

Intent:

For children to develop an understanding and appreciation of cooking, and to understand the importance of a healthy and varied diet.

To use prior knowledge to further develop their skills

To begin developing pupils' independence

To recall basic routines and expectations in the Food Technology room to help develop their independence

| Term | Week/s | Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i> | Learning Objective/s Knowledge and Skills To know, to use, to apply... | Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks |
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| Autumn (1) 8 Weeks | 1-4 | Healthy diet Healthy, unhealthy, meals | To provide meaning to the term 'healthy'. To begin to distinguish between 'healthy' and 'unhealthy' options (Opportunities within school: Small world play, dining hall, snack time). To begin to understand why it is important to keep our bodies healthy. To begin to make choices based on 'being healthy' during meal times. | Literacy: Definition of meanings. Numeracy: Making connections and comparisons. SMSC: Making choices. <i>Gatsby benchmark 8</i> |
| | 5-8 | Importance of drinking water Water, tap, healthy, sourced | To begin to understand where water is sourced. To begin to learn what foods naturally contain water. To begin to link drinking water and a healthy diet together. | Literacy: Ask questions. Numeracy: Logical reasoning. SMSC: Enjoy learning about others. |
| Autumn (2) 7 Weeks | 1-4 | Recognising equipment Knife, fork, spoon, bowl, equipment, safety | To correctly identify at least one piece of equipment To understand the importance of using equipment safely. To be able to correctly use and identify pieces of equipment during practical sessions. | Numeracy: Working systematically Literacy: Asking questions. |
| | 5-7 | Food festivities United Kingdom, festive, Christmas, map, countries | To recognise at least one festive pieces of food from the UK. Begin to explore other countries and their food festivities. Begin to understand that every country celebrates festivities differently. | Literacy: Answer questions. Give opinion. Numeracy: Visualisation. SMSC: Celebrate diversity. |
| Spring (1) 6 weeks | 1-3 | Hygiene in the kitchen Germs, hygiene, washing, | To begin to understand the term 'hygienic'. To know the importance of washing our hands. To know how to wash our hands To recognise key times in a day to wash our hands (after the toilet, before food prep, etc.). | Literacy: Infer information Numeracy: Use a timetable. |
| | 4-6 | Routine and rules Rules, routine, danger, safety, instructions | To understand and follow at least two basic rules of the Stone Hill kitchen. To be able to identify some dangers of not following the rules. To be able to follow instructions. To remember the routine of the lesson (washing hands, apron on, etc.). | Literacy: Take part in discussion. Numeracy: Pattern spotting. Gatsby Benchmark: 8 |
| Spring (2) 6 Weeks | 1-3 | Cooking for different occasions Birthday, Christmas, Easter, Halloween, occasions | To recognise at least two food occasions. To be able to recognise some food dishes from common occasions (e.g. Birthday/birthday cakes Easter/Easter eggs). Recognising what happens at different occasions during the year. | Literacy: Plan, draft, edit. Numeracy: Working systematically. |
| | 4-6 | Washing up and putting away Responsible, instructions, equipment, washing | To begin to take responsibility for the equipment you use. To follow one-step instructions. To recognise the importance of washing up (germs/bacteria). | Literacy: Following instructions. Numeracy: Pattern spotting. |

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| | | | To be able to source equipment from around the kitchen. To know simple routines in the kitchen. | |
| Summer (1) 5 Weeks | 1-5 | Cooking skills Grate, chop, mix, instructions, safety, ingredients | To begin to know the equipment needed to grate, chop and mix. To carefully follow instructions when preparing ingredients. Recognising equipment. | Literacy: Following instructions. Numeracy: Measurement skills. |
| Summer (2) 7 Weeks | 1-4 | Keeping hydrated Hydrate, water, drinks, liquid | To be able to name at least two drinks. To begin to recognise the importance of drinking liquids. To begin to explore the importance of drinking water over fizzy pop. Recognising different drinks. Know the method to make some drinks (juice). | Literacy: Take part in discussion. Numeracy: Trial and improvement. |
| | 5-7 | Summer time cooking BBQ's, packed lunch, fruit, vegetables | To recognise and name at least 2 pieces of fruit and vegetables. To recognise some food used for BBQ's and packed lunches. Be able to pack a packed lunch. Chop fruit and vegetables. | Literacy: Talk or write about text/pictures. Numeracy: Dates and seasonal change. |

Intended impact:
To build upon pupils' independence and broaden their understanding of basic recipes, and the skills needed to produce food dishes.
To instil a level of care and understanding when using equipment and utensils.

