



Cooking Timetable

	Autumn	Autumn	Spring	Spring	Summer	Summer
Y1	What is in the world around me?	Am I making history? (Afternoon tea – characteristics of UK)	How do we know Birmingham and London are cities?		Do all superheroes have capes? (Smoothies)	Do all superheroes have capes?
Y2	Why should I go to Sheldon?		What is it like in Africa? (Jollof Rice)	What is it like in Africa? (Picnic – healthy choices)	Why do we visit the seaside?	
Y3	How do I use a map?	How do natural disasters affect the world? Stone Age to Iron Age: How did Britain change?	Stone Age to Iron Age: How did Britain Change?		What did the Ancient Greeks do for us? (Koftas – Greek dish, where/how meat is reared)	Why is Greece popular? (stir fry – healthy choices)

Y4	Home or abroad? Paella - Spain	What did the Romans do for us?	Why was Britain invaded by the Saxons and Vikings?	What is a biome? Why are rainforests and oceans important to our lives?	What is a biome? Why are rainforests and oceans important to our lives?(Fishcakes – where/how fish are caught
Y5	What is a river's journey?		Monarchs	Why does the USA have different climate zones? (burger – USA)	What were the achievements of the Ancient Egyptians? (flatbreads – know where/how crops are grown) What's beyond the sky?
Y6	Mexico (Quesadilla – Mexico)	Mexico and the Maya: what has been their impact on Birmingham? (Chilli – Know where/how ingredients are processed)	What was the impact of WWII on the West Midlands?	How do I look after myself?	



Ambition - Community - Equality

Curriculum Overview

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Y1	Do all superheroes have capes? (Smoothies)			Am I making history? (Afternoon tea – characteristics of UK)		
N/C objectives	<ul style="list-style-type: none"> - Understand where food comes from - Design appealing products for themselves and other users based on design criteria (choice of fruit) 			<ul style="list-style-type: none"> - Understand where food comes from - Select from and use a range of tools and equipment to perform practical tasks (spoons) 		
Dish	Snack - Fruit salad / smoothies			Meal - Afternoon tea (scones)		
Concrete knowledge	Know the names of the ingredients and where it comes from (mango, blueberry, kiwi) Know the name of different types of knives (butter knife and serrated knife)			Know the names of the ingredients and where it comes from (raisins, butter, flour) Know the names of three different types of spoon (tea spoon, wooden spoon and tablespoon)		
Skill Progression	Cutting and knife skills I can use a fork to steady and cut soft food with a table knife			Mixing I can use measuring spoons for liquids, solids and dry ingredients I can mix, stir and combine liquid and dry ingredients (with support) I can sift flour into a bowl (with support)		
Maths link	Measure with teaspoon/ tablespoonfuls, cupfuls			Measure with teaspoon/ tablespoonfuls, cupfuls		
Food Safety and Hygiene	Can follow basic food safety rules when preparing and cooking food With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor With supervision get ready to cook: • Tie back long hair • Put on a clean apron • Wash and dry hands Understand how everyday foods are stored differently to ensure they are safe to eat, (e.g. fridge or freezer)					
Vocabulary	cut, steady, table knife, blender, chop, pieces, measure, mix, stir, combine, sweet, fruity, smoothie, scone, flour, raisins, butter, tea spoon, wooden spoon, tablespoon					



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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y2	What is it like in Africa? (Jollof Rice)			What is it like in Africa? (Picnic – healthy choices)		
N/C objectives	<ul style="list-style-type: none"> - Use the basic principles of a healthy and varied diet to prepare dishes - Select from and use a wide range of materials including ingredients according to their characteristics (vegetables) 			<ul style="list-style-type: none"> - Use the basic principles of a healthy and varied diet to prepare dishes - Design appealing products for themselves and others (for a balanced diet) 		
Dish	Snack - Jollof rice			Meal – Picnic including a pasta salad		
Concrete knowledge	<p>Know the names of the ingredients and where it comes from (rice, pepper, onion)</p> <p>Know the name of kitchen tools (sieve)</p> <p><i>Know the name of different types of knives (butter knife and serrated knife)</i></p>			<p>Know the names of the ingredients and where it comes from (pasta, pesto, tomato)</p> <p>Know the name of kitchen tools (colander)</p> <p>Know the basic principles of a balanced diet</p>		
Skill Progression	<p>Mixing</p> <p>I can mix, stir and combine liquid and dry ingredients (with control)</p>			<p>Cutting and knife skills</p> <p>I can cut half of a soft vegetable using the bridge method</p>		
Maths link	Measure with teaspoon/ tablespoonfuls, cupfuls			Measure with teaspoon/ tablespoonfuls, cupfuls		
Food Safety and Hygiene	<p>Can follow basic food safety rules when preparing and cooking food</p> <p>With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor</p> <p>With supervision get ready to cook: • Tie back long hair • Put on a clean apron • Wash and dry hands</p> <p>Understand how everyday foods are stored differently to ensure they are safe to eat, (e.g. fridge or freezer)</p>					
Vocabulary	<p>bridge method, spices, boil, colander, draining, healthy, unhealthy, balanced, flavour, choices, pasta, pesto, simmer, slice, party pan cut, steady, table knife, blender, chop, pieces, measure, mix, stir, combine, sweet, fruity, smoothie, salad, scone, flour, raisins, butter</p>					

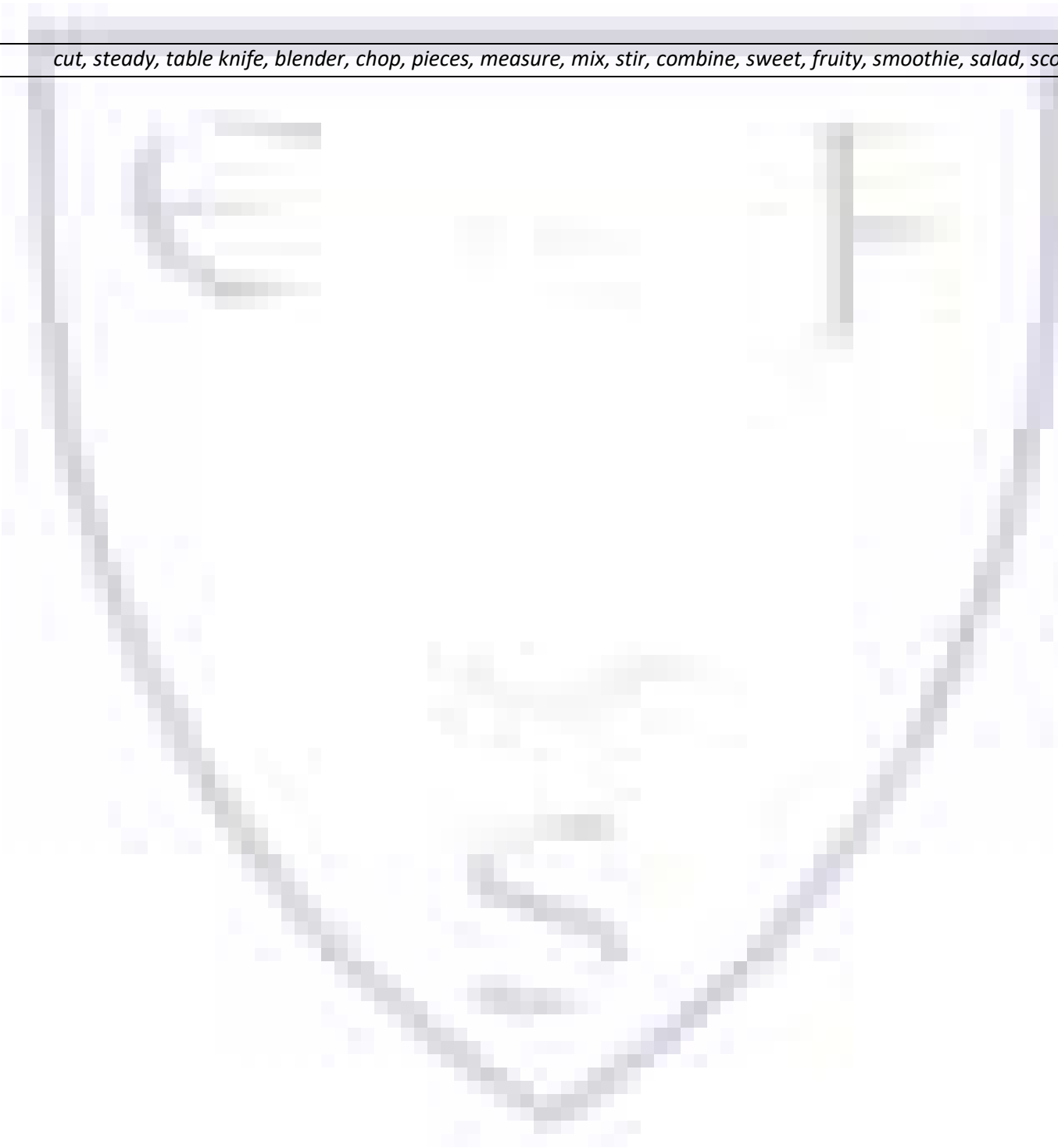


Curriculum Overview

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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y3	Why is Greece popular? (stir fry – healthy choices)			What did the Ancient Greeks do for us? (Koftas – Greek dish, where/how meat is reared)		
N/C objectives	<ul style="list-style-type: none"> - Communicate their ideas through discussion and annotated sketches (choice of vegetables) - Understand seasonality, and know where and how a variety of ingredients are reared. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 			<ul style="list-style-type: none"> - Select from and use a wide range of materials including ingredients according to their characteristics (spices) 		
Dish/technique	Snack – Stir fry stir frying			Meal – Koftas/salad/dip		
Concrete knowledge	Know the names of the ingredients and where it comes from (garlic, courgette, mangetout) Know the name of kitchen tool (garlic press) Know where meat comes from (chicken)			Know the names of different spices (BBQ, paprika, curry powder) Know where meat comes from (beef)		
Skill Progression	I can grate harder food using a grater (with supervision) I can crush garlic using a garlic press (with supervision) I can stir fry vegetables (with supervision)			I can mix, stir and combine wet and dry ingredients uniformly I can mould ingredients into evenly sized shapes		
Maths link	Measure with weighing scales and measuring jugs			Measure with weighing scales and measuring jugs		
Food Safety and Hygiene	Know and can follow basic food safety rules when preparing and cooking food Understand how bacteria in food can cause food poisoning or food to go mouldy With guidance follow procedures for cleaning up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish and putting equipment away Know how to get ready to cook: • Tie back long hair • Put on a clean apron • Wash and dry hands Understand how everyday foods are stored differently to ensure they are safe to eat, (e.g. fridge or freezer)					
Vocabulary	kofta, stir fry, garlic, grater, mould, spices, hot, mild, plain, mince (beef), bamboo sticks (skewers), yoghurt, mint, savoury <i>bridge method, spices, boil, colander, draining, healthy, unhealthy, balanced, flavour, choices, pasta, pesto, simmer, slice, party pan</i>					

cut, steady, table knife, blender, chop, pieces, measure, mix, stir, combine, sweet, fruity, smoothie, salad, scone, flour, raisins, butter





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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y4		Home or abroad? Paella - Spain	What is a biome? Why are rainforests and oceans important to our lives? (Fishcakes – where/how fish are caught)			
N/C objectives	<ul style="list-style-type: none"> - Communicate their ideas through discussion and annotated sketches. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 			<ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks accurately (masher, peeler). - Understand seasonality, and know where and how a variety of ingredients are reared. - Understand and apply the principles of a healthy and varied diet 		
Dish/technique	Snack – Paella boiling			Meal - Fish cakes		
Concrete knowledge	<i>Know the names of the ingredients and where it comes from (paella rice, stock, pepper)</i> Know which country paella comes from (Spain)			<i>Know the names of the ingredients and where it comes from (potatoes, spring onions, chives)</i> <i>Know the name of kitchen tool (masher, peeler)</i> Know how and where fish are reared		
Skill Progression	I can use a jug to measure liquids I can use weighing scales (with support) I can use the claw method using a serrated knife (with support) I can boil rice (with support)			I can use a masher to mash hot food to a fairly smooth texture (with supervision) I can peel harder food using a peeler (with supervision) I can crack an egg and beat with a balloon whisk I can coat food with egg and breadcrumbs		
Maths link	Measure with weighing scales and measuring jugs			Measure with weighing scales and measuring jugs		
Food Safety and Hygiene	Know and can follow basic food safety rules when preparing and cooking food Understand how bacteria in food can cause food poisoning or food to go mouldy With guidance follow procedures for cleaning up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish and putting equipment away.					

	Know how to get ready to cook: • Tie back long hair • Put on a clean apron • Wash and dry hands Understand how everyday foods are stored differently to ensure they are safe to eat, (e.g. fridge or freezer)
Vocabulary	weigh, serrated, paella, stock, paella rice, claw method, finely chopped, strips, deseeding, paprika, turmeric, reduce, coat (breadcrumbs), texture, smooth, whisk, shell, egg whites, egg yolks, peeler, tuna, spring onions <i>kofta, stir fry, garlic, grater, mould, spices, hot, mild, plain, mince (beef), bamboo sticks (skewers), yoghurt, mint, savoury</i> <i>bridge method, spices, boil, colander, draining, healthy, unhealthy, balanced, flavour, choices, pasta, pesto, simmer, slice, party pan</i> <i>cut, steady, table knife, blender, chop, pieces, measure, mix, stir, combine, sweet, fruity, smoothie, salad, scone, flour, raisins, butter</i>



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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y5	Why does the USA have different climate zones? (burger – USA)			What were the achievements of the Ancient Egyptians? (flatbreads – know where/how crops are grown)		
N/C objectives	<ul style="list-style-type: none"> - Communicate their ideas through discussion and annotated sketches (voting on a ingredients) - Understand and apply the principles of a healthy and varied diet 			<ul style="list-style-type: none"> - Select from and use a wider range of ingredients, according to their and aesthetic qualities (spices and dips). - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality and know where and how a variety of ingredients are grown. 		
Dish/technique	Meal – burgers, coleslaw and salad frying			Snack – flatbread and dips baking		
Concrete knowledge	Know the names of the ingredients and where it comes from (cabbage, carrot, mayonnaise) Know what a peeler is and how to use it Know how to make healthier versions of popular American food			Know the names of the ingredients and where it comes from (chickpeas, coriander, cucumber) Know what a can opener and ring pull tins are Know that grown crops have historically been used to develop recipes		
Skill Progression	I can use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife I can confidently peel harder foods with a peeler I can fry (with support)			I can use my fingertips to run yoghurt into flour to make a dough I can use a can opener and open ring-pull tins (with support) I can bake bread		
Maths link	Measure with weighing scales and measuring jugs and scale the recipe for 2/4 people			Measure with weighing scales and measuring jugs and scale the recipe for 2/4 people		
Food Safety and Hygiene	Can independently get ready to cook: <ul style="list-style-type: none"> • Tie back long hair • Wear a clean apron • Wash and dry hands • remove nail varnish and jewellery Demonstrate good food safety practices when getting ready to store, prepare and cook food (e.g. keep raw meats away from other food) Know and can follow food safety rules and understand their purpose Can independently follow procedures for clearing up					
Vocabulary	patty, greasy, seasoning, flatbread, can opener, ring- pull tins, chives, grill, tangy, fry, garnish, season, fresh, chewy, crispy, crumby, kneed, succulent					

weigh, serrated, paella, stock, paella rice, claw method, finely chopped, strips, deseeding, paprika, turmeric, reduce, coat (breadcrumbs), texture, smooth, whisk, shell, egg whites, egg yolks, peeler, tuna, spring onions.

*kofta, stir fry, garlic, grater, mould, spices, hot, mild, plain, mince (beef), bamboo sticks (skewers), yoghurt, mint, savoury
bridge method, spices, boil, colander, draining, healthy, unhealthy, balanced, flavour, choices, pasta, pesto, simmer, slice, party pan
cut, steady, table knife, blender, chop, pieces, measure, mix, stir, combine, sweet, fruity, smoothie, salad, scone, flour, raisins, butter*



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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y6	Mexico (Quesadilla – Mexico)			Mexico and the Maya: what has been their impact on Birmingham? (Chilli – Know where/how ingredients are processed)		
N/C objectives	<ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks accurately (food processor, electric hand blender) - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality and know where and how a variety of ingredients are processed. 			<ul style="list-style-type: none"> - Communicate their ideas through discussion and annotated sketches (views of others). - Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 		
Dish/technique	Meal – Chilli and guacamole browning and pureeing			Snack – Quesadilla		
Concrete knowledge	<p><i>Know the names of the ingredients and where it comes from (avocado, kidney beans, cumin)</i></p> <p>Know the difference between fresh and processed food</p> <p>Know what a food processor is (hand blender)</p>			<p><i>Know the names of the ingredients and where it comes from (tortilla bread, mushrooms, mozzarella, Cajun)</i></p> <p>Know where quesadilla originates from</p>		
Skill Progression	<p>I can use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food</p> <p>I can brown meat</p>			<p>I can confidently cut harder foods from a whole using both the bridge hold and the claw grip</p>		
Maths link	Measure with weighing scales and measuring jugs and scale the recipe for 2/4 people			Measure with weighing scales and measuring jugs and scale the recipe for 2/4 people		
Food Safety and Hygiene	<p>Can independently get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Wear a clean apron • Wash and dry hands • remove nail varnish and jewellery <p>Demonstrate good food safety practices when getting ready to store, prepare and cook food (e.g. keep raw meats away from other food)</p> <p>Know and can follow food safety rules and understand their purpose</p> <p>Can independently follow procedures for clearing up</p>					

Vocabulary	<p>food processor, processed food, fresh foods, avocado, chili con carne, electric hand blender, quesadilla, tortilla, high heat, prepare, spatula, sizzle, tomato puree, carbohydrate, protein, fat, vitamins and minerals</p> <p><i>patty, greasy, seasoning, flatbread, can opener, ring- pull tins, chives, grill, tangy, fry, garnish, season, fresh, chewy, crispy, crumby, succulent weigh, serrated, paella, stock, paella rice, claw method, finely chopped, strips, deseeding, paprika, turmeric, reduce, coat (breadcrumbs), texture, smooth, whisk, shell, egg whites, egg yolks, peeler, tuna, spring onions.</i></p> <p><i>kofta, stir fry, garlic, grater, mould, spices, hot, mild, plain, mince (beef), bamboo sticks (skewers), yoghurt, mint, savoury bridge method, spices, boil, colander, draining, healthy, unhealthy, balanced, flavour, choices, pasta, pesto, simmer, slice, Party pan cut, steady, table knife, blender, chop, pieces, measure, mix, stir, combine, sweet, fruity, smoothie, salad, scone, flour, raisins, butter</i></p>