

Our curriculum guide: Design and Technology: food and nutrition

Date: March 2025 and reviewed on an on-going basis

Introduction

This Curriculum Guide sets out details about one specific aspect of our overall curriculum: food preparation. This is a subject that forms part of Design and Technology but has links to other aspects of our curriculum, in particular Living and Learning and Science. The Curriculum Guide sits alongside similar documents for Early Years, Reading, Writing, Maths, Science and others.

We want Sphere Federation schools to be happy and healthy places to learn. This core aim permeates our schools and their ethos, whether in the classroom or around and about school. (*At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.*)

The knowledge and skills we are required to teach are set out in The National Curriculum (Department for Education, 2014). We set these out in a year-group based sequence of learning (age-related expectations) alongside additional or explicit learning, too.

Curriculum aims

Food preparation skills allow the development of practical life skills. Children build on previously learnt skills and while the finished product is important, the development of skills and knowledge is key. Food preparation reinforces the key concepts and messages of healthy eating and health education. Children have the opportunity to appreciate the value of eating together following their food preparation. Food preparation and the recipes chosen should motivate a change in behaviour, such as uptake of healthier school lunch choices (packed lunches and school meals) and eating breakfast.

Recipes have been selected to meet a balance of criteria:

- the ability to develop food preparation skills
- healthy food, with a preference for savoury over sweet
- food that can be adapted to reflect factors such as tastes, seasonality and nutritional properties
- food that is easy and practical to try out at home

Curriculum structure

Design and Technology is a National Curriculum foundation subject which we teach primarily as a topic in Summer 2. Food preparation is part of Design and Technology, but we teach this across the year: children have three opportunities each year (therefore six across each phase) to prepare food.

The Food and Nutrition curriculum encompass learning from different sources:

- The National Curriculum for Design and Technology including Cooking and Nutrition (DfE, 2014)
- The National Curriculum for Science (DfE, 2014)
- Relationships Education, Relationships and Sex Education (DfE, 2021)
- Core competences for children and young people aged 5-16 years: A framework of skills and knowledge around food, diet and physical activity (Food Standards Agency, 2016)

In Sphere Federation schools, teachers work in different phases to deliver the curriculum: Years 1 and 2; Years 3 and 4; Years 5 and 6. As a result, we operate a two-year rolling programme: Cycle A and Cycle B. The age-related expectations are the same for both year groups in the phase. Teachers adapt to meet the needs of all pupils so that by the time they leave a phase, the vast majority have met the expectations. This means that the learning for a Year 3 pupil might appear similar to that of a Year 4 pupil, but it is delivered and supported in a different way.



Key elements

Our long-term plans (pages 3-4) present an overview of the different recipes which children use each term. While some of the recipes might appear very simple, it's important to consider the progression of **skills** (rather than the actual outcome) planned across the age-ranges.

The following are some of the key elements of our Food and Nutrition curriculum which support this process.

Phases for teaching

Like other areas of Design and Technology, there are three phases for teaching Food and Nutrition: design, make and evaluate. How these are organised depends on factors relating to the recipe and the class size, but a typical pattern is as follows:

- **Design:** Teachers lead this phase; a basic / sample recipe is provided and talked through; children and the teacher discuss the extent to which the recipe may be followed and how it might be changed; a balance of creativity and realism is important.
- **Make:** Due to resourcing, the actual food preparation is typically taught in small groups, led by a teaching assistant.
- **Evaluate:** Once all children have prepared the food and created their finished product, teachers lead a session to review the process and the final product; ways to make improvements or to meet the needs of people are considered; notes from the evaluation stage are recorded in books.

Cross-curricular links

As well as discrete Food and Nutrition lessons, learning is reinforced in other subjects. For example, in Living and Learning lessons, pupils learn about the '5-a-day' message and what a healthy and unhealthy diet looks like. In Science, pupils learn about the basic needs of animals; the digestive system; the types and functions of teeth; the importance of eating the right amount of different types of food; and the impact of diet on the way their body functions. (See our Age-Related Expectations on pages 21-23.)

Learning in other subjects will be reinforced in Food and Nutrition lessons, too. In Maths, for example, pupils take measurements using mass, volume and time when preparing and cooking dishes. When investigating food costs, they use calculating skills. They may also interpret data in tables or charts when looking at nutritional information. Children have opportunities in Reading and Writing lessons to analyse recipes and write their own.

Resources

We use a variety of resources to support the planning and teaching of Food and Nutrition:

- Core Competencies for children and young people aged 5-16 years
- Cooking Skills Checklist
- Eat Well Guide
- Recipes (from a variety of sources including Change4life, Focus on Food and Food a Fact of Life)
- [Food a Fact of Life](#) to support teaching of key skills eg bridge hold and claw grip
- Cooking activities risk assessment



Long-term plans: skills, notes and variations

Cycle A are 'odd years': 2025-26, 2027-28... and Cycle B are 'even': 2024-25, 2026-27...

Autumn	Year 1,2 phase		Year 3,4 phase		Year 5,6 phase	
	Year A	Year B	Year A	Year B	Year A	Year B
product	banana sandwich	fruit smoothie	leek and potato soup	egg pot	lentil and vegetable soup	vegetable and chickpea curry
skills	peeling by hand (soft fruits) spreading (back of spoon) bridge hold arranging toppings garnishing	peeling by hand (soft fruits) claw grip (fork secure and table knife) measure liquids use measuring spoons	draining through colander peeling claw grip bridge hold measure liquids use measuring spoons using the hob (adult supervision) seasoning to taste	draining through colander claw grip bridge hold cracking an egg	draining through colander peeling claw grip bridge hold crushing garlic measure liquids use measuring spoons using the hob (adult supervision) using a lemon squeezer seasoning to taste	weighing draining through colander peeling claw grip bridge hold crushing garlic use measuring spoons using the hob (adult supervision) mixing
notes	Allergies – consider alternatives rather than removing	Allergies – consider alternatives rather than removing Adult to operate blender	Allergies – consider alternatives rather than removing Adult to supervise at hob. Adult to operate blender. Prepare onion video	Allergies – consider alternatives rather than removing Adult to supervise at microwave	Allergies – consider alternatives rather than removing Adult to supervise at hob. Adult to operate blender. Prepare onion video	Allergies – consider alternatives rather than removing Adult to supervise at hob. Serve with naan bread. Prepare onion video
ideas for variations	Vary bread source eg bagel	Add additional fruit based on seasonality			Vary vegetables used. Add some natural yogurt to serve.	Add/vary vegetables and pulses used. Use stock instead of coconut milk.

Spring	Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
	Year A	Year B	Year A	Year B	Year A	Year B
product	fruit salad	overnight oats	pitta pizza	chopped tomatoes and garlic	omelette	pasta bake
skills	peeling by hand (soft fruits) draining through colander segmenting claw grip (using fork secure) bridge hold measure liquids mixing	snipping weighing (using digital scales) measuring liquids use measuring spoons claw (using fork secure) mixing arranging toppings	draining using a colander use measuring spoons use digital scales bridge hold claw grip spread (using table knife) tearing sprinkle arranging toppings	draining through colander claw grip bridge hold use measuring spoons snipping herbs crushing garlic mixing arranging toppings	draining through colander claw grip bridge hold grating soft foods cracking an egg beating an egg using measuring spoons using the hob (adult supervision)	draining through colander weighing peeling claw grip bridge hold crushing garlic use measuring spoons tearing herbs mixing using the hob (adult supervision) finer grating seasoning to taste
notes	Allergies – consider alternatives rather than removing	Allergies – consider alternatives rather than removing This recipe is left overnight before eating.	Allergies – consider alternatives rather than removing	Allergies – consider alternatives rather than removing Adult to supervise toasting the bread	Allergies – consider alternatives rather than removing Vary fillings Adult to supervise at hob	Allergies – consider alternatives rather than removing Adult to supervise at hob Use whole wheat pasta. Prepare onion video
ideas for variations	Vary fruit selection based on seasonality Include frozen or tinned fruit Serve with low fat natural yogurt	Vary fruit selection based on seasonality	Vary toppings.	Add spring onions	Vary/add omelette fillings	Vary vegetables used

Summer	Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
	Year A	Year B	Year A	Year B	Year A	Year B
	product	wraps	fruit bars	salad and dressing	savoury scones	tomato sauce base
skills	grating soft foods spreading (using table knife) snipping arranging ingredients claw (using fork secure)	use measuring spoons snipping weighing (using digital scales) mashing (using fork) mixing using the hob (adult supervision) scrape out a bowl with a spatula	draining using a colander use measuring spoons use digital scales bridge hold claw grip peeling grating harder foods tearing/snipping arranging toppings beating ingredients together (dressing)	draining using a colander sieving mixing rubbing fat into flour grating soft and harder foods measuring liquids using measuring spoons using a lemon squeezer kneading shaping glazing	draining through colander peeling claw grip bridge hold crushing garlic measure liquids use measuring spoons using the hob (adult supervision) seasoning to taste	weighing using digital scales measuring liquids sifting mixing to form bread dough kneading shaping dividing, portioning proving baking
notes	Allergies – consider alternatives rather than removing	Allergies – consider alternatives rather than removing Adult to supervise at hob.	Allergies – consider alternatives rather than removing Adult to supervise at hob	Allergies – consider alternatives rather than removing	Allergies – consider alternatives rather than removing Adult to supervise at hob Adult to operate blender This sauce could be used as a pizza base topping, pasta sauce, in a stew or as a topping (eg fish or chicken). Serve with whole wheat pasta. <u>Prepare onion video</u>	Allergies – consider alternatives rather than removing Time needed to prove the dough.
ideas for variations	Vary filling selection	Vary dried fruits	Vary vegetables for the salad	Vary vegetables used	Vary vegetables used including frozen	Add to the flour mixture (eg grated cheese, seeds)

Long-term plans: Year 1 and 2 recipes

Autumn	Year 1 and Year 2	
	Year A	Year B
product	banana sandwich	fruit smoothie

Spring	Year 1 and Year 2	
	Year A	Year B
product	fruit salad	overnight oats

Summer	Year 1 and Year 2	
	Year A	Year B
product	wraps	fruit bars

RECIPE 1 AGE 3-5

OPEN-TOP BANANA SANDWICH

An easy sandwich snack for the youngest pupils to tackle. Good for breakfast, especially if served on a toasted bagel. Serves 1.

Ingredients

- 1 slice of bread (wholemeal or white un-sliced bread, 'muesli-style' bread or another un-sliced variety)
- 25g reduced fat cream cheese
- ½ a small ripe banana, still in skin
- ½ level teaspoon ground cinnamon (optional)

Equipment

Bread knife, table knife, dessert spoon, plate, chopping board, vegetable knife, serving plate

How to make it

1. Slice the bread.
2. Peel and chop the banana.
3. Spread the bread with the cream cheese. Arrange the banana slices on the top.
4. Sprinkle with ground cinnamon (optional), and serve immediately.

Before you begin

- Prepare your ingredients to a suitable level depending on the age and previous experience of the children
- Present your equipment and ingredients logically on the table to support your teaching and learning (we call this a set out)
- Make sure everyone removes any rings and nail varnish, ties their hair back, washes their hands and puts an apron on
- Discuss the ingredients and equipment – what they are, how to weigh and measure ingredients and what you'll be doing in the lesson

Show the children

- How to peel the banana
- How to spread cream cheese with the back of a spoon
- The bridge cutting technique to halve then halve again until banana is in slices
- How to arrange ingredients
- How to sprinkle a 'pinch'

Under supervision, children can:

- Peel and cut up the banana
- Spread the cream cheese
- Arrange the toppings
- Sprinkle the cinnamon

Skills

Peeling, bridge knife technique, spreading with the back of a spoon, arranging ingredients



LEAVE HALVED BANANAS IN THEIR SKINS TO STOP THEM BROWNING.

Per sandwich (102g)

ENERGY	645kJ / 153kcal	8%
FAT	4.0g	6%
SATURATES	2.0g	10%
SUGARS	9.5g	11%
SALT	0.7g	12%

% of an adult's reference intake
Typical values per 100g: Energy 633kJ / 150kcal

NUTRITION INFORMATION		
Typical Values	Amount per 100g	Amount per serving (102g)
Energy	633kJ / 150kcal	645kJ / 153kcal
Protein	3.9g	4.0g
Carbohydrate (of which sugars)	22.9g (9.4g)	23.3g (9.5g)
Fat (of which saturates)	3.9g (1.9g)	4.0g (2.0g)
Fibre	4.0g	4.1g
Salt	0.7g	0.7g



Year 1 and 2 recipes: fruit salad

(Year A, Spring term)

Ingredients

(serves 6)

- 1 banana
- 1 apple
- 1 orange/satsuma
- strawberries
- seedless grapes
- 1 kiwi fruit
- 2 x 15ml spoons orange juice

Equipment

Chopping board, knife, mixing bowl, measuring jug.



Method

1. Prepare fruit:
 - o peel and slice the banana;
 - o core and slice the apple (adult to core and use fork secure and claw to slice);
 - o peel and segment the orange;
 - o halve the strawberries;
 - o halve the grapes
 - o peel and slice the kiwi fruit.
2. Place all the fruit into a large serving dish and add orange juice.
3. Mix all the ingredients together.

Top tips

- If you are not peeling the fruit, make sure it is washed before you use it.
- Use fresh fruit in season, like raspberries in summer or apples in autumn.
- Mix in some canned fruit like pineapple or peaches - if using canned fruit opt for those canned in natural juice instead of syrup.
- Serve with low-fat yogurt for a great breakfast or dessert.

Year 1 and 2 recipes: wraps

(Year A, Summer term)

Ingredients

- tortilla wraps (one wrap between two children)
- something sticky to hold it together (such as hummus or cream cheese)
- protein rich fillings (such as grated cheese, tuna or turkey)
- other fillings such as peppers (snipped); cucumber (claw - fork secure); lettuce (snipped)

Method

1. Lay out the tortilla wraps.
2. Prepare the fillings.
3. Spread with the cream cheese or hummus.
4. Select and add the fillings.
5. Start at one side, roll up very tightly.
6. Cut the rolled wrap in half.

breakfast

forest fruit smoothie

a great part of your breakfast, and helps towards your 5 A DAY



tip:
if you haven't got a traditional blender, a hand-held stick blender works just as well.

Serves

ingredients:

1 large banana

150g frozen forest fruits

150g low-fat natural yoghurt (optional)

750ml (1 1/4 pints) semi-skimmed or 1% fat milk

what to do:

1. Slice the banana into a blender and add the frozen fruit (no need to thaw it first).
2. Add the low-fat yoghurt and milk.
3. Blend together for 15-20 seconds, then pour into 4 glasses. Enjoy straightaway, with your cereal or wholemeal toast.



Year 1 and 2 recipes: overnight oats

(Year B, Spring term)

Ingredients

(serves 6)

150g high fibre porridge oats
25g dried cranberries
50g ready-to-eat apricots chopped
25g sultanas
300ml unsweetened apple juice
8 tbsp low-fat natural yoghurt
100g frozen (thawed) or fresh blueberries
100g frozen (thawed) or fresh raspberries
two bananas

Method:

1. In a large bowl, mix together the porridge oats, cranberries, apricots and sultanas.
2. Add the apple juice and stir well.
3. Cover and refrigerate overnight.
4. In the morning, divide the soaked mixture between bowls.
5. Spoon 2 tbsp of natural yoghurt onto each portion.
6. Use claw grip to slice the bananas
7. Share the blueberries and raspberries between the bowls.



Top tips:

- Replace raspberries and blueberries, top with chopped fresh apple instead.
- For a dairy-free recipe, eliminate the yoghurt or replace with low fat soya-based yoghurt.

Year 1 and 2 recipes: fruit bars

(Year B, Summer term)

This could be a healthy snack option for packed lunches.

Ingredients

(serves 12)

60g mixed seeds
50g dried apricots, chopped (or other dried fruit such as raisins, cranberries or dates)
25g desiccated coconut
2 medium bananas, mashed
160g oats
3tbsp clear honey
100g butter

Method

1. Preheat the oven to 180°C/Gas 4.
2. Place the mixed seeds, coconut, mashed banana, oats and dried
3. fruit into a large mixing bowl and stir well.
4. Place the butter and honey in a pan over a low heat, stirring occasionally
5. until melted.
6. Pour the liquid mixture over the dry ingredients.
7. Mix everything well to combine.
8. Line a tin with baking paper and spoon the mixture into it. Scrape out the bowl with a spatula.
9. Press down well in an even layer.
10. Bake for 30 minutes until golden brown.
11. Leave to cool in the tin for 5 minutes and mark into twelve bars.
12. Allow to cool completely before slicing.



Long-term plans: Year 3 and 4 recipes

Autumn	Year 3 and Year 4	
	Year A	Year B
product	leek and potato soup	egg pot

Spring	Year 3 and Year 4	
	Year A	Year B
product	pitta pizza	chopped tomatoes and garlic

Summer	Year 3 and Year 4	
	Year A	Year B
product	salad and dressing	savoury scones

RECIPE 18 AGE 7-9

LEEK & POTATO SOUP

A delicious and economical soup that's perfect for making use of hearty ingredients grown in the school garden. Serves 4.

How to make it

1. Put the oil in the pan and cook the onion over a medium heat until soft but not brown.
2. Add the leek and potato and cook for a further minute.
3. Add the veg stock, bring to the boil then simmer for 20 minutes until the potatoes are soft.
4. Remove from the heat and cool slightly. Purée the soup in the blender.
5. Return the puréed soup to the pan and reheat until almost boiling.
6. Stir in the cream and season with black pepper to taste. Serve immediately.

Before you begin

- Prepare your ingredients to a suitable level depending on the age and previous experience of the children
- Present your equipment and ingredients logically on the table to support your teaching and learning (we call this a set out)
- Make sure everyone removes any rings and nail varnish, ties their hair back, washes their hands and puts an apron on
- Discuss the ingredients and equipment – what they are, how to weigh and measure ingredients and what you'll be doing in the lesson

Per 181g serving

ENERGY	433kJ / 104kcal	5%
FAT	5.5g	7%
SATURATES	2.7g	10%
SUGARS	4.5g	9%
SALT	0.5g	9%

% of an adult's reference intake
Typical values per 100g: Energy 239kJ / 57kcal

NUTRITION INFORMATION		
Typical Values	Amount per 100g	Amount per serving (181g)
Energy	239kJ / 57kcal	433kJ / 104kcal
Protein	1.5g	2.7g
Carbohydrate (of which sugars)	5.8g (2.5g)	10.6g (4.5g)
Fat (of which saturates)	2.7g (1.1g)	5.0g (2.0g)
Fibre	1.6g	2.9g
Salt	0.3g	0.5g

Ingredients

- 2 leeks, trimmed, washed and finely sliced
- 1 medium onion, finely chopped
- 1 medium potato, peeled and diced
- 3 tablespoons vegetable oil
- 1 dessertspoon reduced salt vegetable bouillon powder made up with 750ml water
- 100ml single cream (optional)
- Black pepper to taste

Equipment

Large saucepan, potato peeler, chopping board, sharp knife, measuring jug, tablespoon, wooden spoon, ladle, blender

Show the children

- How to clean leeks
- How to use a peeler
- The bridge and claw knife techniques for preparing the vegetables
- How to make up vegetable stock
- How to blend soup – the safety points behind using a liquidiser
- How to season to taste – food hygiene and sensory aspects

Under supervision, children can:

- Wash, trim and chop the leeks
- Peel and cut potato into chunks
- Use combined bridge and claw to large-dice the onion
- Make up the stock
- Work at the hob
- Taste and season the soup

Skills

Combined bridge and claw knife techniques, using the hob, seasoning to taste, peeling, using a jug to measure liquids



LET SOUP COOL BEFORE BLENDING AND ONLY EVER HALF FILL THE BLENDER. CHILDREN SHOULD NOT OPERATE A BLENDER. HEAT SOUP BEFORE ADDING THE CREAM OR IT WILL CURDLE!

main meal

Key stage 2

5. Quick pitta pizzas

These quick pitta pizzas are perfect if you want a quick, light meal.

Serves: 4 adults

Ingredients

4 wholemeal pitta breads
4 tbsp tomato puree
4 mushrooms (cup or button)
4 tomatoes
125g light mozzarella cheese
2 teaspoons dried mixed herbs
Ground black pepper

Equipment

Chopping board, knife, tablespoon,
baking sheet



Method

1. Preheat the oven to 190°C, fan 170°C, gas mark 5.
2. Place the pitta bread on a baking sheet.
3. Slice the mushrooms.
4. Slice the tomatoes.
5. Spread 1 tablespoon of tomato puree onto each pitta, then top with the mushrooms and sliced tomatoes.
6. Drain the liquid from the mozzarella cheese. Tear the mozzarella cheese into pieces.
7. Arrange the cheese on top of the mushrooms and tomatoes.
8. Sprinkle with the mixed herbs and season with black pepper.
9. Bake for 10-12 minutes, or until the cheese is melted and bubbling. Get an adult to help with this.

Skills: Slice, spread, tear, layer and bake.

Tip 1:

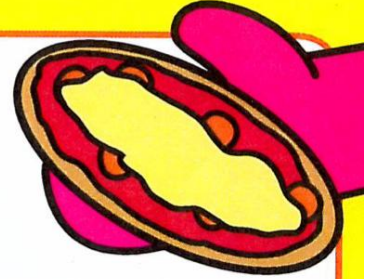
Add a few olives, slices of red or green pepper and some sliced spring onion. Serve with salad.

Tip 2:

If you prefer, grill the pittas under a medium-hot grill for 6-8 minutes instead of baking them.

Nutritional information:

Per portion (i.e. 1/4 recipe)
912kJ / 218kcal
15g protein
4g fat of which 1g saturates
31g carbohydrate of which 5g sugars
5g dietary fibre
329mg sodium
0.8g salt



SECRET GARDEN SALAD

The secret to this salad is that you can use whichever ingredients are grown in your school garden or are in season when you're making it. Serves 6.

How to make it

1. Prepare all the vegetables. Line the serving dish with lettuce leaves or spinach leaves and then arrange the other vegetable ingredients neatly on top.
2. Make the dressing by whisking the oil and vinegar together in the small bowl. Drizzle the dressing over the salad.
3. Spoon 1-2 tablespoons of yoghurt on top of the salad (optional). Serve immediately.

Before you begin

- Prepare your ingredients to a suitable level depending on the age and previous experience of the children
- Present your equipment and ingredients logically on the table to support your teaching and learning (we call this a set out)
- Make sure everyone removes any rings and nail varnish, ties their hair back, washes their hands and puts an apron on
- Discuss the ingredients and equipment – what they are, how to weigh and measure ingredients and what you'll be doing in the lesson

TIP TRY SMALL BROCCOLI FLORETS, PODED BROAD BEANS AND SNAPPED MANGE TOUT – THEY'RE IDEAL FOR THIS AGE GROUP TO PREPARE.

Per 183g serving	
ENERGY	463kJ / 111kcal 5%
FAT	4.3g 6%
SATURATES	0.6g 3%
SUGARS	3.1g 3%
SALT	Trace <1%

% of an adult's reference intake
Typical values per 100g: Energy 253kJ / 60kcal

NUTRITION INFORMATION		
Typical Values	Amount per 100g	Amount per serving (183g)
Energy	253kJ / 60kcal	463kJ / 111kcal
Protein	1.5g	2.7g
Carbohydrate (of which sugars)	7.5g (1.7g)	13.8g (3.1g)
Fat (of which saturates)	2.4g (0.3g)	4.3g (0.6g)
Fibre	1.6g	3.0g
Salt	Trace	Trace

Ingredients

- 1 crisp lettuce (eg little gem) washed and patted dry, or use spinach leaves
- ½ cucumber, peeled and diced
- 6 cherry tomatoes, halved
- 6 thin spring onions, cut into 1cm lengths
- 6 radishes, cut in half
- 400g new potatoes, cooked and cooled
- 50g peas, cooked and cooled
- 2 tablespoons vegetable oil
- 1 medium-sized carrot, grated
- 1 tablespoon white wine vinegar
- 1-2 tablespoons natural yoghurt, optional

Equipment

Colander, peeler, chopping board, sharp knife, grater, saucepan, tablespoon, small bowl, fork, serving bowl, kitchen scissors

Show the children

- How to wash the vegetables
- How to cut the vegetables in chunks using the bridge knife technique
- How you grated the carrot ready for them to sprinkle
- How to pod the peas
- How you cut the spring onions using scissors
- How to mix
- Some ideas for arranging the salad

Under supervision children can

- Pick and wash vegetables
- Pod the peas
- Use the bridge technique on appropriately prepared vegetables
- Mix and drizzle dressing
- Arrange ingredients

Skills

Bridge knife technique, arranging ingredients



Year 3 and 4 recipes: egg pot

(Year B, Autumn term)

Ingredients (serves 2)

½ can baked beans
1 egg
2 small tomatoes

Method

1. Chop the tomatoes and put in a microwaveable mug.
2. Cover with cling film and microwave for one minute on full power.
3. Pour in the beans and stir well. Re-cover and microwave for another minute.
4. Crack the egg into the saucy beans mixture, cover and microwave for one more minute.
5. If your egg is not cooked to your liking, then continue cooking for another 20 seconds or so.



Year 3 and 4 recipes: leek and potato soup

(Year B, Spring term)

Ingredients (serves 20)

baguettes
⅓ cup olive oil
12 tomatoes, diced
4 garlic cloves, crushed
4 tbsp basil, finely chopped

Method

1. Thinly slice the baguettes.
2. Brush the bread slices lightly on both sides with the olive oil.
3. Toast the bread slices for 1-2mins on each side until golden. Set aside.
4. Place the tomato in a bowl with the garlic, basil and remaining olive oil. Stir to combine.
5. When ready to serve, pile the topping onto the bread and gently press down with a fork to hold the topping in place.



Year 3 and 4 recipes: savoury scones

(Year B, Summer term)

Ingredients (serves 15)

250g vegetables (sweetcorn, grated courgette and grated carrot)
350g self-raising flour
1 tsp baking powder
50g cold unsalted butter, cut into cubes
125g cheddar grated
175ml semi-skimmed milk, plus extra for brushing
juice ½ lemon
1 tsp mixed herbs

What to do

1. Turn on the oven to 220C / 200C fan / gas 7).
2. Sieve and mix the flour, baking powder and mixed herbs in a large bowl.
3. Rub in the butter until the mix looks like fine crumbs.
4. Tip in the cheese and all of the vegetables.
5. Mix the milk with the lemon juice, and then stir into the bowl to make a slightly sticky dough.
6. Tip the dough onto the floured work surface, knead 2-3 times to smooth a little, and then divide into 15 balls.
7. Shape each ball roughly with your hands and put onto a floured baking sheet.
8. Brush each with a little milk.
9. Bake for 10-12 mins or until the scones are risen, golden and sound hollow when tapped on the bottom. Cool on a rack.



Long-term plans: Year 5 and 6 recipes

Autumn	Year 5 and Year 6	
	Year A	Year B
product	lentil and vegetable soup	vegetable and chickpea curry

Spring	Year 5 and Year 6	
	Year A	Year B
product	omelette	pasta bake

Summer	Year 5 and Year 6	
	Year A	Year B
product	tomato sauce base	bread

Lentil and tomato Soup

Ingredients

- 1 onion
- 1 carrot
- 1 medium potato
- 1 clove garlic
- 1 x 15ml spoon oil
- 1 x 5ml spoon ground cumin,
- 1 can tomatoes (400g)
- 100g red or brown lentils
- 500 ml water
- 1 x vegetable stock cube or 1 x 5ml spoon bouillon powder
- 1 lemon
- ground black pepper to season



Equipment

Chopping board, knife, vegetable peeler, garlic press, saucepan and lid, measuring spoons, wooden spoon, weighing scales, measuring jug, lemon squeezer.

Method

1. Peel and dice the onion.
2. Top, tail and peel the carrot.
3. Dice the carrot.
4. Peel and dice the potato.
5. Peel and crush the garlic.
6. Fry the onion and garlic in the oil gently for 5 minutes.
7. Add the carrot, potato and cumin.
8. Add the lentils and canned tomatoes.
9. Dissolve the stock cube in the boiling water to make the stock.
10. Add the stock to the saucepan, stir and bring to the boil.
11. Reduce the heat, cover the saucepan with a lid and simmer for 40 minutes.
12. Squeeze the juice from one lemon.
13. Just before serving, add 2 x 15ml spoons lemon juice and some freshly ground black pepper.

Top tips

- Try using different vegetables, such as courgettes and peppers.
- Make some toasted croutons to decorate on top.
- Add a swirl of yogurt to the soup when served.

Year 5 and 6 recipes: omelette

(Year A, Spring term)

Ingredients

(serves 6)

- 3 free-range eggs
- 1 tbsp milk
- 1 tsp butter
- 1 tomato, finely chopped
- 2 tbsp grated cheddar
- 1 tsp dried oregano
- salt and pepper



Method

1. Take your eggs and crack them into a bowl – don't put them directly into the pan as you need to mix them first! Add a pinch of salt and pepper to the eggs and stir in the milk.
2. Beat the eggs with a fork – first use the fork to break the yolks of the eggs (this makes beating the eggs easier). Then, tip the bowl gently and, using a fork in a circular motion, beat the eggs until the yolks and whites are combined and the mixture has an even colour.
3. Bring your pan to a high heat and add the butter.
4. Pour in your egg mixture and cook on a high heat for 2 minutes, making sure that the mixture is spread out evenly. Reduce the heat.
5. As the egg begins to set, use a spatula to push the set egg towards the omelette centre, tilting the pan so the runny egg fills the space.
6. Add the tomatoes and most of the cheese and oregano.
7. Cook the omelette for another minute, then loosen the edges with a spatula.
8. Slide the omelette from the pan onto a warmed plate, tilting the pan so that the omelette folds nicely on the plate.
9. Sprinkle with the remaining cheese. Then serve.

Top tips

- To crack an egg, hold the egg in one hand and tap it gently on a work surface. You only need to dent the shell. Don't tap too hard, or you'll shatter the egg, break the yolk, and end up with shell pieces in your bowl.

Year 5 and 6 recipes: tomato sauce base

(Year A, Summer term)

Ingredients

(serves 20)

- 100g onions
 - 100g celery
 - 100g carrots
 - 100g courgettes
 - 100g peppers
 - 250g squash, pumpkin or sweet potatoes
 - 3 cloves of garlic
 - 15ml olive oil
 - 800g tinned tomatoes
- (Note: all vegetable weights are for trimmed, prepped vegetables.)

Method

1. Peel, trim and roughly chop the vegetables.
2. Peel and crush the garlic.
3. Place a pan large enough to hold all the ingredients on a medium heat with the olive oil.
4. Add the garlic, fry for 1 minute, and then add all the prepped vegetables. Cook with a lid on for 30 minutes, or until the vegetables are softened and lightly coloured, stirring regularly.
5. Add the tomatoes, breaking them up with a wooden spoon – remember to note the liquid level in the pan.
6. Pour in 200ml of water and give everything a good stir. Bring to the boil, then lower the heat and simmer for 30 minutes or until reduced – the liquid should return to the same level as in step 5.
7. Remove from the heat and whizz with a stick blender until completely smooth. Season to taste.



Top tip

- The sauce can be frozen and used when needed.

Mushroom and chickpea curry

Ingredients

- 1 onion
- 150g mushrooms
- 1 clove garlic
- 1 x 15ml spoon oil
- 2 x 15ml spoons curry paste
- 2 x 15ml spoons tomato puree
- 200g chickpeas, canned (drained)
- 1 can coconut milk (reduced fat)

Equipment

Chopping board, knife, garlic press, saucepan, wooden spoon, can opener and measuring spoons.

Method

1. Peel and chop the onion.
2. Slice the mushrooms.
3. Heat the oil in a saucepan and fry the onion, garlic and mushrooms for 5 minutes.
4. Stir in the curry paste, tomato puree, chickpeas and coconut milk.
5. Simmer for 20 minutes.
6. Serve with rice and/or naan bread.

Top tips

- Use 400ml water and 1 vegetable stock cube instead of coconut milk.
- Add other vegetables and pulses to the curry, e.g. courgettes, peas, red kidney beans.



Year 5 and 6 recipes: pasta bake

(Year B, Spring term)

Ingredients

(serves 10)

1 red pepper
1 onion
1 clove garlic
350g penne pasta
1 x 15ml spoon oil
2 x 400g cans chopped tomatoes
Fresh basil leaves or 1x 5ml spoon dried basil
200g baby spinach
Black pepper
100g mozzarella
20g parmesan cheese

Equipment

Chopping board, vegetable knife, garlic press, large saucepans, mixing spoon, colander, ovenproof dish.

Method

1. Prepare the ingredients:
 - deseed and chop the red pepper;
 - peel and chop the onion;
 - peel and crush the garlic;
 - slice the mozzarella cheese;
 - grate the parmesan cheese.
2. Bring a large pan of water to the boil, add the pasta and cook for 10-15 minutes.
3. Heat the oil in a large pan, add the peppers, onion and garlic and cook gently for about 5 minutes until the peppers and onion are soft.
4. Stir in the chopped tomatoes and basil. Simmer for 5 – 10 minutes.
5. When the pasta is cooked remove from the heat and stir in the spinach and allow to wilt.
6. Drain the pasta and spinach thoroughly and then return to the saucepan.
7. Stir in the tomato sauce and mix. Season with black pepper.
8. Place the pasta and sauce in a shallow ovenproof dish. Lay the sliced mozzarella cheese on top of the pasta. Add the grated parmesan cheese.
9. Heat the grill. Place the dish under the grill and cook until lightly browned.

Top tip

- Use whole wheat pasta for added fibre.



Year 5 and 6 recipes: bread

(Year B, Summer term)

Ingredients

(serves 6)

250g strong flour

1/2 x 5ml spoon salt

7g pack fast action dried yeast

150ml warm water

Equipment

weighing scales

measuring spoons

measuring jug

baking tray

greaseproof paper

sieve

mixing bowl

mixing spoon

flour dredger

oven gloves

cooling rack



Method


1. Preheat the oven to 220°C or gas mark 7.
2. Line the baking tray with greaseproof paper.
3. Sift together the flour and salt into the mixing bowl.
4. Stir in the yeast.
5. Make a well in the middle of the flour mixture and add the warm water. Note: the water must not be hot. Mix to form a soft dough.
6. Sprinkle a little flour onto a clean work surface and place the dough on the surface.
7. Knead the dough for 10 minutes.
8. Divide the dough into 6 pieces and shape into rolls.
9. Place the rolls on the baking tray.
10. Cover the dough and leave to prove for 30 minutes in a warm place, until they double in size.
11. Bake for 10-15 minutes until golden brown. **Adults** should use the oven.

Top tips

- Why not try adding 25g apple, grated cheese, dried fruit or chopped onion to the flour mixture?
- Decorate your bread with grated cheese or diced onion before baking.

Age-related expectations: Design and Technology

The following age-related expectations relate to Design and Technology in general; those which closely relate to our Food and Nutrition curriculum are in red.

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
<p>Knowledge and other learning</p> <ul style="list-style-type: none"> I know that products are designed. Through exploration, I know how products can be made stronger, stiffer or more stable. 	<p>Knowledge and other learning</p> <ul style="list-style-type: none"> I know that products go through a design process before they are made. I know and understand how to strengthen or stiffen structures. I know how electrical circuits are integrated into a product. I know at least one key event (eg the invention of the steam engine, electricity, plastic) in design and technology. I know at least one famous designer (eg Jonathan Ive, Vivienne Westwood, Charles Eames). 	<p>Knowledge and other learning</p> <ul style="list-style-type: none"> I know and understand how to strengthen, stiffen and reinforce more complex structures. I know how electrical circuits / computing principles are integrated into a product. I know and understand how key events (eg the invention of the steam engine, electricity, plastic) and key individuals (eg Isambard Kingdom Brunel, George Stephenson, Lewis Latimer) in design and technology have helped shape the world. I understand how historical restrictions have previously limited the opportunities for some groups (eg women) to be successful designers.
<p>Skills</p> <p>Design</p> <ul style="list-style-type: none"> I can generate, develop and communicate my ideas in different ways (eg by talking, drawing, mock-ups and, where appropriate, information and communication technology). I can design purposeful, functional, appealing products for myself and other users based on given design criteria. <p>Make</p> <ul style="list-style-type: none"> I can select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing). I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients. <p>Evaluate</p> <ul style="list-style-type: none"> I can explore and evaluate a range of existing products. I can evaluate my ideas and products against given design criteria. 	<p>Skills</p> <p>Design</p> <ul style="list-style-type: none"> I can generate, develop and communicate my ideas in different ways (eg through discussion, annotated sketches, prototypes and, where appropriate, information and communication technology). I can design purposeful, functional, appealing products for myself and others based on my own design criteria. <p>Make</p> <ul style="list-style-type: none"> I can select from and use a wider range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing). I can select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their function. I can use electrical systems in my products (eg circuits, switches, bulbs, buzzers and motors). <p>Evaluate</p> <ul style="list-style-type: none"> I can evaluate my ideas and products against my own design criteria. I can investigate and analyse a range of existing products. 	<p>Skills</p> <p>Design</p> <ul style="list-style-type: none"> I can generate, develop and communicate my ideas in different ways (eg through discussion; annotated sketches; cross-sectional and exploded diagrams; prototypes; and information and communication technology). I can use research to develop my own design criteria to inform the design of innovative, functional, appealing products that are aimed at particular individuals or groups. <p>Make</p> <ul style="list-style-type: none"> I can select from and use a wider range of tools and equipment to accurately perform practical tasks (eg cutting, shaping, joining and finishing). I can select from and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their function and looks. I can use mechanical systems in my products (eg gears, pulleys, cams, levers and linkages). <p>Evaluate</p> <ul style="list-style-type: none"> I can evaluate my ideas and products against my own design criteria and consider the views of others. I can investigate and analyse a range of existing products with a greater level of scrutiny and critical thought.

Age-related expectations: Design and Technology: Food and Nutrition

The following age-related expectations are based closely on the National Curriculum for Design and Technology; they relate specifically to Food and Nutrition. They are specifically taught in Food and Nutrition sessions.

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Knowledge and other learning	Knowledge and other learning	Knowledge and other learning
<ul style="list-style-type: none"> I know basic principles of a healthy and varied diet. I understand where food comes from. 	<ul style="list-style-type: none"> I understand principles of a healthy and varied diet. I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> I understand principles of a healthy and varied diet.
Skills	Skills	Skills
<ul style="list-style-type: none"> I can use basic principles of a healthy and varied diet to prepare dishes. 	<ul style="list-style-type: none"> I can apply principles of a healthy and varied diet. I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 	<ul style="list-style-type: none"> I can apply principles of a healthy and varied diet. I can prepare and cook a wider variety of predominantly savoury dishes using an increasing range of cooking techniques.

Age-related expectations: Living and Learning

The age-related expectations shown below reflect statutory content: Relationships and Sex Education and Health Education (DfE, 2021)

They are specifically taught in Living and Learning sessions, but support expectations set out in the National Curriculum for Design and Technology: Food and Nutrition.

Healthy eating	Healthy eating	Healthy eating
<ul style="list-style-type: none"> I know what constitutes a healthy diet. I know that the '5-a-day' message is a good way to plan for a healthy diet. I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay). 	<ul style="list-style-type: none"> I know what constitutes a healthy diet (including an awareness of calories and other nutritional content). I know simple principles of planning and preparing a range of healthy meals. I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay). 	<ul style="list-style-type: none"> I know what constitutes a healthy diet (including understanding calories and other nutritional content). I know principles of planning and preparing a range of healthy meals. I know what a poor diet looks like and some risks associated with unhealthy eating (eg obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health).

Age-related expectations: Science: Biology

The following age-related expectations are taken from the National Curriculum for Science. They link to learning around Food and Nutrition.

They are specifically taught in Science sessions, but support expectations set out in the National Curriculum for Design and Technology: Food and Nutrition.

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
Knowledge and skills	Knowledge and skills	Knowledge and skills
<p>Animals including humans</p> <ul style="list-style-type: none"> I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. <p>Animals including humans</p> <ul style="list-style-type: none"> I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I can describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene. 	<p>Animals including humans</p> <ul style="list-style-type: none"> I can identify animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat. <p>Animals including humans</p> <ul style="list-style-type: none"> I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. 	<p>Animals including humans</p> <ul style="list-style-type: none"> I am aware of the impact of diet, exercise, drugs and lifestyle on the way my body functions.

Age-related expectations: Design and Technology: Food and Nutrition

The following is taken from **Core competences for children and young people aged 5-16 years**: A framework of skills and knowledge around food, diet and physical activity (Food Standards Agency, 2016). These age-related expectations are taught in Food and Nutrition lessons.

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
<p>Knowledge and skills</p> <p>Making</p> <ul style="list-style-type: none"> I can recognise and taste a range of familiar ingredients, (eg fruit, vegetables, cereals, dairy, eggs, fish, potatoes). I can name and use a range of basic tools safely, (eg small knife, chopping board, measuring spoon). I can use a range of food preparation skills with supervision, (eg peeling, slicing, mixing, scooping, grating). With help, I can prepare a range of healthy dishes and drinks safely and hygienically. I can avoid wasting food during preparation and cooking and recycle food packaging. I can eat sociably with others. <p>Food safety</p> <ul style="list-style-type: none"> I know the importance of preparing and cooking food safely and hygienically, (eg handwashing, cleaning up regularly). I can get ready to cook, (eg tie back hair, wash hands). I know that that food purchased or cooked needs to be stored in different ways to keep it safe, (eg fridge, freezer). <p>Food choice</p> <ul style="list-style-type: none"> I can talk about which foods I like or dislike. I 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). I know that different settings may affect food and drink choice, (eg home, school, eating out). <p>Food origins</p> <ul style="list-style-type: none"> I know that all food comes from plants or animals. I understand and value where food comes from, (eg a farm, the sea). I know that food can be purchased or grown at home or at school. <p>Food labelling</p> <ul style="list-style-type: none"> I know that some foods have labels which provide information to help when making a choice. 	<p>Knowledge and skills</p> <p>Making</p> <ul style="list-style-type: none"> I can name, taste and prepare a broad range of ingredients and healthy recipes. I can use appropriate tools and equipment safely when preparing and cooking food. I can use a range of food preparation skills, (eg peeling, slicing, mixing, scooping, grating, spreading). I know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically. I know the importance of avoiding food waste and recycling food packaging. <p>Food safety</p> <ul style="list-style-type: none"> I know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat. I can demonstrate a growing understanding of food safety practices when getting ready to store, prepare and cook food, (eg keep raw meat away from other food, thorough handwashing). I know that there are date-marks on food and drink labels. <p>Food choice</p> <ul style="list-style-type: none"> I can talk about which foods I like or dislike. I know the factors involved in food and drink choice and how this may be influenced (eg by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peer-pressure). <p>Food origins</p> <ul style="list-style-type: none"> I know where and how a variety of ingredients are grown, reared, caught and processed. I know the basic steps in producing food. 	<p>Knowledge and skills</p> <p>Making</p> <ul style="list-style-type: none"> I can name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity. I can select and use appropriate tools and equipment safely when preparing and cooking food. I can demonstrate an increasing range of food preparation skills, (eg accurate weighing and measuring, kneading). I can actively minimise food waste, be aware of portion sizes, compost fruit and vegetables and recycle food packaging. I appreciate the value of eating together with family and friends. <p>Food safety</p> <ul style="list-style-type: none"> I know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat. I can demonstrate good food safety practices when getting ready to store, prepare and cook food, (eg keep raw meat away from other food, thorough handwashing). I understand the use of date-marks and storage instructions on food and drink labels. <p>Food choice</p> <ul style="list-style-type: none"> I can consider cost when helping to shop for food and cook at home. I know that advertising can influence what I choose to eat. I know that it is important to choose an appropriate portion size for my needs. <p>Food labelling</p> <ul style="list-style-type: none"> I can read and make use of the main information on food and drink labels. I can use nutrition and allergy information on food labels to help make informed food and drink choices.

Appendix: Skills checklist

COOKING SKILLS CHECKLIST

This shows which taught skills children can generally achieve without pre-preparation of ingredients at each age group.



KNIFE SKILLS		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
1	Bridge knife technique – soft foods eg strawberry, cherry tomato		•	•	•	•	•	•	•
2	Bridge knife technique – harder foods eg apple				•	•	•	•	•
3	Claw knife technique – soft foods eg cucumber			•	•	•	•	•	•
4	Claw knife technique – harder foods eg carrot					•	•	•	•
5	Simple combination of bridge and claw eg onion							•	•
6	Fine chopping of herbs								•
7	Snipping herbs in a jug using scissors			•	•	•	•	•	•
8	Hedgehog a mango cheek with a round-bladed knife				•	•	•	•	•
9	Coring an apple							•	•
10	Peeling soft vegetables eg courgette					•	•	•	•
11	Peeling eg carrot								•
12	Grating soft foods eg courgette, cheese				•	•	•	•	•
13	Grating harder foods eg carrot, apple						•	•	•
14	Finer grating eg Parmesan cheese, nutmeg							•	•
WEIGHING AND MEASURING		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
1	Using measuring spoons and cups		•	•	•	•	•	•	•
2	Using a jug to measure liquids				•	•	•	•	•
3	Using balance scales		•	•	•	•	•	•	•
4	Using digital or spring balance scales					•	•	•	•
BAKING SKILLS		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
1	Sieving eg flour		•	•	•	•	•	•	•
2	Cutting fat into flour				•	•	•	•	•
3	Cracking an egg				•	•	•	•	•
4	Separating an egg					•	•	•	•
5	Beating an egg				•	•	•	•	•
6	Rubbing fat into flour				•	•	•	•	•

BAKING SKILLS CONT.		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
7	Adding liquid to flour					•	•	•	•
8	All-in-one cake mixing			•	•	•	•	•	•
9	Creaming fat and sugar						•	•	•
10	Folding flour into creamed mixture						•	•	•
11	Scraping out a bowl with spatula			•	•	•	•	•	•
12	Dividing mixture into tins eg muffins			•	•	•	•	•	•
13	Mixing to form a bread dough				•	•	•	•	•
14	Kneading		•	•	•	•	•	•	•
15	Shaping eg bread rolls		•	•	•	•	•	•	•
16	Handling and folding filo pastry		•	•	•	•	•	•	•
17	Handling and rolling puff pastry				•	•	•	•	•
18	Handling and rolling shortcrust pastry						•	•	•
19	Cutting out rolled pastry		•	•	•	•	•	•	•
20	Glazing eg brushing with egg, milk, oil		•	•	•	•	•	•	•
OTHER SKILLS		AGES	3-5	5-6	6-7	7-8	8-9	9-10	10-11
1	Tearing eg herbs		•	•	•	•	•	•	•
2	Crumbling cheese eg feta cheese		•	•	•	•	•	•	•
3	Arranging ingredients/toppings		•	•	•	•	•	•	•
4	Spreading with the back of a spoon eg pizza topping		•	•	•	•	•	•	•
5	Spreading with a table knife eg butter				•	•	•	•	•
6	Scooping eg removing mango flesh from hedgehogged shell, or baked potato from its jacket		•	•	•	•	•	•	•
7	Mashing			•	•	•	•	•	•
8	Crushing garlic				•	•	•	•	•
9	Using a lemon squeezer		•	•	•	•	•	•	•
10	Beating ingredients together eg salad dressing		•	•	•	•	•	•	•
11	Shaping eg fishcakes/burgers				•	•	•	•	•
12	Coating eg with egg and breadcrumbs					•	•	•	•
13	Using the hob (only with adult supervision) eg to sweat vegetables for soup							•	•
14	Whisking eg egg whites or cream							•	•
15	Shelling a hard boiled egg					•	•	•	•
16	Garnishing and decorating		•	•	•	•	•	•	•
17	Seasoning to taste						•	•	•
18	Draining through a sieve or colander					•	•	•	•

Appendix: Core competencies

The following is taken from **Core competences for children and young people aged 5-16 years: A framework of skills and knowledge around food, diet and physical activity** (*Food Standards Agency, 2016*):

- The competences represent core skills and knowledge around the themes of Diet (food and drink), Consumer Awareness, Cooking (Food Preparation and Handling skills), Food Safety and Active Lifestyles (physical activity) and provide an essential benchmark.
- The competences are progressive and cumulative from one age phase to the next.
- They could be met at home, school or through other activities.
- They show essential knowledge and capability – they are neither a curriculum nor an examination specification.
- The competences reflect UK-wide practice.
- Their aim is to help children and young people to develop the skills and knowledge to make and implement healthy food choices.

	By the age of 7, children should:	By the age of 11, children should:	By the age of 14...	By the age of 16...
Diet (food and drink)	<p>... recognise 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, e.g. as depicted in <i>the eatwell guide</i>.</p> <p>... be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day.</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, e.g. due to allergy/intolerance, religion.</p> <p>... drink plenty and not get thirsty, e.g. drink 6-8 glasses a day.</p>	<p>... make food 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 <i>the eatwell guide</i>.</p> <p>... be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.</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, protein, fat, vitamins and minerals), water and fibre.</p> <p>... be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief.</p> <p>... know that it is important to drink regularly throughout the day to stay hydrated.</p>	<p>... use current healthy eating advice to choose a varied balanced diet for their needs and those of others.</p> <p>... know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.</p> <p>... understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.</p> <p>... know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly.</p>	<p>... be able to apply current healthy eating recommendations, and understanding of people's needs, to their own diet and those of others, e.g. before and during pregnancy, breastfeeding.</p> <p>... be able to understand how to maintain a healthy weight throughout life, understanding the relationship between diet and physical activity, as well as taking into account other factors, e.g. advertising, food availability.</p> <p>... know why, when and how to make changes to their diet.</p> <p>... understand that their need for water is affected by many factors, especially hot weather and levels of physical activity, and be aware of the consequences of dehydration.</p>

	By the age of 7, children should:	By the age of 11, children should:	By the age of 14...	By the age of 16...
Consumer awareness <i>Food origins</i>	<p>... recognise that all food comes from plants or animals.</p> <p>... understand and value where food comes from, e.g. a farm, the sea.</p> <p>... recognise that food can be purchased or grown at home or at school.</p>	<p>... understand where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>... know the basic steps in the producing food.</p>	<p>... know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.</p> <p>... know about the different stages in food production and processing.</p> <p>... understand how geography, weather and climate influence the availability of food and drink.</p>	<p>... consider the concept of sustainability and the impact of different choices on the environment.</p>
Consumer awareness <i>Food choice</i>	<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 (including celebrations).</p> <p>... be aware that different settings may affect food and drink choice, e.g. home, school, eating out.</p>	<p>... consider cost when helping to shop for food and cook at home.</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 and peer-pressure.</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>... compare the cost of food when planning to eat out or cook at home.</p> <p>... understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.</p> <p>... be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.</p> <p>... understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.</p> <p>... know that it is important to be aware of portion size when choosing food and drinks.</p>	<p>... apply costing skills to make good food selections for health when eating out or cooking at home.</p> <p>... consider a wider range of factors when making food choices, e.g. seasonality, local food, sustainability.</p> <p>... make informed choices about food and drink in order to achieve a healthy, varied and balanced diet.</p>
Consumer awareness <i>Food labelling</i>	<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>	<p>... be able to make informed choices based on food labels, ingredients lists, nutrition information and health claims.</p>

	By the age of 7, children should:	By the age of 11, children should:	By the age of 14...	By the age of 16...
Cooking (food preparation and handling skills)	<p>... recognise and taste a range of familiar ingredients, e.g. fruit, vegetables, cereals, dairy, meat, eggs, fish, potatoes.</p> <p>... name and use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon.</p> <p>.. use a range of food preparation skills with supervision, e.g. 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>...be able to eat sociably with others.</p>	<p>... name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity.</p> <p>... select and use appropriate tools and equipment safely when preparing and cooking food.</p> <p>... demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.</p> <p>... know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically.</p> <p>... actively minimise food waste, be aware of portion sizes, compost fruit and vegetables and recycle food packaging.</p> <p>...appreciate the value of eating together with family and friends.</p>	<p>... use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>... use equipment safely, being aware of others' safety.</p> <p>... modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages.</p> <p>... understand and use good food safety practices.</p> <p>...know how to safely make use of leftovers.</p>	<p>... apply skills and understanding competently to plan, prepare and safely cook dishes and menus for a healthy, varied and balanced diet.</p> <p>... be able to change recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods, e.g. using herbs instead of salt, using low fat yogurt, grilling instead of frying.</p> <p>... apply good food safety principles when buying, storing, preparing and cooking food.</p>

	By the age of 7, children should:	By the age of 11, children should:	By the age of 14...	By the age of 16...
Food safety	<p>... recognise the importance of preparing and cooking food safely and hygienically, e.g. handwashing, cleaning up regularly, keep work surfaces clean.</p> <p>... be able to get ready to cook, e.g. tie back long hair, wash hands, wear an apron.</p> <p>... be aware that food purchased or cooked needs to be stored in different ways to keep it safe, e.g. fridge, freezer.</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, e.g. keep raw meat away from other food, thorough handwashing.</p> <p>...understand the use of date-marks and storage instructions on food and drink labels.</p>	<p>... understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot.</p> <p>... plan and carry out food storage, preparation and cooking safely and hygienically.</p> <p>... use date-mark and storage instructions when storing and using food and drinks.</p> <p>...understand that some foods have a higher risk of food poisoning than others, e.g. raw chicken.</p>	<p>... implement good food safety when handling, preparing, cooking and serving food, e.g. handwashing, keeping raw and cooked food separate to avoid cross-contamination.</p> <p>... apply food safety information on food labels when buying, storing and consuming food.</p> <p>...know about food poisoning, its symptoms and preventative measures.</p>

	By the age of 7, children should:	By the age of 11, children should:	By the age of 14...	By the age of 16...
Active lifestyles (physical activity)	<p>...know that an active lifestyle is good for health.</p> <p>...know how to get plenty of physical activity throughout the day during their normal routine.</p> <p>...choose activities that they enjoy.</p> <p>...take opportunities to take part in physical activity/sport.</p> <p>...know that sitting down for too long at a stretch is not good for the body.</p> <p>...drink more when being active.</p>	<p>...know how much physical activity they should do in a day, the benefits of vigorous intensity activity, and know how they could achieve this in practice.</p> <p>...know what it feels like to be active at a moderate and vigorous intensity.</p> <p>...be able to take part in more formalised types of physical activity.</p> <p>...know the basics of how physical activity affects their health.</p> <p>...know that being physically active uses energy.</p> <p>...understand how physical activity helps to build physical confidence, which contributes to a positive sense of themselves.</p> <p>...be aware that doing regular physical activity makes their body fitter and stronger.</p> <p>...know that the body uses more water when being physically active and this needs to be replaced.</p>	<p>...know that it is important to include a variety of activity in everyday living.</p> <p>...know how different activities can affect health in different ways.</p> <p>...know how physical activity contributes to physical, social and mental wellbeing.</p> <p>...be aware of links between when and what to eat and drink before, during and after exercise.</p> <p>...understand how water is used by the body during physical activity and that extra water may be needed before, during and after being physically active.</p>	<p>...be aware of the contribution of every day and opportunistic activity to energy expenditure.</p> <p>...ensure that they undertake sufficient activity, including structured and everyday activities.</p> <p>...know how to access a variety of community-based opportunities for physical activity, including sports clubs.</p> <p>...prepare to keep active during adulthood and be aware of the recommendations for physical activity across the life course.</p> <p>...understand that different types of physical activity generate different improvements in physical capacity.</p> <p>...stay well hydrated when being physically active.</p>

Appendix: Preparing for cooking checklist

- Risk assessment for preparation area
- Allergies checked
- Recipe
- Order ingredients
- Revise skills videos (peeling, grating, bridge and claw)
<https://www.foodafactoflife.org.uk/5-7-years/cooking/videos/#CCG>

- Get ingredients ready
- Get equipment ready
- Tie back long hair
- Roll up long sleeves
- Aprons
- Remove jewellery
- Wash your hands

