

## Cooking and Nutrition

Key Vocab	
blend	flavour
blender	fork
chopping board	fruit
compare	healthy
cut	ingredients
design	juice
evaluate	juicer

Key Vocab	
abattoir	cut
adaptation	design
balanced	enhance
beef	equipment
brand	evaluate
cook	farm
cross-contamination	grate

Specific key **vocabulary** for each unit as well as individual lessons, are outlined and referred to on Kapow.

Specific **tools and resources** for each unit and individual lessons, are outlined and referred to on Kapow.

- ✓ Equipment to practise cutting skills (see Main event):
  - ✓ 5 table knives;
  - ✓ 5 forks;
  - ✓ 5 green chopping boards;
  - ✓ foods to cut, such as strawberries, tinned pineapple chunks, banana and avocado flesh.
- ✓ Equipment to practise juicing skills (see Main event):
  - ✓ manual juicer;
  - ✓ foods to juice, such as oranges, lemons and limes (cut in half).
- ✓ 2 large bowls (one for each skills table).
- ✓ Modelling dough (one handful each – see Main event).
- ✓ Plastic knives (one each – see Main event).

- ✓ Equipment for preparing foods (per group of five):
  - ✓ 1 vegetable knife;
  - ✓ 1 box grater;
  - ✓ 1 garlic press;
  - ✓ 1 green chopping board;
  - ✓ 1 brown chopping board;
  - ✓ 1 pair of scissors;
  - ✓ 1 set of scales;
  - ✓ 1 measuring jug.
- ✓ Equipment for cooking (per group of five):
  - ✓ 1 saucepan;
  - ✓ 1 tablespoon;
  - ✓ 1 wooden spoon.
- ✓ Equipment for cooking mince and spaghetti (optional – see Teacher knowledge):
  - ✓ 2 saucepans;
  - ✓ 1 wooden spoon;
  - ✓ 1 colander.

Year 1- Smoothies		
Skills	Design	<ul style="list-style-type: none"> <li>• Designing smoothie carton packaging by-hand or on ICT software</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Chopping fruit and vegetables safely to make a smoothie.</li> <li>• Identifying if a food is a fruit or a vegetable.</li> <li>• Learning where and how fruits and vegetables grow.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Suggesting information to be included on packaging</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that a blender is a machine which mixes ingredients together into a smooth liquid.</li> <li>• To know that a fruit has seeds.</li> <li>• To know that fruits grow on trees or vines.</li> <li>• To know that vegetables can grow either above or below ground.</li> <li>• To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber)</li> </ul>
Vocabulary	See each lesson for key vocabulary to be taught	

Year 2-Balanced Diet		
Skills	Design	<ul style="list-style-type: none"> <li>• Designing a healthy wrap based on a food combination which works well together</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Slicing food safely using the bridge or claw grip.</li> <li>• Constructing a wrap that meets a design brief.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Taste testing food combinations and final products.</li> <li>• Describing the information that should be included on a label.</li> <li>• Evaluating which grip was most effective.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that 'diet' means the food and drink that a person or animal usually eats.</li> <li>• To understand what makes a balanced diet.</li> <li>• To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</li> <li>• To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.</li> <li>• To know that 'ingredients' means the items in a mixture or recipe.</li> </ul>
Vocabulary	See each lesson for key vocabulary to be taught	

Year 3 Eating Seasonally		
Skills	Design	<ul style="list-style-type: none"> <li>• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination.</li> <li>• Following the instructions within a recipe.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Establishing and using design criteria to help test and review dishes.</li> <li>• Describing the benefits of seasonal fruits and vegetables and the impact on the environment.</li> <li>• Suggesting points for improvement when making a seasonal tart</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that vegetables and fruit grow in certain seasons.</li> <li>• To know that cooking instructions are known as a 'recipe'.</li> </ul> <p>To know that imported food is food which has been brought into the country.</p> <ul style="list-style-type: none"> <li>• To know that exported food is food which has been sent to another country..</li> <li>• To know that eating seasonal foods can have a positive impact on the environment.</li> <li>• To know that similar coloured fruits and vegetables often have similar</li> </ul>

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	nutritional benefits. • To know that the appearance of food is as important as taste.
<b>Vocabulary</b>	See each lesson for key vocabulary to be taught

Year 4 Adapting a Recipe		
Skills	Design	<ul style="list-style-type: none"> <li>• Designing a biscuit within a given budget, drawing upon previous taste testing judgements.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Following a baking recipe, from start to finish, including the preparation of ingredients.</li> <li>• Cooking safely, following basic hygiene rules.</li> <li>• Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet).</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Describing the impact of the budget on the selection of ingredients.</li> <li>• Evaluating and comparing a range of food products.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that the amount of an ingredient in a recipe is known as the 'quantity.'</li> <li>• To know that safety and hygiene are important when cooking.</li> <li>• To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping.</li> <li>• To understand the importance of budgeting while planning ingredients for biscuits.</li> <li>• To know that products often have a target audience</li> </ul>
Vocabulary	See each lesson for key vocabulary to be taught	

Year 5- Developing a recipe		
Skills	Design	<ul style="list-style-type: none"> <li>• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.</li> <li>• Writing an amended method for a recipe to incorporate the relevant changes to ingredients.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Cutting and preparing vegetables safely.</li> <li>• Using equipment safely, including knives, hot pans and hobs.</li> <li>• Knowing how to avoid cross-contamination.</li> <li>• Following a step by step method carefully to make a recipe.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Identifying the nutritional differences between different products and recipes.</li> <li>• Identifying and describing healthy benefits of food groups.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that recipes can be adapted to suit nutritional needs and dietary requirements.</li> <li>• To know that I can use a nutritional calculator to see how healthy a food option is.</li> <li>• To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.</li> </ul>

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	<ul style="list-style-type: none"><li>• To know that coloured chopping boards can prevent cross-contamination.</li><li>• To know that nutritional information is found on food packaging</li></ul>
<b>Vocabulary</b>	<b>See each lesson for key vocabulary to be taught</b>

Year 6- Come Dine with me		
Skills	Design	<ul style="list-style-type: none"> <li>• Writing a recipe, explaining the key steps, method and ingredients.</li> <li>• Including facts and drawings from research undertaken.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• Following a recipe, including using the correct quantities of each ingredient.</li> <li>• Adapting a recipe based on research.</li> <li>• Working to a given timescale.</li> <li>• Working safely and hygienically with independence.</li> </ul>
	Evaluate	<ul style="list-style-type: none"> <li>• Evaluating a recipe, considering: taste, smell, texture and origin of the food group.</li> <li>• Taste testing and scoring final products.</li> <li>• Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process.</li> <li>• Evaluating health and safety in production to minimise cross contamination.</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>• To know that 'flavour' is how a food or drink tastes.</li> <li>• To know that many countries have 'national dishes' which are recipes associated with that country.</li> <li>• To know that 'processed food' means food that has been put through multiple changes in a factory.</li> <li>• To understand that it is important to wash fruit and vegetables before eating to</li> </ul>

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	remove any dirt and insecticides. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
<b>Vocabulary</b>	<b>See each lesson for key vocabulary to be taught</b>