

Cooking in the curriculum

	Cooking activity	Learning objectives from cooking SOW	Key practical cooking skills	Subject link
Year 1	Food around the world - savoury and sweet continental dish (with help from parents)	<p><b>Where food comes from:</b></p> <p>I know that all food comes from plants and animals.</p> <p>I know that food has to be farmed, grown or caught.</p> <p><b>Healthy Eating and Nutrition:</b></p> <p>I be able to talk about which foods I like or dislike.</p>	<p>Cutting foods</p> <p>Soft foods with a table knife progressing to firmer foods with a vegetable knife) using:</p> <p>-Fork secure</p> <p>-Bridge hold</p>	Geography :People of the world
	Simple fruit salad	<p><b>Where food comes from:</b></p> <p>I will understand and value where food comes from, e.g. a farm, the sea.</p> <p><b>Healthy Eating and Nutrition:</b></p> <p>I know that everyone should eat at least 5 portions of fruit and vegetables every day.</p>	<p>Cutting foods</p> <p>Soft foods with a table knife progressing to firmer foods with a vegetable knife) using:</p> <p>-Fork secure</p> <p>-Bridge hold</p>	PSHE: eat well plate
	<p>Winnie the Pooh themed picnic preparation including:</p> <p>Winnie the Pooh's honey cakes</p> <p>Piglet's Pizza muffins</p> <p>Kanger's fruit kebabs</p> <p>Rabbit's vegetable garden</p>	<p><b>Where food comes from:</b></p> <p>I know that we eat different foods depending on the time of day, occasion and our lifestyle.</p> <p><b>Healthy Eating and Nutrition:</b></p>	<p>Mixing - mixing ingredients together - adult support to blend fully.</p>	<p>Literacy</p> <p>D and T topic</p>

		I will recognise that food and water are essential for life.		
Year 2	Sushi	<p><b>Where food comes from:</b></p> <p>I know all food comes from plants and animals.</p> <p>I can give examples of foods people grow at home, foods made by animals, and foods from plant and animal sources.</p> <p><b>Healthy Eating and Nutrition:</b></p> <p>I know that some people eat or avoid certain foods for different reasons, e.g. due to allergy/intolerance, religion.</p>	<p>Chopping food to go in their sushi, use the mat to roll it</p> <p>Use bridge and claw hold.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	Geography: Japan
	Stone soup	<p><b>Where food comes from</b></p> <p>I can give some basic examples of how a food changes from farm to fork to make it safe to eat..</p> <p><b>Healthy Eating and Nutrition:</b></p> <p>I know I need to drink plenty and not get thirsty, e.g. drink 6-8 glasses a day.</p>	Name and use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon.	
	Egg and cress sandwiches	<p><b>Where food comes from</b></p> <p>I can give some examples of foods that grow in different seasons in the UK and talk about why.</p>	Use a range of food preparation skills with supervision, e.g. peeling, slicing,	

		<p><b>Healthy Eating and Nutrition:</b></p> <p>I know that it is important to eat breakfast every day.</p>	<p>mixing, scooping, grating, spreading.</p>	
Year 3	<p><b>Passport to Europe</b> <i>(geography topic)</i></p> <p>Cook a healthy European recipe - eg., ratatouille and couscous/couscous salad - cutting and preparing - with help from parents</p>	<p><b>Where food comes from</b></p> <p>I know that what people around the world eat depends on reasons such as availability, preference, resources, time, culture and religion.</p> <p><b>Healthy Eating and Nutrition:</b></p> <p>I be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day.</p>	<p>I can name and use a range of cooking skills with increasing competence.</p> <p>Knife: Bridge and claw, soft and hard foods,</p>	<p>Geography - Passport to Europe</p>
	<p><b>Roman feast</b> <i>(history)</i></p> <p>Pitta flatbread, olives, peppers, tomatoes, cheese, dip using yoghurt, make curd cheese (ricotta)</p>	<p><b>Where food comes from</b></p> <p>I will recognise that food can be purchased or grown at home or at school.</p> <p><b>Healthy Eating and Nutrition:</b></p> <p>I know that what is eaten in different countries around the world can look different but it usually includes combinations of foods from the same eatwell plate food groups.</p>	<p>Knife: Bridge and claw, soft and hard foods,</p> <p>-Baking: Cracking, beating eggs, mixing, combining, dividing, folding, glazing, cutting, filling filo</p>	<p>History - The Romans</p>
	<p><b>Healthy cooking:</b> a plant-based meal</p>	<p><b>Where food comes from...</b> understand where and how a variety of ingredients are</p>	<p>- Knife: Bridge and claw, soft and hard foods,</p>	<p>Science - plants</p> <p>PSHE - healthy eating</p>

		<p>grown, reared, caught and processed.</p> <p><b>Healthy Eating and Nutrition:</b></p> <p>I know that a variety and balance of food and drink is needed to make a healthy diet.</p> <p>I know that I need to have 6-8 drinks a day and more if it is hot or I am active.</p>		
Year 4	<p><b>History - Viking Food</b></p> <p>Viking stew</p>	<p><b>Where food comes from</b></p> <p>I will read and make use of the main information on food and drink labels.</p> <p><b>Healthy Eating and Nutrition:</b></p> <p>I will name, taste and prepare a broad range of ingredients and healthy</p>	<p>Name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity.</p>	<p><b>History D and T</b></p>
	<p>Scrambled eggs</p>	<p><b>Where food comes from</b></p> <p>I can give examples of foods from different animals.</p> <p>I can give examples of foods people grow at home.</p> <p><b>Healthy Eating and Nutrition</b></p> <p>I know that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in the eatwell plate.</p>	<p>Select and use appropriate tools and equipment safely when preparing and cooking hot food.</p> <p>Cracking, beating eggs, mixing, combining</p>	<p><b>PSHE - Healthy Eating</b></p>

	<b>Baking bread</b>	<p><b>Where food comes from</b></p> <p>I will know the basic steps in the producing food.</p> <p><b>Healthy Eating and Nutrition</b></p> <p>I will know that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief.</p>	Baking: Cracking, beating eggs, mixing, combining, dividing, folding, glazing, cutting,	<b>RE - Food Rituals (Hinduism and Christianity)</b>
Year 5	Ancient Greek Food Cheese	<p><b>Where food comes from</b></p> <p>I will understand where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Healthy Eating and Nutrition</b></p> <p>I can explain the basic function of each nutrient (carbohydrate, protein, fat, vitamins and minerals).</p>	Name and use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon.	History - Ancient Greece
	Lentil Salad	<p><b>Where food comes from</b></p> <p>I will consider cost when helping to shop for food and cook at home.</p> <p><b>Healthy Eating and Nutrition</b></p> <p>Nutrients, water and fibre are needed for health and</p>	Know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically.	DT

		are acquired by eating a variety of foods.		
	Pitta Pizzas	<p><b>Where food comes from</b></p> <p>I will recognise that food can be purchased or grown at home or at school</p> <p><b>Healthy Eating and Nutrition</b> I can say the main nutrient/s provided by each eatwell plate food group.</p> <p>I understand that I need the nutrients - carbohydrate, protein, fat, vitamins and minerals - as well as fibre and water to be healthy.</p>	know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically.	PSHE - Eatwell guide
Year 6	Wartime food-SPAM fritters	<p><b>Where food comes from</b></p> <p>I will consider cost when helping to shop for food and cook at home.</p> <p><b>Healthy Eating and Nutrition</b></p> <p>I know that different types of food provide different amounts of energy.</p>	Select and use appropriate tools and equipment safely when preparing and cooking hot food.	history
	Making bread	<p><b>Where food comes from</b></p> <p>I will understand where and how a variety of ingredients are grown, reared, caught and processed.</p>	Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.	D and T

		<p><b>Healthy Eating and Nutrition</b></p> <p>I know that energy is provided by the nutrients carbohydrate, protein and fat.</p> <p>I know that most foods and drinks contain a main nutrient but they will also contain other nutrients in smaller amounts.</p>		
	Spring rolls	<p><b>Where food comes from</b></p> <p>I will know the basic steps in the producing food.</p> <p><b>Healthy Eating and Nutrition</b></p> <p>I know that some foods provide fibre which is not digested but helps to keep the digestive system healthy.</p> <p>I know that the body needs water to stay alive and that this can be found in drinks and in foods.</p>	Use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.	