

Ashwell Primary School
Design & Technology Curriculum
Skills & Knowledge Organiser – Cooking & Nutrition



Cooking & Nutrition – Key Stage 1

		Year 1 – Smoothies	Year 2 – A balanced diet
Skills	Design	<ul style="list-style-type: none"> ▪ Designing smoothie carton packaging by-hand. 	Stand alone lesson – lesson 1
	Make	<ul style="list-style-type: none"> ▪ Chopping fruit and vegetables safely to make a smoothie. ▪ Juicing fruits safely to make a smoothie. 	
	Evaluate	<ul style="list-style-type: none"> ▪ Tasting and evaluating different food combinations. ▪ Describing appearance, smell and taste. ▪ Suggesting information to be included on packaging. ▪ Comparing their own smoothie with someone else's. 	
Knowledge	Technical	<ul style="list-style-type: none"> ▪ 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). 	Stand alone lesson – lesson 1
Key Vocabulary		Blend, blender, chopping board, compare, cut, design, evaluate, flavour, fork, fruit, healthy, ingredients, juice, juicer, leaf, plant, recipe, root, seed, select, smoothie, stem, table knife, taste, tree, vegetable, vine	Appearance, balanced, carbohydrates, chopping board, combination, cut, dairy, design, design brief, diet, evaluate, feel, fruit, grate, grater, ingredients, menu, oils, proteins, review, scissors, smell, snip, spread, spreads, table knife, taste

Cooking & Nutrition – Lower Key Stage 2

		Year 3 – Eating seasonally	Year 4 – Adapting a recipe
Skills	Design	<ul style="list-style-type: none"> ▪ Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish 	Stand alone lesson – lesson 2
	Make	<ul style="list-style-type: none"> ▪ Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination ▪ Following the instructions within a recipe 	
	Evaluate	<ul style="list-style-type: none"> ▪ Establishing and using design criteria to help test and review dishes ▪ Describing the benefits of seasonal fruits and vegetables and the impact on the environment ▪ Suggesting points for improvement when making a seasonal tart 	
Knowledge	Technical	<ul style="list-style-type: none"> ▪ To know that not all fruits and vegetables can be grown in the UK ▪ To know that climate affects food growth ▪ To know that vegetables and fruit grow in certain seasons ▪ To know that cooking instructions are known as a 'recipe' ▪ To know that imported food is food which has been brought into a country ▪ To know that exported food is food which has been sent to another country. ▪ To understand that imported foods travel from far away and this can negatively impact the environment ▪ To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre ▪ To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health ▪ To know safety rules for using, storing and cleaning a knife safely ▪ To know that similar coloured fruits and vegetables often have similar nutritional benefits 	Stand alone lesson – lesson 2
Key Vocabulary		Appearance, arid, climate, complementary, country, cut, design, evaluate, export, fruit, grate, import, ingredients, Mediterranean, mock-up, mountain, peel, polar, seasonal, seasons, snip, taste, temperate, texture, tropical, vegetable, weather	Adapt, addition, appearance, budget, buttery, combine, comment, compare, construct, cream, crunchy, cuboid, cut, design, evaluate, fold, Hygiene, ingredients, layout, market research, modify, multiplication, Opinion, pounds, sieve, sift, target audience

Cooking & Nutrition – Upper Key Stage 2

		Year 5 – Developing a recipe	Year 6 – Mpt Taught
Skills	Design	<ul style="list-style-type: none"> ▪ Researching existing recipes. ▪ Suggesting alternative ingredients. ▪ Designing a jar label. 	
	Make	<ul style="list-style-type: none"> ▪ Writing an alternative recipe. ▪ Understanding cross-contamination. ▪ Using preparation skills. ▪ Making a developed recipe. 	
	Evaluate	<ul style="list-style-type: none"> ▪ Explaining the farm to fork process. ▪ Analysing nutritional content. 	
Knowledge	Technical	<ul style="list-style-type: none"> ▪ To know that beef comes from cows reared on farms. ▪ To know that recipes can be adapted to suit nutritional needs and dietary requirements. ▪ To know that nutritional information is found on food packaging. ▪ To know that coloured chopping boards can prevent cross-contamination. ▪ To know that food packaging serves many purposes. 	
Key Vocabulary		<p>Abattoir, adaptation, balanced, beef, brand, cook, cross-contamination, cut Design, enhance, equipment, evaluate, farm, grate, hygiene, ingredients, label, measure, nutrient, nutrition, nutritional value, preference, press, Process, recipe, safety, theme</p>	