



## Dorothy Barley Junior Academy Design and Technology - Cooking and Nutrition Curriculum

### Cooking and Nutrition in DT 2018-2019

*This document gives an overview of the year by year progressive knowledge based planning for cooking and nutrition. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.*

#### **Pupils should be taught to:**

##### **Key stage 1**

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

##### **Key stage 2**



- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Other aspects such as weighing and measuring, following or creating recipes to a brief, come under other curriculum subjects (e.g. maths, literacy, main DT).

Words highlighted in red are specific practical skills to be modelled, supported, practised and developed to an independent level.

All of the skills within the 3 key areas can potentially be taught within one or two lessons, especially if using a carousel set up so some children can simply practise their skills (e.g. grating, chopping play dough) whilst others follow recipes.

#### **Notes for teachers:**

Claw grip	Bridge hold
 A close-up photograph showing a person's hand holding a yellow lemon with a claw grip. The thumb and index finger are positioned to hold the lemon firmly while the other fingers are curled back, away from the blade of a knife.	 A close-up photograph showing a person's hand holding a yellow lemon with a bridge hold. The thumb and index finger are positioned to hold the lemon from the top and bottom, with the middle finger supporting it from the side, creating a bridge over the lemon.

Year 3	Cutting and Knife Skills	Mixing and Moulding	Heating and Cooling
<p><b>Equipment needed for skill development:</b></p> <ul style="list-style-type: none"> <li>Mixing spoons</li> <li>Table knives</li> <li>Forks</li> <li>Serrated vegetable knives</li> <li>Peelers</li> <li>Melon baller</li> <li>Cooking trays</li> <li>Oven gloves</li> <li>Scales</li> </ul>	<p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>Begin to use both the <b>bridge hold and claw grip to cut</b> harder foods using a serrated vegetable knife (e.g. apple)</li> <li>Begin to use the <b>claw grip to cut</b> harder foods using a serrated vegetable and fruits knife (e.g. banana)</li> <li><b>Cut</b> food into evenly sized largish pieces (e.g. apple)</li> <li>Use a melon baller to <b>core</b> an apple</li> </ul> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>Use a <b>lemon squeezer</b></li> <li>Begin to <b>peel harder food</b> (e.g. apple)</li> </ul>	<p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li><b>Mix, stir and combine</b> liquid and dry ingredients (e.g. cereal bar)</li> <li>With help, use hands to <b>rub fat</b> into mixture</li> </ul> <p><b>Independently</b></p> <ul style="list-style-type: none"> <li>Use a small table knife for <b>spreading</b> soft spreads on to bread</li> <li>Use hands to <b>shape dough</b> in to small balls or shapes</li> <li>With help <b>assemble and arrange</b> cold ingredients (e.g. sandwich, fruit kebabs)</li> </ul>	<p>Note: Although children will not be cooking hot food, children should understand how hot food is cooked safely by:</p> <ul style="list-style-type: none"> <li><b>Observing</b> adults using the hob, oven, toaster and/or microwave.</li> </ul> <p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>Be able to prepare food for baking and frying such as <b>greasing</b> baking.</li> </ul> <p><b>Recipes</b></p> <ul style="list-style-type: none"> <li>Fruit sticks</li> <li>Cereal Bar</li> </ul> <p><a href="http://www.foodforlife.org.uk">http://www.foodforlife.org.uk</a></p>

Year 4	Cutting and Knife Skills	Mixing and Moulding	Heating and Cooling
<p><b>Equipment needed for skill development:</b></p> <ul style="list-style-type: none"> <li>• Balloon whisks</li> <li>• Mixing spoons</li> <li>• Table knives</li> <li>• Forks</li> <li>• Serrated vegetable knives</li> <li>• Peelers</li> <li>• Melon ballers</li> <li>• Graters</li> <li>• Sieves</li> <li>• Lemon squeezers</li> <li>• Oven gloves</li> <li>• Cooking trays</li> <li>• Scales</li> </ul>	<p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>• Use the <b>claw grip</b> to cut harder foods using a serrated vegetable knife (e.g. apple)</li> <li>• Use both the <b>bridge hold and claw grip</b> to cut the same food using a serrated vegetable knife</li> <li>• <b>Cut foods</b> into evenly sized strips or cubes (e.g. melon)</li> </ul> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>• <b>Peel harder food</b> (e.g. apple)</li> <li>• <b>Grate</b> harder food using a grater (e.g. apples)</li> </ul>	<p><b>With close supervision:</b></p> <p><b>With moderate supervision:</b></p> <ul style="list-style-type: none"> <li>• <b>Mix, stir and combine</b> wet and dry ingredients uniformly (e.g. to form a dough)</li> <li>• <b>Cream fat and sugar</b> together using a mixing spoon</li> </ul> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>• <b>Sieve</b> flour, raising agents and spices together in to a bowl</li> <li>• Use hands to <b>rub fat</b> into flour (e.g. bread)</li> <li>• <b>Crack an egg</b> and <b>beat</b> with balloon whisk</li> <li>• <b>Use a rolling pin</b> to flatten and roll out dough</li> <li>• <b>Coat</b> food with egg</li> <li>• <b>Knead</b> and shape dough in to <b>evenly</b> sized shapes</li> <li>• <b>Assemble and arrange</b> ingredients for simple dishes (e.g. sandwich)</li> </ul>	<p>Note: Although pupils will not be cooking food on the hob or in the oven, pupils should understand how to use them safely by:</p> <ul style="list-style-type: none"> <li>• <b>Observing</b> adults cooking on the hob and putting in and removing food from the oven</li> </ul> <p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>• Be able to prepare food for baking and frying such as <b>greasing</b> baking.</li> <li>• Handle hot food safely once adults have removed food from the hob or oven (e.g. use <b>oven gloves to remove bakery from the baking tray</b>)</li> </ul> <p><b>Recipes</b></p> <ul style="list-style-type: none"> <li>• Stafidopsomo - Raisin Bread ☑ Seasonal Fruit Salad</li> </ul> <p>Recipes mostly taken from <a href="http://www.foodforlife.org.uk">http://www.foodforlife.org.uk</a></p>

Year 5	Cutting and Knife Skills	Mixing and Moulding	Heating and Cooling
<p><b>Equipment needed for skill development:</b></p> <ul style="list-style-type: none"> <li>• Electric hand blenders</li> <li>• Mixing spoons</li> <li>• Table knives</li> <li>• Forks</li> <li>• Serrated vegetable knives</li> <li>• Peelers</li> <li>• Graters</li> <li>• Sieves</li> <li>• Lemon squeezers</li> <li>• Can openers</li> <li>• Ring pull tinned food ☐ Oven gloves</li> <li>• Cooking trays</li> <li>• Scales</li> </ul>	<p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>• <b>Finely grate hard</b> foods (e.g. zesting, parmesan cheese)</li> <li>• With support, <b>use a can opener and open ring-pull tin</b></li> </ul> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>• Confidently use the <b>claw grip</b> to cut harder foods using a serrated vegetable knife (e.g. apple)</li> <li>• Confidently use <b>both the bridge hold and claw grip</b> to cut the same food using a serrated vegetable knife (e.g. apple)</li> <li>• Confidently <b>peel</b> harder food using a peeler (e.g. apple)</li> </ul>	<p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>• Use a <b>food processor or electric hand blender</b> to mash, blend or puree hard ingredients or hot food (e.g. fruit)</li> </ul> <p><b>With moderate supervision:</b></p> <ul style="list-style-type: none"> <li>• With help begin to <b>separate</b> eggs</li> <li>• <b>Whisk</b> ingredients (e.g. eggs)</li> <li>• <b>Cream</b> fat and sugar together.</li> <li>• Use a <b>rolling pin</b> to roll out dough to a <b>specific thickness</b> (e.g. pizza)</li> </ul> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>• <b>Sieve</b> wet and dry ingredients with precision</li> <li>• Confidently <b>crack</b> an egg</li> <li>• <b>Spread food evenly</b> with a <b>coating, paste or glaze</b></li> <li>• <b>Knead and shape</b> dough in to a variety of shapes</li> <li>• Use hands <b>to shape mixtures</b> in to <b>evenly</b> sized pieces (e.g. burgers)</li> </ul>	<p>Note: Although pupils will not be putting in or removing food from the oven, they should understand how to use the oven safely by <b>observing</b> adults</p> <p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>• <b>Handle hot food safely, using oven gloves</b> to carefully remove cooked food with a <b>fish slice</b> from a baking tray on to a <b>cooling rack</b>.</li> </ul> <p><b>Recipes</b></p> <ul style="list-style-type: none"> <li>• Pizza</li> <li>• Fruit smoothie</li> </ul> <p>Recipes mostly taken from <a href="http://www.foodforlife.org.uk">http://www.foodforlife.org.uk</a></p>

Year 6	Cutting and Knife Skills	Mixing and Moulding	Heating and Cooling
<p><b>Equipment needed for skill development:</b></p> <ul style="list-style-type: none"> <li>• Electric hand blenders</li> <li>• Garlic crushers</li> <li>• Mixing spoons</li> <li>• Table knives</li> <li>• Forks</li> <li>• Serrated vegetable knives</li> <li>• Peelers</li> <li>• Graters</li> <li>• Sieves</li> <li>• Garlic crusher</li> <li>• Lemon squeezers</li> <li>• Can openers Ring pull tinned food</li> <li>• Oven gloves</li> <li>• Baking trays</li> <li>• Scales</li> </ul>	<p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>• Begin to <b>use a can opener and open ring-pull tin</b></li> <li>• <b>Dice</b> foods and cut them into evenly sized, fine pieces (e.g. garlic, herbs)</li> </ul> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>• <b>Finely grate</b> hard foods (e.g. zesting, parmesan cheese)</li> <li>• Confidently use the <b>claw grip</b> to cut harder foods using a serrated vegetable knife (e.g. carrot)</li> <li>• Confidently use both the <b>bridge hold and claw grip</b> to cut the same food using a serrated vegetable knife (e.g. onion)</li> <li>• Confidently <b>peel</b> harder food using a peeler (e.g. apple)</li> </ul>	<p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>• Use an <b>electric hand blender</b> to mash, blend or puree hard ingredients or hot food (e.g. vegetables)</li> </ul> <p><b>With moderate supervision:</b></p> <ul style="list-style-type: none"> <li>• <b>Separate</b> eggs</li> <li>• <b>Whisk</b> (e.g. eggs)</li> <li>• <b>Cream</b> fat and sugar together using an <b>electric hand mixer</b>.</li> <li>• Use <b>electric hand blender</b> to mash, blend or puree hard ingredients or hot food (e.g. vegetables)</li> </ul> <p><b>Independently:</b></p> <ul style="list-style-type: none"> <li>• <b>Sieve</b> wet and dry ingredients with precision</li> <li>• Confidently <b>crack</b> an egg</li> <li>• Use a <b>rolling pin</b> to roll out dough to a specific thickness (e.g. wraps)</li> <li>• <b>Spread food evenly</b> with a <b>coating, paste or glaze</b></li> <li>• <b>Knead and shape</b> dough in to a variety of shapes</li> <li>• Use hands to <b>shape mixtures</b> in to <b>evenly</b> sized pieces.</li> </ul>	<p>Note: Although pupils will not be putting in or removing food from the oven, they should understand how to use the oven safely by <b>observing</b> adults</p> <p><b>With close supervision:</b></p> <ul style="list-style-type: none"> <li>• <b>Handle hot food safely, using oven gloves</b> to carefully remove cooked food with a fish slice from a <b>baking tray</b> on to a <b>cooling rack</b>.</li> </ul> <hr/> <p><b>Recipes</b></p> <ul style="list-style-type: none"> <li>• Wraps</li> <li>• Raw Salsa</li> </ul> <p>Recipes mostly taken from <a href="http://www.foodforlife.org.uk">http://www.foodforlife.org.uk</a></p>