

Design Technology Progression of Skills: Cooking and Nutrition

<u>DT Skill</u>	<u>EYFS</u>	<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>	<u>Year Six</u>
<u>Design</u>	• Design a soup recipe as a class. • Design soup packaging.	• Design and create a smoothie carton packaging by-hand.	• Design three wrap ideas based on a food combination which work well together.	• Design a recipe for bread made in the Bronze Age.	• Design a biscuit within a given budget, drawing upon previous taste testing judgements. • Design packaging for a biscuit that targets a specific group.	• Adapt a traditional recipe, used by The Victorians, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Write an amended method for a recipe to incorporate the relevant changes to ingredients. • Design appealing packaging to reflect a recipe. • Research existing recipes to inform ingredient choices.	• Write a recipe, explaining the key steps, method and ingredients. • Include facts and drawings from research undertaken.
<u>Make</u>	• Chop plasticine safely. • Chop vegetables with support.	• Chop fruit and vegetables safely to make a smoothie. • Juice fruits safely to make a smoothie.	• Chop foods safely to make a wrap. • Construct a wrap that meets a design brief.	• Follow the instructions within a recipe. • Select ingredients. • Weigh ingredients.	• Follow a baking recipe, including the preparation of ingredients. • Cook safely, following basic hygiene rules.	• Cut and prepare vegetables safely. • Use equipment safely, including knives, hot pans and hobs.	• Follow a recipe, including using the correct quantities of each ingredient. • Adapt a recipe based on research.

Design Technology Progression of Skills: Cooking and Nutrition

			• Grate foods to make a wrap. • Snip smaller foods instead of cutting.	• Knead and roll.	• Adapt a recipe to meet the requirements of a target audience. • Use a cuboid net to create packaging.	• Know how to avoid cross-contamination. • Follow a step-by-step method carefully to make a recipe.	• Work to a given timescale. • Work safely and hygienically with independence.
<u>Evaluate</u>	• Taste the soup and give opinions. • Describe some of the following when tasting food: look, feel, smell and taste. • Choose their favourite packaging design and explaining why.	• Taste and evaluate different food combinations. • Describe appearance, smell and taste. • Suggest information to be included on packaging. • Compare their own smoothie with someone else's	• Describe the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describe the information that should be included on a label. • Evaluate food by giving a score.	• Establish and use design criteria to help test and review dishes. • Describe the differences between bread made in the Bronze Age and bread made today. • Suggest points for improvement when making bread from the Bronze Age.	• Evaluate a recipe, considering taste, smell, texture and appearance. • Describe the impact of the budget on the selection of ingredients. • Evaluate and compare a range of food products. • Suggest modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).	• Identify the nutritional differences between different products and recipes. • Identify and describe healthy benefits of food groups.	• Evaluate a recipe, considering taste, smell, texture and origin of the food group. • Taste test and score final products. • Suggest and write up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. • Evaluate health and safety in production to minimise cross contamination.

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<u>Knowledge</u>	• To know that soup is ingredients (usually vegetables and liquid) blended together. • To know that vegetables are grown. • To recognise and name some common vegetables. • To know that different vegetables taste different. • To know that eating vegetables is good for us. • To discuss why different packages might be used for different foods.	• To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	• To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that 'ingredients' means the items in a mixture or recipe.	• To know that not all fruits and vegetables can be grown in the UK and that climate affects food growth and this affected the food available in the Bronze Age. • To know that vegetables and fruit grow in certain seasons and this affected the food available in the Bronze Age. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country.	• To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that safety and hygiene are important when cooking. • To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. • To understand the importance of budgeting while planning ingredients for biscuits. • To know that products often have a target audience.	• To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To know that coloured chopping boards can prevent	• To know that 'flavour' is how a food or drink tastes. • To know that many countries have 'national dishes' which are recipes associated with that country. • To know that 'processed food' means food that has been put through multiple changes in a factory. • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
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