

**COOKING AND NUTRITION – A BALANCED DIET**

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DESIGNING	<p>The three <b>Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>Creating with Materials ELG</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> <p><b>People Culture and Communities ELG</b></p> <p>Describe their immediate environment using knowledge from observation,</p>	<p>Use own ideas to design something</p> <p>Describe how their own idea works</p> <p>Design a product which moves</p> <p>Explain to someone else how they want to make their product</p> <p>Make a simple plan before making.</p>	<p>Think of an idea and plan what to do next</p> <p>Explain why they have chosen specific criteria</p>	<p>Prove that a design meets a set criteria</p> <p>Design a product and make sure that it looks attractive</p> <p>Choose a material for both its suitability and its appearance</p>	<p>Use ideas from other people when designing</p> <p>Produce a plan and explain it</p> <p>Persevere and adapt when original ideas do not work</p> <p>Communicate ideas in a range of ways, including by sketches and drawings which are annotated</p>	<p>Come up with a range of ideas after collecting information from different sources</p> <p>Produce a detailed step-by-step plan</p> <p>Explain how a product will appeal to a specific audience</p> <p>Design a product that requires pulleys or gears</p>	<p>Use market research to inform plans and ideas</p> <p>Follow and refine original plans</p> <p>Justify planning in a convincing way</p> <p>Show that culture and society is considered in plans and designs</p>

	discussion, stories, non-fiction texts, and maps.						
MAKING	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>Creating with Materials ELG</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Use own ideas to make something</p> <p>Make a product which moves</p> <p>Choose appropriate resources and tools</p>	<p>Choose tools and materials and explain why they have chosen them</p> <p>Join materials and components in different ways</p> <p>Measure materials to use in a model or structure</p>	<p>Follow a step-by-step plan, choosing the right equipment and materials</p> <p>Select the most appropriate tools and techniques for a given task</p> <p>Make a product which uses both electrical and mechanical components</p> <p>Work accurately to measure, make cuts and make holes</p>	<p>Know which tools to use for a particular task and show knowledge of handling the tool</p> <p>Know which material is likely to give the best outcome</p> <p>Measure accurately</p>	<p>Use a range of tools and equipment competently</p> <p>Make a prototype before making a final version</p> <p>Make a product that relies on pulleys or gears</p>	<p>Know which tool to use for a specific practical task</p> <p>Know how to use any tool correctly and safely</p> <p>Know what each tool is used for</p> <p>Explain why a specific tool is best for specific action</p>

<p>EVALUATING</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>Creating with Materials ELG</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Describe how something works</p> <p>Explain what works well and not so well in the model they have made</p>	<p>Explain what went well with their work</p>	<p>Explain how to improve a finished model</p> <p>Know why a model has or has not been successful</p>	<p>Evaluate and suggest improvements for designs</p> <p>Evaluate products for both their purpose and appearance</p> <p>Explain how the design has been improved</p> <p>Use IT where appropriate to add to the quality of the product</p>	<p>Suggest alternative plans; outlining the positive features and draw backs</p> <p>Evaluate appearance and function against original criteria</p>	<p>Know how to test and evaluate designed products</p> <p>Explain how products should be stored and give reasons</p> <p>Evaluate product against clear criteria</p>
<p>TECHNICAL KNOWLEDGE</p>		<p>Make their own model stronger</p> <p>Make a model stronger and more stable</p> <p>Use wheels and axles, when appropriate to do so</p>		<p>Know how to strengthen a product by stiffening a given part or reinforce a part of the structure</p> <p>Use a simple IT program within the design</p> <p>Know how to be hygienic and safe when using food</p> <p>Bring a creative element to the food product being designed</p>		<p>Link scientific knowledge to design by using pulleys or gears</p> <p>Use more complex IT program to help enhance the quality of the product produced</p> <p>Use electrical systems correctly and accurately to enhance a given product</p> <p>Know which IT product would enhance a specific product</p> <p>Use knowledge to improve a made product by strengthening, stiffening or reinforcing</p>	

FOOD TECHNOLOGY		<p>Cut food safely Weigh ingredients to use in a recipe</p> <p>Describe the ingredients used when making a dish or cake</p>	<p>Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p> <p>Talk about which food is healthy and which food is not Know when food is ready for harvesting Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p> <p>Talk about which food is healthy and which food is not</p> <p>Know when food is ready for harvesting</p>	<p>Be both hygienic and safe in the kitchen</p> <p>Know how to prepare a meal by collecting the ingredients in the first place</p> <p>Know which season various foods are available for harvesting Explain how food ingredients should be stored and give reasons</p> <p>Work within a budget to create a meal</p> <p>Understand the difference between a savoury dish and sweet dish.</p>
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**COMPOSITES**

Understand where food comes from

Use the basic principles of a healthy and varied diet

Explore and evaluate a range of food and drink products

**COMPONENTS**

**COOKING AND NUTRITION – A BALANCED DIET**

	1	End Point
	<p>Where does food come from?</p> <p>What constitutes a healthy and balanced diet?</p>	<p>Children will understand where food comes from.</p> <p>Children will identify the ingredients contained in a range of food and drinks.</p> <p>Children will be able to categorise food and drinks into food groups.</p>

	How can I evaluate a range of existing products?	Children will be able to independently explore and evaluate a range of food and drink items.
<b>CONCEPTS</b> Link to concept map	Critical Thinking	Describe the ingredients used when making a dish or cake  Children will explore and evaluate a range of drinks and food to understand the importance of a balanced diet.
<b>SKILLS</b>	Describe the ingredients used when making a dish or cake.  Explore and evaluate a range of existing products.	Children will be able to describe the ingredients used in a range of a drinks. Identifying the sugar content and the effects this has on their body.  Children will explore and evaluate a range of products identifying their sugar content.
<b>KNOWLEDGE</b> <a href="#">..1.1.1.1.1.Hubs\Science and DT\DT\2023-2024\KAPOW\YEAR 2\COOKING AND NUTRITION - A Balanced Diet - LESSON 1 ONLY\Knowledge Organiser - Food and Nutrition.pdf</a>	Know a range of food groups and how to categorise food.  Know the ingredients and sugar content in a range of products.	
<b>LESSON LINK</b>	KAPOW  Mechanisms – Moving Monsters	
<b>PROGRESSIVE VOCABULARY</b>	balanced diet balance carbohydrate dairy	Articulate and recognise subject specific vocabulary

	fruit ingredients oils sugar protein vegetable	
<b>CURRICULUM EXPERIENCES</b>	Use the change 4 life food scanner app to identify the sugar in products	
<b>END POINT</b>	Children will understand the sugar content in a range of food and drinks. They will be able to categorise food groups. Children will know the ingredients in a range of products and the effects these can have on us.	

