

















Cooking and Nutrition

“Cooking with kids is not just about ingredients, recipes and cooking. It’s about harnessing imagination, empowerment and creativity.” Guy Fieri

Phase		Curriculum Coverage – Threshold Concepts							
		Design		Make		Evaluate		Technical Knowledge	
Upper KS2	Y6 Curry		<ul style="list-style-type: none"> use research and develop design criteria to inform the design of functional, appealing dishes that are fit for purpose, aimed at particular individuals or groups 		<ul style="list-style-type: none"> select from and use a wider range of utensils and equipment to perform practical tasks for example, cutting, shaping, combining, use of a heat source and presenting dishes with accuracy 		<ul style="list-style-type: none"> investigate and analyse a range of existing food products 		<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet
	Y5 Pretzels								
Lower KS2	Y4 Pasta		<ul style="list-style-type: none"> design purposeful, functional, appealing dishes for themselves and other users based on design criteria 		<ul style="list-style-type: none"> select from and use a range of utensils and equipment to perform practical tasks for example, cutting, shaping, combining and presenting 		<ul style="list-style-type: none"> explore and evaluate a range of different existing food products 		<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes
	Y3 Fruit Crumble								
KS1	Y2 Sandwiches		<ul style="list-style-type: none"> Begin to show accuracy and care when drawing 		<ul style="list-style-type: none"> Use a range of small utensils including scissors, forks and skewers 		<ul style="list-style-type: none"> Share their dishes, explaining the process they have used 		<ul style="list-style-type: none"> Have a deep understanding of number to 10
	Y1 Fruit Smoothies								
EYFS	Reception Fruit Salad		<ul style="list-style-type: none"> Begin to show accuracy and care when drawing 		<ul style="list-style-type: none"> Use a range of small utensils including scissors, forks and skewers 		<ul style="list-style-type: none"> Share their dishes, explaining the process they have used 		<ul style="list-style-type: none"> Have a deep understanding of number to 10
	Nursery Fruit Kebab								

Intent



At St Aloysius, Cooking & Nutrition is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make dishes that consider their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics and science. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of world cultures and cuisines, they develop a critical understanding of individuals’ dietary requirements and the environmental impact of sourcing ingredients. High-quality Cooking and Nutrition education makes an essential contribution to the health, culture, wealth and well-being of the nation.

Implementation



The threshold concepts across the Cooking & Nutrition curriculum are taught sequentially over time to develop technical knowledge, skills and understanding from EYFS to Y6 and beyond. Our curriculum aims to ensure that all children:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others

Impact



The Cooking & Nutrition curriculum at St Aloysius Catholic Infant and Junior Schools allows all children:

- To develop their God given talents and gain the technical knowledge and skills needed to become confident individuals
- To understand and evaluate technical information.
- To make informed decisions that impact on their own lives and the lives of those around them.
- To develop an increasing awareness of the moral and ethical dilemmas technical discovery can bring.
- To become active citizens of the world.
- To receive regular oral and written feedback so children are aware of their position on the learning journey, their strengths and targets, which they consider when taking their next steps.

Design & Technology		Cooking & Nutrition	
<p>Year 1: Fruit Smoothies</p> <p>Step One: Where do fruits come from?</p> <p>Step Two: To identify where plants grow and which parts we eat</p> <p>Step Three: To suggest what fruits and vegetables are in a drink</p> <p>Step Four: Plan ingredients to include in a fruit smoothie</p> <p>Step Five: Manufacture fruit smoothies</p> <p>Step Six: Taste and evaluate fruit smoothies</p> <p>Step Seven: Prepare packaging for own product</p> <p>Step Eight: Presenting finished product/packaging</p>			
<p>Key vocabulary: Fruit, vegetable, seed, kernel, rough, smooth, soft, hard, skin, firm, grow, only, bright, shiny, dull, sweet, sour, citrus, bitter, ingredient, smell, consistency, smooth, lumpy, allergic, design, label, make, drawing, visually appealing, chop, pare, core, cut, slice, halve, wash, wash, colour, taste, berry, eating, eating.</p>	<p>Key influences: Healthy eaters, Smoothies</p>	<p>Rationale/Curriculum links...</p> <p>Pupils will build on their knowledge of fruit from DKS in D&T and their knowledge of the world in geography by the seasonality of fruits in the UK and make choices after tasting some fruits and seasoning. They learn to conduct some simple market research and make a packaging based on brand influences.</p>	<p>Design: Selecting fruits, exploring colours, taste, textures</p> <p>Make: Prepare simple cost tables safely and hygienically</p> <p>Evaluate: Taste and evaluate finished combinations</p> <p>Technical Knowledge: Green, wash, peel, chop, pare, blend</p>
<p>Health and Safety/Hygiene:</p> <ul style="list-style-type: none"> • Ensure all equipment is clean. • Ensure you have overall aprons. • Make sure cooking area is clean and ready to use. • Ensure all equipment is handled carefully and under adult supervision. • Ensure that food is stored correctly. • Ensure hands are washed thoroughly before touching any food. • Make sure that all fruit has been washed thoroughly before use. 		<p>Cultural Influence and History of Dish:</p> <p>For hundreds of years, Mediterranean and Eastern cultures have used blended fruit drinks that resemble what we call smoothies. It wasn't until the invention of the blender and home refrigerators in the 1920s that thousands of Americans began experimenting with the use of blenders. The rest of the world and adventurous foodies had known for some time. Kitchen appliances and tools had been chopping, mixing and blending, but the blender was the first appliance to get a chopping blade at the bottom of a container to do so, making it easier to make milkshakes and its variation fruit drinks at home. Prior to refrigerators in the home, the flavours of most smoothies were limited to the fruit that was in season. This meant fruit like bananas, pineapples and strawberries were the most popular and available flavours, and all are. Blueberries, raspberries, raspberries, peaches and other more exotic fruit became more popular, when the fruit could be frozen and stored for use during the off season. With the invention and use of both blenders and refrigerators, the smoothie began to gain a popularity during the 1920s, 40s and 60s, however, what really boosted the smoothie's popularity was the growth of the health food movement of the 60's.</p>	

Skills Development		Recipe	
<p>Chopping:</p> <ul style="list-style-type: none"> • Do you have a clear space to chop? • Do you have a steady surface to chop on? • Are you standing still and concentrating? • Do you have a sharp, clean pair of scissors/ knife? 	<p>Blending:</p> <ul style="list-style-type: none"> • Have you put in all of your ingredients? • Have you put the lid on the blender? • Have you eliminated any big lumps? 	<p>Prep: 15 minutes</p> <ol style="list-style-type: none"> 1. Select and prepare the food 2. Make the smoothie 3. Taste and evaluate the smoothie 	<p>Ideas: bananas, strawberries, blueberries, and mango, melon, pineapple, kiwi.</p> <p>Ingredients: 1 banana, 1 tbs porridge oats, 80g of choson fruit, 150ml milk, 1 tsp honey (optional), 1 tsp vanilla extract.</p> <p>Equipment: Scissors, Knife, Peeler, Chopping board, Mixing bowl, Blender, Sieve, Wooden spoon, Tablespoon, Teaspoon, Colander, Plastic cups</p>
<p>Where do fruits come from?</p> <p>Explore seasonality and where food is grown or raised. Explore that some foods come from plants.</p>	<p>Identify where plants grow and which parts we eat</p> <p>Tasting and testing eating products</p> <p>Taste and comment on appearance, taste, texture</p>	<p>Method:</p> <ol style="list-style-type: none"> 1. Wash and clean the fruit and put into the bowl. 2. Peel and chop chosen fruits. 3. Put the ingredients into the blender 4. Put on the lid and blend for 1-2 minutes until it is smooth. 5. Pour into a cup to serve. 6. Taste and enjoy! 	
<p>Presenting finished product/packaging</p> <p>Produce own packaging and create a visually appealing product.</p>	<p>Exploring packaging and designing packaging for own product.</p> <p>Exploring existing packaging. Which is most visually appealing? Design own packaging.</p>	<p>Method:</p> <ol style="list-style-type: none"> 1. Wash and clean the fruit and put into the bowl. 2. Peel and chop chosen fruits. 3. Put the ingredients into the blender 4. Put on the lid and blend for 1-2 minutes until it is smooth. 5. Pour into a cup to serve. 6. Taste and enjoy! 	
<p>Linked Texts:</p> <p>Where do fruits come from? (BBC)</p> <p>How to make a smoothie (BBC)</p>		<p>Linked Texts:</p> <p>How to make a smoothie (BBC)</p> <p>How to make a smoothie (BBC)</p>	

Design & Technology		Cooking & Nutrition	
<p>Year 6: Vegetable Curry</p> <p>Step One: Research packaging design and evaluate the ingredients. Discuss preferences</p> <p>Step Two: Examine the ingredients list and identify any potential allergy or intolerance. "Reading"</p> <p>Step Three: Review a selection of recipes to identify ingredients. Highlight food hygiene rules</p> <p>Step Four: Recipe Food Hygiene rules. Use prepared ingredients to make a vegetable curry</p> <p>Step Five: Taste and evaluate the curry. Prepare a menu to sell for future improvement.</p> <p>Step Six: Pack, Present, Create, Package, Advertising, presentation of ingredients.</p>			
<p>Key vocabulary: Packaging, Aromatic, Curry, Heating, Cakes, Layer, Top/Pan, Advertiser.</p> <p>Key influences: Making the Curry: Peel, Chop, Slice, Dice, Blend, Combine, Heat, Simmer, Evaluate, Appointing, Attractive, Eye-catching, Aromatic, Delicious, Pleasant, Spice, Blend, Softly, Sweet, Slow.</p> <p>Key influences: Madhur Jaffrey, Curry</p>	<p>Rationale/Curriculum links...</p> <p>Pupils will build on their knowledge of cultural influences on the Great British Menu and eating seasonally. Adapting recipes to change the appearance, taste, texture and aroma. Using their previous knowledge of numeracy for measurement and awareness change (salt in science, eating well and staying healthy in PE).</p>	<p>Design: Selecting what the food available. Food colour, different substances, nutrients, water and fibre</p> <p>Make: Adapt recipe to suit the appearance, taste, texture and aroma. Food is prepared in accordance with food hygiene rules.</p> <p>Evaluate: Taste and evaluate the product</p> <p>Technical Knowledge: Peel, chop, measure, hot, simmer.</p>	<p>Health and Safety/Hygiene:</p> <ul style="list-style-type: none"> • Ensure that hands are washed before touching food. • Long hair is to be tied back. • Aprons are on. • Vegetables washed prior to preparation. • Use of sharp knives and passed modelled to pupils with correct techniques. • Make sure preparation and cooking area is clean and ready to use. • All programmes are under adult supervision.
<p>Cultural Influence and History of Dish:</p> <p>Curry originated in the Indian subcontinent and the word comes from the Indian Tamil word "Kari" meaning a sauce or soup to be eaten with rice. It consists of a mix of spices of which cumin, turmeric, coriander, and red chillies are almost always a constant. Curries are mainly associated with South Asian cuisine. The British lumped all sauce-based dishes under the generic name "curry". It was introduced to English cuisine from Anglo-Indian cooking in the 17th century. Its spicy sauces were added to plain boiled and cooked meat. Curry was first served in coffee houses in Britain from 1809, and has been increasingly popular in Great Britain, with major jumps in the 1960s and the 1970s. Such is the popularity of curry in the United Kingdom, it has frequently been called its "adopted national dish".</p>		<p>Method:</p> <ol style="list-style-type: none"> 1. Wash and chop chosen vegetables (approximately the same size to ensure they cook through evenly) 2. Turn on the hob and add the onion to the pan and allow to soften with a table spoon of water. 3. Add 500ml of water to the pan along with the crumbed stock cube, curry powder and tomato puree and mix thoroughly. 4. Add prepared vegetables to the pan and simmer for 15-20 mins or until vegetables are cooked through. 5. Allow to cool and serve. 	

Skills Development		Recipe	
<p>Chopping:</p> <ul style="list-style-type: none"> • Do you have a clear space to chop? • Do you have a steady surface to chop on? • Are you standing still and concentrating? • Do you have a sharp knife? • Do you know the Bridge and Claw technique? 	<p>Peeling:</p> <ul style="list-style-type: none"> • Do you know how to hold the peeler safely? • Do you know to peel away from your hand? • Have you removed all skin/pel from the vegetable? 	<p>Prep: 20 mins Cook: 30 mins</p> <ol style="list-style-type: none"> 1. Selecting and preparing the vegetables. 2. Prepare and blend the ingredients for the curry sauce. 3. Combine the two together. 	<p>Additional ingredients options: Carrot, Potato, Chick peas, Spinach, mixed herbs and spices. Quantities decided upon by pupil to create and preference.</p> <p>Ingredients: 170g Onion, 500ml of water, 1 Vegetable stock cube, 1 Large pan, 1 Spoons, 1 Tin of tomato puree</p> <p>Equipment: Peeler, 1 Serrated knife, 1 Chopping board, 1 Teaspoon, 1 Measuring Jug, 1 Wooden Spoon, 1 Large pan, 1 Spoons, 1 Tin opener, Small dishes and spoons to taste</p>
<p>How does packaging brand influence our choices?</p> <p>Look at variety of brands and packaging used and the differences in budget ranges and luxury items.</p>	<p>Ingredients budget vs luxury</p> <p>Compare the ingredients list and how an affordable version could be made using any amount of ingredients within the group.</p>	<p>Method:</p> <ol style="list-style-type: none"> 1. Peel and chop chosen vegetables (approximately the same size to ensure they cook through evenly) 2. Turn on the hob and add the onion to the pan and allow to soften with a table spoon of water. 3. Add 500ml of water to the pan along with the crumbed stock cube, curry powder and tomato puree and mix thoroughly. 4. Add prepared vegetables to the pan and simmer for 15-20 mins or until vegetables are cooked through. 5. Allow to cool and serve. 	
<p>Side Table: Curry</p> <p>Test and make your pupils to make suggestions for future improvements or additional recipe varieties.</p>	<p>Evaluation</p> <p>Taste and evaluate the product</p>	<p>Method:</p> <ol style="list-style-type: none"> 1. Peel and chop chosen vegetables (approximately the same size to ensure they cook through evenly) 2. Turn on the hob and add the onion to the pan and allow to soften with a table spoon of water. 3. Add 500ml of water to the pan along with the crumbed stock cube, curry powder and tomato puree and mix thoroughly. 4. Add prepared vegetables to the pan and simmer for 15-20 mins or until vegetables are cooked through. 5. Allow to cool and serve. 	
<p>Linked Texts:</p> <p>How to make a curry (BBC)</p> <p>How to make a curry (BBC)</p>		<p>Linked Texts:</p> <p>How to make a curry (BBC)</p> <p>How to make a curry (BBC)</p>	