

YEAR 6

COOKING AND NUTRITION – WHAT COULD BE HEALTHIER?

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DESIGNING	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG</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>People Culture and Communities ELG</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories,</p>	<p>Use own ideas to design something</p> <p>Describe how their own idea works</p> <p>Design a product</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>Know which season various foods are available for harvesting</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>

	non-fiction texts, and maps.						
MAKING	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG</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</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>Be both hygienic and safe in the kitchen</p> <p>Know how to prepare a meal by collecting ingredients in the first place</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>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG</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 tastes</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>	

<p>FOOD TECHNOLOGY</p>		<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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COOKING AND NUTRITION – WHAT COULD BE HEALTHIER?

COMPOSITES

Generate ideas by drawing on own experiences

Design a healthy meal

Make a healthy meal

Categorise and evaluate product

COMPONENTS

	1	2	3	4	5	End Point
	<p>Where does food come from?</p> <p>What are the ethical issues behind eating meat?</p>	<p>What is a healthy diet?</p> <p>How can I adapt a recipe to make it healthier?</p>	<p>How does the nutritional value of a recipe change if I alter ingredients?</p>	<p>How can I use tools safely and hygienically to create a healthy meal?</p>	<p>Use lesson 5 if necessary to complete topic</p>	<p>Children will know about healthy food and a healthy diet.</p> <p>Children will know the names of different fruits and what they taste like.</p>

	CONSIDER DIETARY NEEDS AND BELIEFS – adapt if necessary	Can I design a healthy meal? CONSIDER DIETARY NEEDS AND BELIEFS – adapt if necessary	How can I adapt a recipe? CONSIDER DIETARY NEEDS AND BELIEFS – adapt if necessary	Can I follow a method correctly, referring to the design criteria? How can I make my product pleasing to a consumer?		Children will know how a fruit a bolognaise sauce is made and what food is appropriate. Children will be able to use tools safely, including knives and peelers. Children can design and make a bolognaise sauce Children can evaluate their bolognaise sauce against the design criteria. Children will say what went well and what they would improve.
CONCEPTS Link to concept map		Design	Design	Design		Children will have used their understanding and knowledge of healthy food to design a bolognaise sauce
	Purpose	Purpose	Purpose	Purpose		
			Systems			
				Technique		Children will use drawings and talk to develop ideas and design a bolognaise sauce. Children will select ingredients from a wide range and know how to prepare them.
	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking		Children will make and evaluate their sauce and the ingredients used.
SKILLS	Use market research to inform plans and ideas Show that culture and society is considered in plans and designs	Use market research to inform plans and ideas Justify planning in a convincing way Show that culture and	Use market research to inform plans and ideas Follow and refine original plans	Follow and refine original plans Know which tool to use for a specific practical task Know how to use any tool		Children will know how to create a design and make changes as necessary. Children will know how to prepare appropriate ingredients and know which ingredients are most appropriate to use.

	<p>Know which season various foods are available for harvesting</p>	<p>society is considered in plans and designs</p> <p>Know how to test and evaluate designed products</p> <p>Evaluate product against clear criteria</p>	<p>Justify planning in a convincing way</p> <p>Show that culture and society is considered in plans and designs</p> <p>Know which tool to use for a specific practical task</p> <p>Know how to prepare a meal by collecting ingredients in the first place</p>	<p>correctly and safely</p> <p>Know what each tool is used for</p> <p>Explain how products should be stored and give reasons</p> <p>Evaluate product against clear criteria</p> <p>Be both hygienic and safe in the kitchen</p> <p>Know how to prepare a meal by collecting ingredients in the first place</p>	<p>Children will be able to use knowledge of fruit to add to their designs so it is aesthetically pleasing and nutritional.</p>
<p>KNOWLEDGE</p> <p>Z:\Hubs\Science and DT\DT\2023-2024\KAPOW\YEAR 6\COOKING AND NUTRITION - What Could be Healthier\Knowledge Organiser.pdf</p>	<p>Children will learn about where beef comes from</p> <p>Children will consider the ethics behind raising an animal for human consumption</p>	<p>Begin to develop their ideas through talk and drawings.</p> <p>Alter a recipe to include healthier ingredients.</p>	<p>Using a nutritional calculator, children work out the nutritional values of recipes.</p> <p>Children adapt recipes to increase nutritional value</p>	<p>Following examples of healthy eating, children can make informed choices.</p> <p>Children can make a design using appropriate techniques.</p> <p>Use tools safely including knives and peelers.</p> <p>Begin to use simple finishing techniques to improve the appearance and</p>	<p>Children will generate ideas and create a design for a nutritional bolognese sauce</p> <p>Children will follow their designs and evaluate their product.</p> <p>Children will be able to use knives, chopping boards, peelers and spoons to prepare ingredients.</p>

				taste of their product. Evaluate their product as they are developed.		
LESSON LINK	KAPOW-COOKING AND NUTRITION – WHAT COULD BE HEALTHIER?	KAPOW-COOKING AND NUTRITION – WHAT COULD BE HEALTHIER?	KAPOW-COOKING AND NUTRITION – WHAT COULD BE HEALTHIER?	KAPOW-COOKING AND NUTRITION – WHAT COULD BE HEALTHIER?		
PROGRESSIVE VOCABULARY	beef reared processed ethical diet ingredients supermarket farm	beef reared processed ethical diet ingredients supermarket farm balanced	beef reared processed ethical diet ingredients supermarket farm balanced	beef reared processed ethical diet ingredients supermarket farm balanced		Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES		Children to taste 2 bolognaise sauces and compare				
END POINT	Children will know where food comes from. Children will consider the	Children will be able to compare recipes. Children will be able to make revisions to a recipe.	Children will use a nutritional calculator to work out the nutritional values of recipes.	Children will have made a bolognaise sauce that is aesthetically		

	ethics behind eating meat.		Children will be able to make revisions to a recipe.	pleasing and nutritional.		
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