wk 5 and 6  (cycle 9) |  | **Trip to Stepney Farm!** | **Bring cards of animal products to the farm. Take photos of the children matching the animal to the product.** |
| **SPRING 2 – FOOD CHOICE**  Know that people choose different types of food, based on who they are with, preferences, season, time of day, allergy/intolerance, religion and occasion (including celebrations). | | | |
| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Spring 2  Wk 1 and 2  (cycle 10) | skills (for life)  intro into butter knife  spreading | Intro to butter knife – Why is the tip round and not pointy?  Where do we get butter from? Which animal did we find at the farm?  Buttering bread and making toast - safely using a toaster.  How can we be safe with a toaster?  Clear safety rules - what we can and cannot do at home.  How do we spread butter onto toast.  (bread will rip - let children practice using toast) | **To buy:**  **3 loaves of bread (Felix?)**  **Spreadable butter** |
| Spring 2  Wk 3 and 4  (cycle 11) | skills (for life)  intro into butter knife  claw grip | slicing bananas - learn claw grip  recap spreading butter - using bread this week (harder than toast)  Make banana sandwiches | bananas x6 bunches  **To buy/ cupboard:**  **2 x loaves of bread** |
| Spring 2  Wk 5 and 6  (cycle 12) | Skills (for life)  Safety  Boiling eggs - link to numeracy. Counting minutes | Clear focus on safety  Boiling our own eggs. Looking at time. Soft boiled and hard boiled. Recapping making toast more independently / or dipping asparagus into eggs.  Collect yoghurt pots from lunch hall for the first week back after Easter. | asparagus x approx. 40 stems  tenderstem brocoli x approx. 40 stems  **To buy/ cupboard:**  eggs x36  3 x loaves of bread |
| **SUMMER 1 – FOOD LABELLING**  Be aware that some foods have labels which provide information to help when making a choice  Looking at labels on yogurts | | | |
| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Summer 1 Wk 1 and 2  (cycle 13) | Inventing / understanding how food works  Tasting and talking | Intro to herbs around school. Comparing fresh and dried. What can we grow? Making a herb salad. Chopping cucumber, tomato and coriander. Plant individual cress in the yoghurt pots.  Second part of the lesson should be spent looking at labels on yoghurts | basil x2  mint x2  dill x2  tarragon x2  coriander x 2  cucumber x6  plum tomato x 2kg  **To buy/ cupboard:**  order cress seeds (ask Laura O) |
| Summer 1  Wk 3 and 4  (cycle 14) | Inventing / understanding how food works  Tasting and talking | Tasting new things - mackerel pate. Tearing, chopping, tasting and mixing. Chopping cucumber for dipping.  Adding our class cress.  <https://www.jamieoliver.com/recipes/fish-recipes/smoked-mackerel-pate-with-griddled-toast-and-cress-salad/> | 4 x fresh parsley  1kg lemons  **To buy/ cupboard:**  cream cheese x4  mackerel fillets x8 packets |
| Summer 1  Wk 5 and 6  (cycle 15)  Usually a shorter term- depending on term, ensure each child is involved in this lesson in one week |  | Salad- can be made in the classroom  Grate carrots  Rip lettuce  Chop tomatoes and spring onions  Slice cucumbers  To be brought to the lunch hall for sharing in two large bowls (one for each sitting). Ensure this is done before 12 so the lunch ladies can split the salad between all bowls for the hall. | 6 x butterhead lettuce  1kg carrots  6 cucumbers  2kg plum tomatoes  6 bunches spring onion |
| **SUMMER 2– COOKING (FOOD PREPARATION AND HANDLING SKILLS)**  Name and use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon  Avoid wasting food during preparation and cooking and recycle food packaging  (Visit Tosca in kitchen - sort her recycling)  Talk to older children about food waste at lunch | | | |
| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Summer 2 Wk 1 and 2  (cycle 14) | **ASSESSMENT** | **Assess the children according to the level 1 objectives.** | Sliced bread  Eggs  Broccoli  Asparagus  Berries  Sparkling water |
| Summer 2  Wk 3 and 4  (cycle 15) | Following a recipe  recap what we have learned in the kitchen this year. | Planning our skills celebration party. Design a menu - tell your grown ups what you will be making for them. Make and send home invitations. |  |
| Summer 2 Wk 5 and 6  (cycle 16) | Following a recipe  Celebrating our skills for life | Cooking / eating with our grown ups. |  |

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| **YEAR 2**  Level 2 - C A N route planner  For shorter preparation and cooking time recipes - class must tidy away properly and be encouraged to serve, and eat their food together using appropriate cutlery and plates. Build sharing, talking and enjoying food together skills.  Level 2 certificate / assessment statements  I can follow food hygiene rules and stay safe  I can use a tin opener  I can safely heat ingredients in a saucepan  I can safely boil  I can use a box grater  I can safely chop using a claw and bridge grip  I can experiment with flavours and seasoning |
| **Autumn 1- Food Safety**  Be aware that food purchased or cooked needs to be stored in a different ways to keep it safe, e.g. fridge, freezer |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Autumn 1  Wk 1 and 2  (cycle 1) | Skills (for life)  Food hygiene / washing hands  Kitchen safety | What do they remember about health and safety in the pod from last year? Remind them of the unwashed hands and bread experiment. What did it show us? How can we prevent this?  Food hygiene - recap how to clean our hands properly. At least 20 seconds  Tweet how to clean our hands videos and safety video  Start to think about how to better look after our pod equipment and keeping it clean. | **To buy:** |
| Autumn 1  Wk 3 and 4  (cycle 2) | Skills (for life)  Using a tin opener  Colander to strain  Masher to hand mash chunky humous | Collect ingredients and equipment needed  tin opener, colander, masher, bowls.  Learn how to use a tin opener.  Discuss safety around this. Open tins of chick peas. Strain water away. Talk about when else you may have seen a colander being used (eg pasta). Hand mash chickpeas with forks.  Let children experiment with flavour / seasoning to add to their chickpeas. Lemon, garlic, fresh herbs. | lemon x8  coriander x4  garlic x4 bulbs  basil x4  carrots x2kg (for dipping)  cucumber x8 (for dipping)  **To buy:**  tinned chick peas x16 |
| Autumn 1  Wk 5 and 6  (cycle 3) | Skills (for life)  1st independent skills test  fancy beans on toast | 1. safely open tin (what do we need to remember from last week?) 2. safely warm beans (what can we remember from boiling eggs in y1?) 3. safely use toaster 4. Use a butter knife to spread   Extra skill options… select herbs, grate cheese, add known spices, chop cucumber, tomatoes - (still using butter knife) | chives x4  tomatoes x1kg  **To buy/ cupboard:**  tinned baked beans x16  sliced brown bread x6  butter x4  block of cheese |

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| **Autumn 2- Diet and Health**  Be aware that we all need a balanced diet to grow, be active and maintain health, and that we need to eat more of some foods that others, e.g. as depicted in the ‘eat well’ plate.  Create eat well plate |

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| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Autumn 2  Wk 1 and 2  (cycle 4) | Skills (for life)  Introduce chef knives - chop potatoes  Recap boiling and straining | Recap on the knife skills we already have  Claw and bridge  Use bridge grip to safely chop potatoes - using pairing knife. Work in safety partners.  How will we know when the potatoes are cooked? How does the potato change?  Recap using stove top (boiling eggs, warming beans.) Explain how we can cook potatoes in the same way. Recap using strainer to strain potatoes (we did this with chickpeas) (what is different this time? water is hot - strain with support).  Provide olive oil, salt, pepper, lemon juice, dried herbs and spices. Allow children to flavour their own boiled potatoes. | small potatoes (new potatoes?) for small hands chopping practice x4kg  lemon x6  chilli xbag  **To buy/ store cupboard:**  olive oil  salt  pepper  dried herbs  spices |
| Autumn 2  Wk 3 and 4  (cycle 5) | Skills (for life)  Continue building confidence with chef knives | Range of vegetables to slice - courgette, mushrooms, tomatoes, aubergine.  Key teaching - can we find a flat side, so the veg doesn't rock. When do we need to use claw? When should we use bridge?  Bake in the oven.  If there is extra, it can be kept for sharing during tomorrow’s lunch in the hall.  Keep some potatoes on the side! These will need to sprout before Spring 1 week 3. | courgette x10  basic mushroom x 1 box  tomatoes x2kg  aubergine x6  baby potatoes x 2kg |
| Autumn 2  Wk 5 and 6  (cycle 6) | Skills (for life)  2nd independent skills test  safely chop / slice  safely grate  safely use toaster | Cheese salad pita breads   1. slice tomato, onion, cucumber independently 2. grate cheese 3. use a toaster   assemble | cucumber x15  rocket x2 bags  6 x butterhead lettuce  **To buy:**  pita bread x40  cheese x1 block |
| Autumn 2  Wk 7 and 8 (depending on length of term and Christmas) |  | **Christmas cooking?**  **Ask chn and families to bring in small jars for the lesson the first week back after Christmas-** |  |
| **SPRING 1 – CONSUMER AWARENESS AND FOOD ORIGINS**  Recognise that food can be purchased or grown at home or at school  Visit to Watney market to look at produce- children bring in 50p each? Purchase produce for a breakfast snack  Winter planting at school | | | |
| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Spring 1  Wk 1 and 2  (cycle 7) | Skills (for life)  Continue using stove top to heat  Continue practicing chopping skills (fruit toppings)  Nutrition - healthy choices | Discuss healthy breakfast options.  Find out what porridge is made from.  Children make porridge.  Discuss why we need to stir. Safely chop fruit toppings bought from Watney Market.  Make jars of overnight oats with fruit from the market to sell after school. | Berries  To buy:  Fruit from Watney Market  porridge oats x4kg (keep spare for oat bars)  Nuts and seeds |
| Spring 1  Wk 3 and 4  (cycle 8) | Skills (for life)  Continue to practice chopping skills  Continue to use stove top to heat  Demonstrate how to confidently use a box grater | Find out where potatoes come from and how they grow.  Make spinach and potato cheesy mash.  How will we know when the potatoes are cooked? How does the potato change?   1. chop 2. boil 3. grate 4. strain 5. mash 6. taste, discuss, season | 2kg white potatoes  1kg baby potatoes  1kg baby spinach  Garlic  To buy:  Cheddar cheese |
| Spring 1  Wk 5 and 6  (cycle 9) | Following a recipe | bombay spiced potato  <http://www.bbc.co.uk/food/recipes/bombaypotatoes_1406> |  |
| **SPRING 2 – FOOD CHOICE**  Be aware that different settings may affect food and drink choice, eg. home, school, eating out. | | | |
| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Spring 2  Wk 1 and 2  (cycle 10) |  | a combination of <https://www.bbcgoodfood.com/recipes/one-pan-spicy-rice> and <https://www.bbcgoodfood.com/recipes/nice-n-spicy-savoury-rice>​ | **To buy/ cupboard:**  Natural yoghurt x 1 litre  Basmati rice |
| Spring 2  Wk 3 and 4  (cycle 11) |  | <https://www.bbcgoodfood.com/recipes/grilled-mediterranean-veg-bean-mash> | 1kg mixed peppers  5 aubergines  6 courgettes  2 x fresh coriander  6 x lemons  Fresh garlic  **To buy/ cupboard:**  Borlotti beans  Butter beans |
| Spring 2  Wk 5 and 6  (cycle 12) |  | <https://www.bbcgoodfood.com/recipes/roast-summer-vegetables-chickpeas> |  |
| **SUMMER 1 – FOOD LABELLING**  Be aware that some foods have labels which provide information to help when making a choice  Sorting high sugar and low sugar drinks  Ordering in bar chart. | | | |
| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Summer 1 Wk 1 and 2  (cycle 13) |  |  |  |
| Summer 1  Wk 3 and 4  (cycle 14) |  |  |  |
| Summer 1  Wk 5 and 6  (cycle 15)  Usually a shorter term- depending on term, ensure each child is involved in this lesson in one week |  |  |  |
| **SUMMER 2– COOKING (FOOD PREPARATION AND HANDLING SKILLS)**  Use a range of food preparation skills with supervision, e.g.. peeling, slicing, mixing, scooping, grating, spreading | | | |
| **Lesson** | **Focus** | **Learning** | **Ingredients** |
| Summer 2 Wk 1 and 2  (cycle 14) | **ASSESSMENT** | **Assess the children according to the level 2 objectives.** |  |
| Summer 2  Wk 3 and 4  (cycle 15) | Following a recipe  recap what we have learned in the kitchen this year. | Planning our skills celebration party. Design a menu - tell your grown ups what you will be making for them. Make and send home invitations. |  |
| Summer 2 Wk 5 and 6  (cycle 16) | Following a recipe  Celebrating our skills for life | Cooking / eating with our grown ups. |  |

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| **YEAR 3**  Level 3 - C A N route planner  For shorter preparation and cooking time recipes - class must tidy away properly and be encouraged to serve, and eat their food together using appropriate cutlery and plates. Build sharing, talking and enjoying food together skills.  I can use a steamer  Level 3 certificate / assessment statements  I can follow food hygiene rules and stay safe  I can make healthy choices  I can safely heat / cook ingredients in a saucepan  I can safely use steam to cook  I can safely boil  I can use the oven to roast / bake  I can safely chop using a claw and bridge grip  I can experiment with flavours and seasoning  I can make a simple, healthy meal  (vegetarian shepherds pie with steamed greens or veggie burgers and baked chips) |
| **Autumn 1- Food Safety**  Demonstrate good food safety practices when getting ready prepare and cook food. eg. keep raw meat away from other food, thorough hand washing |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Autumn 1  Wk 1 and 2  (cycle 1) |  | Recap staying safe in pod - should already be embedded.  Science behind germs.  Start looking at different chopping boards etc. Discuss how to safety store food.  Make and tweet short food hygiene videos. |  |
| Autumn 1  Wk 3 and 4  (cycle 2) |  | Oat porridge  cornmeal porridge  rice porridge  Think about the nutritional value of these foods. Where are these foods still eaten widely? Why are they eaten?  Think about cost and nutrition. Link to maths - can you work out cost per portion?  Which was your favourite porridge? |  |
| Autumn 1  Wk 5 and 6  (cycle 3) |  | Think about making porridge last week. What skills did we use? Can we transfer these skills to make something different?  Make courgette and lemon risotto  <http://www.bbcgoodfood.com/recipes/courgette-lemon-risotto> |  |

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| **Autumn 2- Diet and Health** Know that it is important to drink regularly throughout the day to stay hydrated  Design a persuasive poster advertising water.  Keep a water diary for the week. (Link to maths) interpret data from e.g. Bar charts |

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| **Lesson** | **Focus** | | **Learning** | **Ingredients to order** | |
| Autumn 2 Wk 1 and 2  (cycle 4) | Skills for life  Steaming | | Introduce using a steamer to cook vegetables.  Discuss why this might be better than boiling (prevent the loss of water-soluble vitamins). Could boil some broccoli to compare the colour of the cooking water.  Make steamed greens with garlic, lemon and chili. |  | |
| Autumn 2  Wk 3 and 4  (cycle 5) | Following a recipe | | Spanish omelette  link to previous week - steam the potatoes prior to adding to the omelette.  <http://www.bbcgoodfood.com/recipes/2685647/spanish-omelette> |  | |
| Autumn 2  Wk 5 and 6  (cycle 6) | Independent skills test | | Compare standard white bread, brown bread, and rye bread.  Follow recipe but make own basic humous - use previous learning from y2.  <http://www.bbcgoodfood.com/recipes/420617/green-club-sandwich>  photograph, tweet and record our independent efforts |  | |
| Autumn 2  Wk 7 and 8 (depending on length of term and Christmas) | |  | **Christmas cooking?** | |  |

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| **SPRING 1 - CONSUMER AWARENESS and FOOD ORIGINS** Know the basic steps in producing food  DAIRY  Books about dairy farming  Visit a dairy farm |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Spring 1 Wk 1 and 2  (cycle 7) | Independent skills test  mustard champ | <http://www.bbcgoodfood.com/recipes/5531/mustard-champ>  link back to previous learning (spinach and cheesy mash in y2). Explain that we are making a version of mashed potato. Who thinks they know exactly what to do? What equipment do we need? What method will we use? |  |
| Spring 1  Wk 3 and 4  (cycle 8) | Following a recipe  vegetarian shepherds pie (use skills from previous week) | <http://www.bbcgoodfood.com/recipes/4382/veggie-shepherds-pie-with-sweet-potato-mash>  We should now all be confident and comfortable with making mashed potato. Explain how today we will be mashing sweet potato instead.  Discuss shepherds pie as a good, healthy, cheap meal. Discuss using lentils instead of meat.  Children follow recipe. |  |
| Spring 1 Wk 5 and 6  (cycle 9) |  |  |  |

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| **SPRING 2 – FOOD CHOICE** Be aware that it is important to choose an appropriate portion size for their needs |

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| **Lesson** | **Focus** | | **Learning** | | **Ingredients to order** | |
| Spring 2 Wk 1 and 2  (cycle 10) | Following a recipe  Making healthy choices  (alternatives to junk food) | | <http://www.bbcgoodfood.com/recipes/1364634/chickpea-and-coriander-burgers>  think about how we used chickpeas in previous week for humous.  Discuss whether we should fry or oven bake the burgers. Make your own choice. Is it ok to deviate from a recipe sometimes? | |  | |
| Spring 2 Wk 3 and 4  (cycle 11) | Following a recipe  Making healthy choices | | <http://www.bbcgoodfood.com/recipes/sticky-potato-wedges-sesame-lemon>  Let’s think about chips!  Tweet a healthy choices video. Think about our chopping skills. | |  | |
| Spring 2 Wk 5 and 6  (cycle 12) | Independent skills test  chopping  toasting  heating  seasoning | | Using skills from KS1 and y3. Make spicy beans on toast.  <http://www.bbcgoodfood.com/recipes/spicy-beans-toast>  substitute baked beans for butter beans / borlotti beans | |  | |
| **SUMMER 1 – FOOD LABELLING**  Read and make use of the main information on food and drink labels  Breakfast products | | | | | | |
| **Lesson** | | **Focus** | | **Learning** | | **Ingredients** |
| Summer 1 Wk 1 and 2  (cycle 13) | |  | |  | |  |
| Summer 1  Wk 3 and 4  (cycle 14) | |  | |  | |  |
| Summer 1  Wk 5 and 6  (cycle 15)  Usually a shorter term- depending on term, ensure each child is involved in this lesson in one week | |  | |  | |  |
| **SUMMER 2– COOKING (FOOD PREPARATION AND HANDLING SKILLS)**  Actively minimise food waste, be aware of portion sizes, compost fruit and vegetables and recycle food packaging. | | | | | | |
| **Lesson** | | **Focus** | | **Learning** | | **Ingredients** |
| Summer 2 Wk 1 and 2  (cycle 14) | | **ASSESSMENT** | | **Assess the children according to the level 3 objectives.** | |  |
| Summer 2  Wk 3 and 4  (cycle 15) | | Following a recipe  recap what we have learned in the kitchen this year. | | Planning our skills celebration party. Design a menu - tell your grown ups what you will be making for them. Make and send home invitations. | |  |
| Summer 2 Wk 5 and 6  (cycle 16) | | Following a recipe  Celebrating our skills for life | | Cooking / eating with our grown ups. | |  |

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| **YEAR 4**  Level 4- C A N route planner  For shorter preparation and cooking time recipes - class must tidy away properly and be encouraged to serve, and eat their food together using appropriate cutlery and plates. Build sharing, talking and enjoying food together skills.  Level 4 certificate / assessment statements  I can follow food hygiene rules and stay safe  I can cook fish  I understand how much sugar is in many fizzy drinks  I can make alternatives to junk food  I can confidently cook rice, pasta and potatoes  I can confidently chop using a claw and bridge grip  I can experiment with flavours and seasoning  I can make a balanced meal and understand portioning |
| **Autumn 1- Food Safety**  Demonstrate good food safety practices when getting ready to **store**, prepare and cook food. eg. keep raw meat away from other food, thorough hand washing |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Autumn 1  Wk 1 and 2  (cycle 1) | Skills for life  food hygiene / safety | Recap staying safe in pod - should already be embedded.  Science behind germs.  Start looking at different chopping boards etc. Discuss how to safely store food.  Make and tweet short food hygiene videos. |  |
| Autumn 1  Wk 3 and 4  (cycle 2) | Skills for life  Balanced meal | Tasting and comparing  Wholemeal vs white; pasta, rice and bread  Discuss the difference; food production, milling etc.  Recap stove top cooking/ boiling.  Discuss safety precautions; do any children have gas hobs at home? Link to PSHE learning of risk.  Chn to make simple pasta and rice dishes (make a simple pesto/ gremolata style sauce/ lemon, parsley and olive oil to coat the pasta. Simple soy and ginger dressing for the rice?) and compare the dishes; do they prefer wholemeal or white and why. | Dressing ingredients  3 x fresh parsley  Lemon  **To buy/ cupboard:**  Brown rice, wild rice?, white rice.  White, brown, wholemeal breads  Soy sauce  ginger |
| Autumn 1  Wk 5 and 6  (cycle 3) | Skills for life  Creating a balanced meal | Discuss the learning from previous session. Compare brown/ wholemeal and white carbohydrates. Which are healthier and why.  Cooking brown rice and veg with a yoghurt dressing. Steam the vegetables- greens such as broccoli and string beans. Maybe carrots too, things they may have at home or in freezer. Discuss water soluble vitamins (green water when broccoli is boiled)- healthier to steam.  Skills- steaming, using the equipment safely, checking when food is ready (personal preference too- soft or chewy?) mixing and measuring for the rice and yoghurt dressing. | Green vegetables- broccoli, beans, kale  Carrots  Lemon  Parsley  **To buy/ cupboard:**  Brown rice  Natural yoghurt |

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| **Autumn 2- Diet and Health** Be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.  Keep a me and my healthy lifestyle log |

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| **Lesson** | **Focus** | | **Learning** | | **Ingredients to order** | |
| Autumn 2 Wk 1 and 2  (cycle 4) | Following a recipe  Love of junk food | | Which foods are their favourite?  Make lists. Which ones do they think they could now make a healthier alternative of, using their food skills and knowledge?  Nandos probably mentioned- talk about breaded chicken or fish.  Discuss how they would be fried. Introduce the cauliflower nuggets. Which spices could we add to make it more savoury and satisfying?  Different groups to try different flavourings.  Also making chips and ketchup- look at the ingredients on a ketchup bottle. What could we use instead?  Each group to make a portion of nuggets, chips and ketchup. Skills used; box grater, measuring, chopping, using an oven safely. | | Cauliflower  Potatoes  Tomatoes  Vinegar  Sugar  Lemon juice  Egg  **To buy/ cupboard:**  Mixed spices- garam masala, pepper, smoked paprika | |
| Autumn 2  Wk 3 and 4  (cycle 5) | Following a recipe  Making healthy choices | | <https://www.bbcgoodfood.com/recipes/easy-vegan-pho>  Healthy noodles  Make a pho. With a stock and steamed veg. | | Fresh ginger  3 x leeks  1kg chestnut mushrooms  2 x fresh mint  6 x spring onion bunches  500g chilies  1kg baby spinach  To buy/ cupboard:  Rice noodles  Veg stock | |
| Autumn 2  Wk 5 and 6  (cycle 6) |  | | Healthy lunch planning- if they were to pack their lunch for a school trip, what would they like? Healthy sandwich building. Look at their RDA of fruit, vegetables, protein, carbohydrates etc. How can they help themselves achieve this in their lunch? Children to bring in a jar for fruit yoghurt serving.  Skills- understanding a healthy diet, grating, cutting, measuring (amount of cheese, yoghurt etc) | |  | |
| Autumn 2  Wk 7 and 8 (depending on length of term and Christmas) | |  | | **Christmas cooking?** | |  |

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| **SPRING 1 - CONSUMER AWARENESS and FOOD ORIGINS** Know the basic steps in producing food  WHEAT / GRAIN / CROPS  Books about farming  Visit a farm |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Spring 1 Wk 1 and 2  (cycle 7) | Following a recipe | Wholemeal pizza- which flour type should we use for the pizza to be its healthiest? Discuss cooking time of pizza- do the children then want to cook the toppings separately? Sauce made from scratch. Which seasonings should be added? | 2kg x plum tomatoes  2kg x mixed pepers  6 x aubergines  1kg x courgettes  1kg x chestnut mushrooms  **To buy/ cupboard:** Wholemeal flour  Cheese |
| Spring 1  Wk 3 and 4  (cycle 8) |  |  |  |
| Spring 1 Wk 5 and 6  (cycle 9) | Independent skills test  chopping  steaming  boiling  baking  heating  seasoning | Look back on what they have done so far.  Give recipes? Children to decipher the best way to cook the dish? (if it’s a rice dish, just give the ingredients and they are to choose how best to approach it) |  |

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| **SPRING 2 – FOOD CHOICE** 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 and peer pressure |

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| **Lesson** | **Focus** | | **Learning** | | **Ingredients to order** | |
| Spring 2 Wk 1 and 2  (cycle 10) |  | | Cauliflower nuggets  <https://biancazapatka.com/en/crispy-baked-breaded-cauliflower-vegan-cauliflower-nuggets/> | |  | |
| Spring 2 Wk 3 and 4  (cycle 11) |  | | <https://graphics.asda.com/good-living/recipe/miguel-barclays-goan-cauliflower-curry> | |  | |
| Spring 2 Wk 5 and 6  (cycle 12) |  | |  | |  | |
| **SUMMER 1 – FOOD LABELLING**  Read and make use of the main information on food and drink labels  Drinks | | | | | | |
| **Lesson** | | **Focus** | | **Learning** | | **Ingredients** |
| Summer 1 Wk 1 and 2  (cycle 13) | | Following a recipe  Drinks week | | Show popular drinks- read the labels. Who likes these drinks? How often do they drink them? Use this to inform the next part.  How much sugar is in each drink? Weigh it out on the digital scales. Then consider 2 or 3 glasses or cans at home. Show the sugar content. Consider other sweet foods they may be eating.  Chn to make homemade lemonade or root beer or ginger beer. (Or all 3? One for each group?)  Link to persuasion; why should someone drink their homemade versions rather than shop bought ones? Each group to develop a little sales pitch. | | 1kg lemons  1kg imes  3 x fresh mint  **To buy/ cupboard:**  Apple juice (for the lemonade)  Sparkling water |
| Summer 1  Wk 3 and 4  (cycle 14) | |  | |  | |  |
| Summer 1  Wk 5 and 6  (cycle 15)  Usually a shorter term- depending on term, ensure each child is involved in this lesson in one week | |  | |  | |  |
| **SUMMER 2– COOKING (FOOD PREPARATION AND HANDLING SKILLS)**  Name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity | | | | | | |
| **Lesson** | | **Focus** | | **Learning** | | **Ingredients** |
| Summer 2 Wk 1 and 2  (cycle 14) | | **ASSESSMENT** | | **Assess the children according to the level 4 objectives.** | |  |
| Summer 2  Wk 3 and 4  (cycle 15) | | Following a recipe  recap what we have learned in the kitchen this year. | | Planning our skills celebration party. Design a menu - tell your grown ups what you will be making for them. Make and send home invitations. | |  |
| Summer 2 Wk 5 and 6  (cycle 16) | | Following a recipe  Celebrating our skills for life | | Cooking / eating with our grown ups. | |  |

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| **YEAR 5**  Level 5 - C A N route planner  For shorter preparation and cooking time recipes - class must tidy away properly and be encouraged to serve, and eat their food together using appropriate cutlery and plates. Build sharing, talking and enjoying food together skills.  Level 5 certificate / assessment statements  I can follow food hygiene rules and stay safe  I independently make healthy choices  I can think about costing / budget  I can safely prepare and cook meat (minced lamb, chicken)  I can confidently and safely boil and strain  I can use the oven to roast / bake  I can safely chop using a claw and bridge grip  I can experiment with flavours and seasoning  I can make a healthy meal |
| **Autumn 1- Food Safety** Prevent contamination, spoilage and decay when handing and storing food, so that it is safe to eat |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Autumn 1  Wk 1 and 2  (cycle 1) | Skills for life  food hygiene / safety | Start to look at level 1 food hygiene certificate questions . No cooking in week 1. To work in class and explore following.   * Food Contamination * Bacteria * Bacterial Growth * Food Poisoning * Storage * Preparation * Cleaning * Pest Control |  |
| Autumn 1  Wk 3 and 4  (cycle 2) | Skills for life  budget / costing | Cheap eats units  Daal So are they making a daal  How much does it cost to make? What is the price per portion? What is the nutritional value?  You need the ingredients to calculate price per portion  Could we sell some after school? How much to break even? How much to make a profit? |  |
| Autumn 1  Wk 5 and 6  (cycle 3) |  | Rice dish- safely washing and storing cooked rice |  |

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| **Autumn 2- Diet and Health** Know that a variety of food is needed in the diet because different foods provide different substances required for our health, namely nutrients (carbohydrates, protein, fat, vitamins and minerals), water and fibre. |

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| **Lesson** | **Focus** | | **Learning** | | **Ingredients to order** | |
| Autumn 2 Wk 1 and 2  (cycle 4) | Following a recipe  kale pesto and pasta  with invention salad | | In y4 we explored different pasta types. Which pasta will you choose to use and why?  <http://www.bbcgoodfood.com/recipes/2872687/kale-pesto>  what could we serve this with? Invent your own salad from veg in fridge. | |  | |
| Autumn 2  Wk 3 and 4  (cycle 5) | Following a recipe  cheap eats  tomato baked eggs with fresh granary rolls | | Prepare bread rolls first as a group - divide dough and bake individually / or challenge children to scale down recipe and make enough dough for their group/ Ratio and proportion -  http://www.bbcgoodfood.com/recipes/2047/basic-granary-bread-dough-for-rolls-or-a-large-loa  <http://www.bbcgoodfood.com/recipes/7573/spicy-tomato-baked-eggs> | |  | |
| Autumn 2  Wk 5 and 6  (cycle 6) |  | | https://www.bbcgoodfood.com/recipes/vegan-chickpea-curry-jacket-potato | |  | |
| Autumn 2  Wk 7 and 8 (depending on length of term and Christmas) | |  | | **Christmas cooking?** | |  |

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| **SPRING 1 - CONSUMER AWARENESS and FOOD ORIGINS** know the basic steps in producing food  MEAT / POULTRY  Create a project from farm to fork |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Spring 1 Wk 1 and 2  (cycle 7) | Skills for life  Spicy cottage pie potato skins | <http://www.bbcgoodfood.com/recipes/3084682/rosemary-roast-chicken-thighs-new-potatoes-asparag>  Discuss how we will scale this recipe down, in order to bake in our teams of 3.  What are the main things we need to consider? > That the chicken is cooked, that we do not cross contaminate equipment, that we wash our hands.  Discuss ways we might adapt the recipe if desired. |  |
| Spring 1  Wk 3 and 4  (cycle 8) | skills for life  following a recipe independently  Exploring tinned foods / store cupboard staples | Discuss how the ingredients we are using today might be things we could easily have at home. Is this something you could make for your family? We should all be feeling really confident about making this dish.  <http://www.bbcgoodfood.com/recipes/1811/tuna-and-lemon-pasta> |  |
| Spring 1 Wk 5 and 6  (cycle 9) |  | In y2 and y3 we made mashed potato. In y3 we made spicy vegetarian shepherds pie. Can we use all of these skills and knowledge to make a meat version using lamb mince?  What do we need to consider when cooking meat?  <http://www.bbcgoodfood.com/recipes/3607/shepherds-pie-potatoes> | halal lamb mince |

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| **SPRING 2 – FOOD CHOICE** Consider cost when helping to shop for food and cook at home |

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| **Lesson** | **Focus** | | **Learning** | | **Ingredients to order** | |
| Spring 2 Wk 1 and 2  (cycle 10) | Skills for life  exploring tinned foods / dehydrated foods / store cupboard staples | | Think back to A2 and the ‘cheap eats’  <http://www.bbcgoodfood.com/recipes/2489/couscous-salad>  Talk about couscous. Discuss how this is a dehydrated food and we will rehydrate it with hot water. What other foods work like this?  Discuss tinned chickpeas. This is an ingredient we have been using since y2. Is this something worth keeping in your cupboard?  Discuss halloumi cheese. What other cheeses do we know? Is it similar to any you've had before? Does halloumi fit in with this type of food? | |  | |
| Spring 2 Wk 3 and 4  (cycle 11) |  | | <https://www.bbcgoodfood.com/recipes/vegan-chilli> | |  | |
| Spring 2 Wk 5 and 6  (cycle 12) |  | |  | |  | |
| **SUMMER 1 – FOOD LABELLING**  Read and make use of the main information on food and drink labels  Pre-prepared foods. eg ready meal versions of food being made in CAN | | | | | | |
| **Lesson** | | **Focus** | | **Learning** | | **Ingredients** |
| Summer 1 Wk 1 and 2  (cycle 13) | |  | |  | |  |
| Summer 1  Wk 3 and 4  (cycle 14) | |  | |  | |  |
| Summer 1  Wk 5 and 6  (cycle 15)  Usually a shorter term- depending on term, ensure each child is involved in this lesson in one week | |  | |  | |  |
| **SUMMER 2– COOKING (FOOD PREPARATION AND HANDLING SKILLS)**  Demonstrate an increasing range of food preparation skills, eg. accurate weighing and measuring, kneading | | | | | | |
| **Lesson** | | **Focus** | | **Learning** | | **Ingredients** |
| Summer 2 Wk 1 and 2  (cycle 14) | | **ASSESSMENT** | | **Assess the children according to the level 5 objectives.** | |  |
| Summer 2  Wk 3 and 4  (cycle 15) | | Following a recipe  recap what we have learned in the kitchen this year. | | Planning our skills celebration party. Design a menu - tell your grown ups what you will be making for them. Make and send home invitations. | |  |
| Summer 2 Wk 5 and 6  (cycle 16) | | Following a recipe  Celebrating our skills for life | | Cooking / eating with our grown ups. | |  |

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| **YEAR 6**  Level 6 - C A N route planner  For shorter preparation and cooking time recipes - class must tidy away properly and be encouraged to serve, and eat their food together using appropriate cutlery and plates. Build sharing, talking and enjoying food together skills.  Level certificate / assessment statements  I can pass level 1 food hygiene (mock online exam)  I independently make healthy choices  I understand costing / budget  I can safely prepare and cook meat and fish  I can boil, strain, steam, bake/roast and stove top cook  I can confidently chop using a claw and bridge grip  I can understand flavour families  I can create a meal from store cupboard and frozen supplies  I can make a healthy meal for me and my family |
| **Autumn 1- Food Safety** Understand the use of date-marks and storage instructions on food and drinks labels |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Autumn 1  Wk 1 and 2  (cycle 1) | Skills for life  food hygiene / safety | Start to look at level 1 food hygiene certificate questions .No cooking in week 1. To work in class and explore following.   * Food Contamination * Bacteria & Bacterial Growth * Food Poisoning * Storage * Preparation * Cleaning * Pest Control |  |
| Autumn 1  Wk 3 and 4  (cycle 2) | Skills for life  looking at frozen foods  cooking a pea and mint soup second half of lesson | Discuss being in y6. What skills do we already have in the kitchen?  Talk about things the children would like to be able to cook at home. Explain that sometimes we need to make the most out of the ingredients we have. Discuss things cooked previously. Using tins, store cupboard and fresh ingredients.  Talk about where parents shop. Explain that next week we will take a trip to Iceland with a small budget.  Can we still make a nutritious meal?  frozen peas - minty mashed peas  frozen fish fingers / or other frozen fish  fresh potatoes  Spend half of lesson planning trip to iceland - spend other half making basic pea and mint soup using frozen peas. |  |
| Autumn 1  Wk 5 and 6  (cycle 3) | Skills for life  Making the best of what we have  trip to iceland at watney market | Buy (TRIP TO ICELAND) no cooking.  frozen fish - fillets or fingers  frozen peas  fresh potatoes  What do we already have in our store cupboard? Do we need any other fresh ingredients? |  |

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| **Autumn 2- Diet and Health** Know that food and drinks provide energy and in different amounts  Investigate food as an energy source.  Look at slow release energy foods vs high sugar |

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| **Lesson** | **Focus** | | **Learning** | | **Ingredients to order** | |
| Autumn 2 Wk 1 and 2  (cycle 4) | Making healthy breakfasts  1. granola to take home  2. porridge challenge to eat in school (link back to y3) are we now quicker, more confident, generally more efficient in the kitchen? | | Making granola for each child to take home. (Bring in a jar so that it’s sealed)  Talk about brain food- why we need to eat breakfast. Start our metabolism, concentration in school, but also in jobs as we get older.  compare to popular breakfast cereals.  Measure our the sugar in a bowl of cocopops, crunchy nut cornflakes, shop cereal bars etc. Work out why these are so appealing (sugar is addictive.) Did you know they had so much sugar?  Who can independently make a porridge option to eat now? We did this in y3. Oat, rice, or cornmeal porridge. How long did it take us to make it in y3? How long does it take us now? Can we now make this quickly and efficiently. Is this something we might make for ourselves going forward. Thinking about our journey into y7 and beyond. Add seeds, dried fruits etc saved back from granola. | |  | |
| Autumn 2  Wk 3 and 4  (cycle 5) | Healthy muffins and loaves  make one to eat and one to freeze for later date  discuss batch cooking and freezing | | Continuing on with the breakfast theme. Look at muffins bought in the shop- sticky, unhealthy etc. Can they read the ingredients on the labels? How much of it is unnecessary? Do even recognise them all? Compare it to the ingredient list we have for our own. Discuss best before dates- shop muffin has months until it ‘goes off’. Why?  Look at basic muffin recipe.  <http://www.bbcgoodfood.com/recipes/291605/healthy-breakfast-muffins> - can we adapt and use less sugar and why we might not include chocolate chips  discuss how these muffins can be made in batches and safely frozen and eaten at a later date.  Make enough to sample and to freeze one each. Decide when to eat these as a class. Maybe before a class trip to give us extra energy etc. | |  | |
| Autumn 2  Wk 5 and 6  (cycle 6) | Falafels with tzatziki, harissa and homemade hummus and flatbreads | | Talk about chickpeas again- which dishes do we know with them? Going to be making falafels. Talk about how falafels are traditionally cooked, do we know the flavourings included? How are they served? Where do falafels originate from?  Could we make something similar with using beans / pulses we might have at home? | |  | |
| Autumn 2  Wk 7 and 8 (depending on length of term and Christmas) | |  | | **Christmas cooking?** | |  |

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| **SPRING 1 - CONSUMER AWARENESS and FOOD ORIGINS** Understand where and how a variety of ingredients are grown, reared, caught and processed  Visit to Reynolds?  Visit to fish market? |

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| **Lesson** | **Focus** | **Learning** | **Ingredients to order** |
| Spring 1 Wk 1 and 2  (cycle 7) | Skills for life  Making a meal that can be repeated at home with ease | Fish fingers, mushy peas and chips  Spend time working out costing. How much does the meal cost to feed your group of 3? How much to feed a family of 6?  Make a video to document how to make this simple meal. |  |
| Spring 1  Wk 3 and 4  (cycle 8) | Making burgers- a meal with ingredients probably found at home. | Talk about using mince again. Because of its increased surface area, the meat must be cooked thoroughly. Talk about food poisoning. Take out thermometers. Read them safely. Test with hot water etc.  Danger zone is below 72C- make sure our bugers have a centre that is hotter than 72C to kill all bacteria. |  |
| Spring 1 Wk 5 and 6  (cycle 9) | Skills for like  Making halloumi burgers  shop junk chips vs homemade comparison | Grilled halloumi burgers with chilli ketchup and tahini mayo. (happy pear recipe) Or bean burgers?  Can we independently make chips / wedges with ease? Add a time element. How long from start to finish to make our healthy chips?  Have pre-bought portion of takeaway chips. Compare look, smell, feel.  Are the shop chips all uniform in size? Why is this? Do they look like real potatoes or reformed? What have they been cooked in?  How much is one portion of chips? How much is a bag of potatoes |  |

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| **SPRING 2 – FOOD CHOICE** Be aware that advertising can influenced what they choose to eat |

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| **Lesson** | **Focus** | | **Learning** | | **Ingredients to order** | |
| Spring 2 Wk 1 and 2  (cycle 10) | Skills for life  preparing for the journey ahead… y6 and beyond | | Soon we will be in Y7. More independence on what we eat.  Discuss what older siblings, cousins friends eat on way to / from school. Might we make healthier choices? How can we be prepared for healthy choices on the go? What snacks can we buy when out and about? What can be prepared?  oat bars  pocket pitas  quick pasta salad  can we divide these recipes and make as a team? Are we all confident on how to make each? | |  | |
| Spring 2 Wk 3 and 4  (cycle 11) | Skills for life  inventing  FAMILY SHARE | | Hunger buster challenge  You have just got home from school. You are allowed to cook a healthy meal for yourself. What can you make in 30 minutes with minimal mess and fuss? Can you be tidied up within 60 minutes?  store cupboard >  pasta, potatoes, cucumber, spinach, tinned tomatoes, tinned fish, chick peas, frozen peas, onions, spices etc.  Take a photo of what you have made. Use the rest of session to type up a recipe card with photo to take home. Is this something you could make for you and your family? How will you persuade your family that this is healthy, easy and that you are able safely do this? | |  | |
| Spring 2 Wk 5 and 6  (cycle 12) | Following a recipe  chicken tray bake with veg  FAMILY SHARE | | Link back to knowledge of healthy / balanced meals. What are our initial thoughts on this recipe? What do we like about it? Is there anything we want to adapt?  <http://www.bbcgoodfood.com/recipes/1498/allinone-chicken-traybake>  What do we know already about cooking meat? How will we know when it is ready? What happens if you eat undercooked chicken? | |  | |
| **SUMMER 1 – FOOD LABELLING**  Read and make use of the main information on food and drink labels  Focus on ALL other areas (check other year groups- drinks, ready meals, breakfast options etc) | | | | | | |
| **Lesson** | | **Focus** | | **Learning** | | **Ingredients** |
| Summer 1 Wk 1 and 2  (cycle 13) | | Following a recipe  quick courgette lasagne  FAMILY SHARE | | <http://www.bbcgoodfood.com/recipes/4716/creamy-courgette-lasagne>  We have made a few tray bake recipes. What are good about these? (less washing up, quick, simple, no frying etc.) | | 4kg courgette  To buy:  Cottage cheese tubs x 10 |
| Summer 1  Wk 3 and 4  (cycle 14) | |  | |  | |  |
| Summer 1  Wk 5 and 6  (cycle 15)  Usually a shorter term, ensure each child is involved in this lesson one week | |  | |  | |  |
| **SUMMER 2– COOKING (FOOD PREPARATION AND HANDLING SKILLS)**  Know how to store, prepare and cook a variety predominantly savoury dishes safely any hygienically | | | | | | |
| **Lesson** | | **Focus** | | **Learning** | | **Ingredients** |
| Summer 2 Wk 1 and 2  (cycle 14) | | **ASSESSMENT** | | **Assess the children according to the level 6 objectives.** | |  |
| Summer 2  Wk 3 and 4  (cycle 15) | | Following a recipe  recap what we‘ve learnt in the kitchen this year. | | Planning our skills celebration party. Design a menu - tell your grown ups what you will be making for them. Make and send home invitations. | |  |
| Summer 2 Wk 5 and 6  (cycle 16) | | Following a recipe  Celebrating our skills for life | | Cooking / eating with our grown ups. | |  |