

<b>Year 3</b>		
<b>National Curriculum</b>	<b>Composite</b> The knowledge they need to know	<b>Component</b> What needs to be covered
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose	The importance of hand hygiene	To wash hands with soap To wash hands for 20 seconds To clean between your fingers and around fingernails
generate, develop, model and communicate their ideas through discussion	That different foods need to be kept apart	That bacteria can make you poorly That some raw foods contain bacteria That when foods touch they can spread bacteria
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and finishing], accurately	The risks of cross contamination	That cross contamination is when things mix and share bacteria That certain bacteria can make you poorly That some foods can make you poorly when you don't prepare them properly – especially when raw
select from and use a wider range of ingredients, according to their functional properties	That cooked food needs to be stored safely	That different methods of storage have different temperatures That food needs to cool properly before storing That food needs to be kept in an air tight container That when food is stored incorrectly it can make you poorly.
investigate and analyse a range of existing products (food tasting)	That different foods need to be stored at different temperature	Fridge = 5° Freezer = -18° Dairy in the fridge Meat in the fridge

		Dry foods in the cupboard (cool, dry place)
understand and apply the principles of a healthy and varied diet	To be able to sort foods into groups	To know the food groups: <ul style="list-style-type: none"> <li>• Dairy</li> <li>• Protein</li> <li>• Carbohydrate</li> <li>• Fruits/vegetables</li> <li>• Fats</li> </ul>
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Vitamins keep us healthy	That vitamins help fight disease That vitamins are important for our immune system That vitamins help our bones and muscles grow That vitamins help our skin heal That vitamins give us energy That there are different vitamins that do different jobs
know where and how a variety of ingredients are grown, reared, caught and processed.	That different foods provide the body with different benefits	That carbohydrates give us energy That protein helps our muscles repair That dairy helps our bones (calcium) That fruits and vegetables give us vitamins
	To use utensils safely and appropriately	That we can become hurt if we use them incorrectly To always hold the handle To hold the utensil away from your body To only cut when the object is stable and on a chopping board
	That food comes from animals and crops	That different animals provide different meats

	That food travels around the world and is imported	
	To use the rubbing in method to mix butter and flour	

<b>Year 4</b>		
<b>National Curriculum</b>	<b>Composite</b>	<b>Component</b>
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose	The importance of hand hygiene	To wash hands with soap To wash hands for 20 seconds To clean between your fingers and around fingernails
generate, develop, model and communicate their ideas through discussion	That different foods need to be kept apart	That bacteria can make you poorly That some raw foods contain bacteria That when foods touch they can spread bacteria
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and finishing], accurately	The risks of cross contamination	That cross contamination is when things mix and share bacteria That certain bacteria can make you poorly That some foods can make you poorly when you don't prepare them properly – especially when raw
select from and use a wider range of ingredients, according to their functional properties	That cooked food needs to be stored safely	That different methods of storage have different temperatures That food needs to cool properly before storing That food needs to be kept in an air tight container That when food is stored incorrectly it can make you poorly.
investigate and analyse a range of existing products (food tasting)	That different foods need to be stored at different temperature	Fridge = 5° Freezer = -18° Dairy in the fridge Meat in the fridge Dry foods in the cupboard (cool, dry place)

understand and apply the principles of a healthy and varied diet	To be able to sort foods into groups	To know the food groups: <ul style="list-style-type: none"> <li>• Dairy</li> <li>• Protein</li> <li>• Carbohydrate</li> <li>• Fruits/vegetables</li> <li>• Fats</li> </ul>
prepare and cook a variety of predominantly dishes using a range of cooking techniques	Vitamins keep us healthy	That vitamins help fight disease That vitamins are important for our immune system That vitamins help our bones and muscles grow That vitamins help our skin heal That vitamins give us energy That there are different vitamins that do different jobs
, and know where and how a variety of ingredients are grown, reared, caught and processed.	That different foods provide the body with different benefits	That carbohydrates give us energy That protein helps our muscles repair That dairy helps our bones (calcium) That fruits and vegetables give us vitamins
	To use utensils safely and appropriately	That we can become hurt if we use them incorrectly To always hold the handle To hold the utensil away from your body To only cut when the object is stable and on a chopping board
	That food comes from animals and crops	That different animals provide different meats
	The importance of hand hygiene	To wash hands with soap To wash hands for 20 seconds To clean between your fingers and around fingernails

	That different foods need to be kept apart	That bacteria can make you poorly That some raw foods contain bacteria That when foods touch they can spread bacteria
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<b>Year 5</b>		
<b>National Curriculum</b>	<b>Composite</b> The knowledge they need to know	<b>Component</b> What needs to be covered
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose	How to crack eggs	To tap gently on the edge of a strong surface. To pull the egg apart to separate the halves.
generate, develop, model and communicate their ideas through discussion	How to whisk with a fork	To use a circular motion quickly
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and finishing], accurately	How to knead dough	To push and pull the dough. To push through the dough with the palm of your hand
select from and use a wider range of ingredients, according to their functional properties	Cut vegetables	To use the safe claw grip. To cut away from fingers
investigate and analyse a range of existing products (food tasting)	Identify when pasta is cooked	To notice when the pasta has softened
understand and apply the principles of a healthy and varied diet	Understand there are different products available during different seasons	To highlight products which grown in each season within the UK

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Create a shopping list	To know how to read food labels and identify the price
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Shape pasta into bows	To cut rectangles into the pasta and pinch in the middle to create a bow
	Use their knowledge of seasonality to make choices	to consider the impact on the environment of flying food around the world.
	Cost their product	To work out how many products they will need and calculate the cost of those products
	Chosen flavours that complement each other	To work out which flavours go well together and which do not. E.g. tomato and basil
	Shape pasta to their own design – Cost their product and make choices according to their budget	Choose a shape which suits their sauce/ meal
	That foods grow in different seasons	<p>Choose ingredients based on their knowledge of seasons and justify these based on the implication to the planet –</p> <p>To explain how some foods have a greater carbon footprint than others.</p> <p>An understanding of food miles and the distance some foods can travel before</p>



		purchase. Also considering the food miles of the ingredients in that product.
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Year 6		
National Curriculum	Composite The knowledge they need to know	Component What needs to be covered
use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose	How to crack eggs	To tap gently on the edge of a strong surface. To pull the egg apart to separate the halves.
generate, develop, model and communicate their ideas through discussion	How to whisk with a fork	To use a circular motion quickly
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and finishing], accurately	How to knead dough	To push and pull the dough. To push through the dough with the palm of your hand
select from and use a wider range of ingredients, according to their functional properties	Cut vegetables	To use the safe claw grip. To cut away from fingers
investigate and analyse a range of existing products (food tasting)	Identify when pasta is cooked	To notice when the pasta has softened
understand and apply the principles of a healthy and varied diet	Understand there are different products available during different seasons	To highlight products which grown in each season within the UK
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	Create a shopping list	To know how to read food labels and identify the price

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Shape pasta into bows	To cut rectangles into the pasta and pinch in the middle to create a bow
apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Use their knowledge of seasonality to make choices	To consider the impact on the environment of flying food around the world.
	Cost their product	To work out how many products they will need and calculate the cost of those products
	Chosen flavours that complement each other	To work out which flavours go well together and which do not. E.g. tomato and basil
	Shape pasta to their own design – Cost their product and make choices according to their budget	Choose a shape which suits their sauce/ meal
	That foods grow in different seasons	<p>Choose ingredients based on their knowledge of seasons and justify these based on the implication to the planet –</p> <p>to explain how some foods have a greater carbon footprint than others.</p> <p>An understanding of food miles and the distance some foods can travel before purchase. Also considering the food miles of the ingredients in that product.</p>

