Stanningley Primary School

Design Technology – (Cooking & Nutrition)

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| **Cooking and nutrition**  As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. | | | | | | |
| **In Key Stage 1 Pupils should be taught to:**  * **use the basic principles of a healthy and varied diet to prepare dishes *** **understand where food comes from** | | | | | | |
| **DT - Cooking &**  **Nutrition** | **Autumn 1** | **Autumn 2** | **Spring 1** | **HEALTHY WEEK**  **Spring 2** | **Summer 1** | **Summer 2** |
| **CLASS 1** |  | **Science / Exploring Senses**  **Food tasting in science to explore the senses.** |  | ***HEALTHY LIVING***  ***Miss Di – Healthy Sandwiches*** | **Toast Toppers** See recipe, plan & assessment record on  Healthy Schools section of the school website. |  |
| **English/RE** – Chinese New Year (Food tasting) Food around the  world |
| **CLASS 2** |  |  |  | ***HEALTHY LIVING***  ***Healthy snacks to take on a picnic***  ***Rice cakes***  **Geography** – Food from around the World  Looked at labels and found location on the map  Tasting a variety of fruits and veg.   |  | | --- | |  | |  | |  | **Savoury Wrap & Coleslaw**  See recipe, plan & assessment record on Healthy Schools section of the school website. |
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| **In Key Stage 2 Pupils should be taught to:**  * **understand and apply the principles of a healthy and varied diet**  * **prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques**  * **understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed** | | | | | | |
| **DT- Cooking & Nutrition** | **Autumn 1** | **Autumn 2** | **Spring 1** | **HEALTHY WEEK**  **Spring 2** | **Summer 1** | **Summer 2** |
| **CLASS 3** |  |  |  | **Savoury Quiche** See recipe, plan & assessment record on  Healthy Schools section of the school website. |  | **PSHE** – **Physical Health and Wellbeing.**  **What helps me choose?**  Can use the Eatwell guide to help make informed choices about what they eat and drink  Can describe situations when they have to make choices about their food and drink Understand who and what influences their choices about food and drink |
| **Science / ANIMALS INCLUDING HUMANS**  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat – Eatwell plate, main food groups and how  these help our bodies. |
| **CLASS 4** |  |  | **Pasta Bolognaise**  See recipe, plan & assessment record on Healthy Schools section of the school website. |  |  | **PSHE** – **Physical Health and Wellbeing.**  **What is important to me?** Can explain why a person may avoid certain foods  Are able to communicate their own personal food needs Understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons  Identify factors that might influence people’s choices  about the food they buy (E.g. fair trade)  Are able to express their opinions on factors that affect food choice  Understand that consumers may have different views on the food they eat and how it is  produced |
| **Science / TEETH AND EATING**  Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans Sc4/2.2b identify the different types of teeth in humans and their simple functions.  The above is linked to nutrition. |
| **CLASS 5** |  | **Tuna Pasta Bake** See recipe, plan & assessment record on  Healthy Schools section of the school website. |  |  |  |  |

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| **CLASS 6** | **Stir fry**  See recipe, plan & assessment record on Healthy Schools section of the school  website. |  |  |  |  |  |