

Food

Kapow objectives verbatim *tweaked/additional objectives*

	Y1	Y2	Y3	Y3	Y5
Term	Summer 1		Autumn 1	Spring 2	Autumn 1 (3xafternoon, 2x40 min, 1 SLD)
Topic or SA	Topic	Topic	Topic	Topic	Stand Alone
Unit title	Brilliant bodies	Florence Nightingale – History Animals incl humans (diet) -Science	Eating Seasonally (Science – Animals inc Humans)	Adapting a recipe (will design a biscuit for Willy Wonka!)	Yes chef!
Design skills progression <b>COMMUNICATION</b> discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Designing smoothie carton packaging by-hand or on ICT software	Designing a healthy wrap based on a food combination which work well together	Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish	<ul style="list-style-type: none"> <li>• Designing a biscuit within a given budget, drawing upon previous taste testing</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting a recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients</li> <li>• Writing an amended method for a recipe to incorporate the relevant changes to ingredients</li> <li>• Designing appealing packaging to reflect a recipe</li> <li>• Writing an instructional recipe, explaining the key steps, health and safety considerations and including nutritional information of some ingredients (In English) (Possibly 'published' as a Y5 Pasta sauce recipe book for charity)</li> <li>• Include an 'exploded diagram'</li> </ul>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Make skills progression</p>	<ul style="list-style-type: none"> <li>• Chopping fruit and vegetables safely to make a smoothie</li> <li>• Identifying if a food is a fruit or a vegetable</li> <li>• Learning where and how fruits and vegetables grow</li> </ul>	<ul style="list-style-type: none"> <li>• Slicing food safely using the bridge or claw grip</li> <li>• Constructing a wrap that meets a design brief</li> </ul>	<p>Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination</p> <ul style="list-style-type: none"> <li>• Following the instructions within a recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Following a baking recipe</li> <li>• Cooking safely, following basic hygiene rules</li> <li>• Adapting a recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting and preparing ingredients safely (<i>pasta dough</i> and vegetables).</li> <li>• Using equipment, including knives, hot pans, hobs and <i>pasta machines</i> safely.</li> <li>• Following a recipe, including using the correct quantities of each ingredient</li> <li>• Adapting a recipe based on research of existing recipes <i>and also nutritional values.</i></li> <li>• Working to a given timescale</li> <li>• Working safely and hygienically with independence</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluation skills progression</p>	<ul style="list-style-type: none"> <li>• Tasting and evaluating different food combinations</li> <li>• Describing appearance, smell and taste</li> <li>• Suggesting information to be included on packaging</li> </ul>	<ul style="list-style-type: none"> <li>• Describing the taste, texture and smell of fruit and vegetables</li> <li>• Taste testing food combinations and final products</li> <li>• Describing the information that should be included on a label</li> <li>• Evaluating which grip was most effective</li> </ul>	<p>Establishing and using design criteria to help test and review dishes</p> <ul style="list-style-type: none"> <li>• Describing the benefits of seasonal fruits and vegetables and the impact on the environment</li> <li>• Suggesting points for improvement when making a seasonal tart</li> </ul>	<p>Evaluating a recipe, considering: taste, smell, texture and appearance</p> <ul style="list-style-type: none"> <li>• Describing the impact of the budget on the selection of ingredients</li> <li>• Evaluating and comparing a range of products</li> <li>• Suggesting modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the nutritional differences between <i>existing</i> products and recipes</li> <li>• Identifying and describing healthy benefits of food groups</li> <li>• Evaluating a recipe, considering: taste, smell, texture and origin of the food group</li> <li>• <i>Taste testing and scoring existing products.</i></li> <li>• Taste testing and scoring their own, <i>and others</i>, final products.</li> </ul>

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<p>Technical knowledge progression</p>	<ul style="list-style-type: none"> <li>• Understanding the difference between fruits and vegetables</li> <li>• To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber)</li> <li>• To know that a blender is a machine which mixes ingredients together into a smooth liquid</li> <li>• To know that a fruit has seeds and a vegetable does not             <ul style="list-style-type: none"> <li>• To know that fruits grow on trees or vines</li> <li>• To know that vegetables can grow either above or below ground</li> <li>• To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know that 'diet' means the food and drink that a person or animal usually eats</li> <li>• To understand what makes a balanced diet</li> <li>• To know where to find the nutritional information on packaging</li> <li>• To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar</li> <li>• To understand that I should eat a range of different foods from each food group, and roughly how much of each food group</li> <li>• To know that nutrients are substances in food that all living things need to make energy, grow and develop</li> <li>• To know that 'ingredients' means the items in a mixture or recipe</li> <li>• To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy             <ul style="list-style-type: none"> <li>• To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To know that not all fruits and vegetables can be grown in the UK</li> <li>• To know that climate affects food growth</li> <li>• To know that vegetables and fruit grow in certain seasons</li> <li>• To know that cooking instructions are known as a 'recipe'</li> <li>• To know that imported food is food which has been brought into the country</li> <li>• To know that exported food is food which has been sent to another country.</li> <li>• To understand that imported foods travel from far away and this can negatively impact the environment</li> <li>• To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre</li> <li>• To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health</li> <li>• To know safety rules for using, storing and cleaning a knife safely</li> <li>• To know that similar coloured fruits and vegetables often have similar nutritional benefits</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the amount of an ingredient in a recipe is known as the 'quantity'</li> <li>• To know that it is important to use oven gloves when removing hot food from an oven</li> <li>• To know the following cooking techniques: sieving, creaming, rubbing method, cooling</li> <li>• To understand the importance of budgeting while planning ingredients for biscuits</li> </ul>	<ul style="list-style-type: none"> <li>• <i>To understand where a variety of ingredients come from.</i></li> <li>• Understanding what constitutes a balanced plate.</li> <li>• Learning to adapt a recipe <i>to make it more nutritious.</i></li> <li>• Comparing two recipes using a nutritional calculator and identifying the healthier option.</li> <li>• <i>Recording the necessary ingredients and equipment needed for a recipe.</i></li> <li>• <i>Understanding where some foods come from.</i></li> </ul>
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Sequence of lessons	<p><b>Lesson 1: Fruit or vegetable?</b> Learning to distinguish fruits from vegetables, and putting this knowledge into practice, handling and categorising a selection of fruits and vegetables.</p> <p><b>Lesson 2: Where fruit and vegetables grow</b> Having learned to sort fruits from vegetables by looking for seeds, pupils learn another clue to classification is where the edible part of the plant grows, on trees, or vines, above the ground or under the soil; and explore which part of these plants we eat.</p> <p><b>Lesson 3: Smoothie ingredients tasting</b> Tasting a selection of potential fruit and vegetable smoothie ingredients, describing their appearance, smell and taste and deciding which to include in a smoothie.</p> <p><b>Lesson 4: Making smoothies</b> Children blend chosen fruits and vegetables to make smoothies and</p>	<p>L1 – Hidden Sugars &amp; balanced diet L2 - Taste testing different combinations L3 – Designing and making a wrap L4 – Making and evaluation a wrap</p>	<p>L1 – Where in the world? Know that climate affects food growth L2 - Know that importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK L3 - Create a recipe that is healthy and nutritious using seasonal vegetables L4 - To safely follow a recipe when cooking</p>	<p>L1 – I can follow a basic recipe L2 – I can make and test a prototype L3 - I can design a biscuit to a given budget L4 – I can make a biscuit that meets a given design brief</p>	<p>Within unit, partake in a trip to Eden – Crazy Chef Challenge.</p> <p>L1 – Compare the taste, smell, texture and nutrition of two pasta sauces. L2 – Make fresh pasta L3 – Design a new pasta sauce for the School Menu L4 – Make, analyse and evaluate their pasta sauce/Design packaging based on analyses of existing packaging. L5 – Plan their presentation of their recipe L6 – present their presentation</p>
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	design packaging for their drinks, to reflect the ingredients.				
vocabulary	<ul style="list-style-type: none"> <li>• Fruit</li> <li>• Smoothie</li> <li>• Healthy</li> <li>• Vegetables</li> <li>• Seed</li> </ul>	Balanced diet Design criteria Ingredients Fruit, vegetables, protein, sugar, carbohydrate, dairy, oils,	Climate, diet, natural, processed, reared, seasons, sugar, imported, recipe, ingredients	Design criteria, research, texture, innovative, aesthetic, measure, cross-contamination, diet, processed, packaging	Balanced plate, adapt, nutritional value, origin, food groups, recipe,

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tools/equipment</p>	<ul style="list-style-type: none"> <li>• Selection of fruits and vegetables that typically grow in your area for example bell peppers, oranges, apples, broccoli, onion and carrots –</li> <li>• A plate for each table with a selection of fruit and vegetables, cut up, for the children to handle.</li> <li>• Ready-made smoothies to taste, enough for each child (preferably find a smoothie that is a mixture of fruit and vegetables)</li> <li>• Plastic cups (one for each child), for tasting the ready-made smoothie.</li> <li>• Paper plates on each table with small pieces of each the smoothie ingredients for each of the children to taste to decide which recipe they will follow</li> <li>• Smoothie ingredients</li> </ul>	<p>4 different drinks ranging in sugar content            100g sugar            4 x empty drinks containers for each table            Tablets with change 4 life food scanners            School lunches letter            Knife and wrap ingredients            Cocktail sticks (tips cut off)            Ideas template            Tinfoil            Food hygiene instructions</p>	<p>Bananas, watermelon, strawberries, lychees (fresh or tinned), plum sauce, wooden skewers (soak in water prior to the lesson)</p> <ul style="list-style-type: none"> <li>• Cooking equipment: chopping boards, knives, pastry brush, pre-heated grill (see <i>Activity: Recipe – Japanese fruit skewers with plum sauce</i>)</li> </ul> <p>Seasonal vegetables,</p>	<p>Basic biscuit recipe, butter, knives, bowls, wooden spoons, scales, baking trays, baking parchment/paper, oven</p> <p>Additional ingredients, such as: chocolate chips, sprinkles, spices, food colouring, food flavouring, chocolate chunks, dried fruits, cocoa powder, honey and oats</p> <p>Costings of food, budget sheets,</p>	<p>2x pasta sauces            Recipe books/print-outs            Pasta ingredients            Pasta machines            Saucepans            Frying pans            Knives            Coloured chopping boards            Various vegetables            Apron            Health and safety posters            Tablets to research            Existing packaging</p>
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Key events and/or individuals		Florence Nightingale	Jamie Oliver		Chefs – Joe Wicks, Jamie Oliver, Deliciously Ella, The Happy Pear
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