



Preparing to Teach Cooking and Nutrition

At

Longhill Primary School

Design and Technology

Preparing to Teach Cooking and Nutrition at Longhill Primary School

National Curriculum

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.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Key stage 2

- 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

How will we do this?

Lead by example

- Talk positively about food.
- Don't make assumptions about children's knowledge about food and where it comes from. For example children may not be aware that there are different breeds of chicken, cows and other animals and their use within food determines their size and shape.
- Seasons determine what would naturally be available. Talk about whether a food is in season and if not how is it possible that we are able to buy certain foods? Which foods have been imported?
- Be aware that you are teaching correct usage of tools within the kitchen. Always use a chopping board or peeler (ie. Don't let children see you using a knife and cutting towards you). Demonstrate the bridge and claw technique that you are teaching to the children.
- When using the grater children should be taught to use a flat hand.
- Ensure children are taught to clean up after cooking and to use and store tools safely.

Children need to become independent in using key cooking skills and making decisions about nutrition. It is therefore vital that children are allowed to make their own decisions about the ingredients and tools they need to cook with within this controlled environment where their 'mistakes' can be supervised and questioned. A messy kitchen can be part of this process but one which is easily tidied.

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<u>Age / Year</u>	<u>Skills</u>	<u>Possible</u>	<u>Design, make & Evaluate</u>
4-5 FS	<ul style="list-style-type: none"> • 'Bridge' knife technique with soft foods such as strawberry, tomato. • Using child safety knives and cutlery. • Using measuring spoons and cups. • Sieving flour. • Cutting out rolled pastry. • Tearing eg. Herbs • Drizzling icing • Cracking an egg • Arranging ingredients/ toppings • Spreading with a knife (margarine / jam on bread) • Using lemon squeezer • Use a potato masher • Beating ingredients together • Using balance scales to weigh. • Follow pictorial recipe cards. • Begin to understand simple health and safety rules such as washing hands and wearing aprons and that cookers are hot. 	<p><u>Continuous provision</u></p> <p>Using tools such as sieves, spoons of different sizes, cutters, baking bun trays, plastic knives, mashers, hands to break food up and squeeze, whisks and pans to create and make believe.</p> <ul style="list-style-type: none"> • Play dough. • Mud kitchen • Role play area • Water and sand • Textures on tough trays (e.g. fruit juicing and potato mashing) • Independent baking activities. <p>Peeling fruit at fruit time.</p> <p>Vegetable soup (autumn) Cakes and buns (continuous provision) Porridge with different toppings (Goldilocks) Chinese stir fry (Chinese New Year) Pancakes (Easter) hot cross buns (toasting) Biscuits (Ginger Bread Man/ lady)</p>	<p>To know that some foods are healthier than others and be able to talk about this when baking.</p> <p>To know that there is variety in food and that food comes from different places (fruit, eggs).</p> <p>To try new foods and say why they might like one food more than another.</p> <p>To begin to understand that there are different ways and methods of cooking (oven bake, toast, boil, fry etc).</p> <p>To begin to choose the resources they need to bake independently.</p>

		<p>Marmalade sandwiches (Paddington)</p> <p>Sandwiches with designed fillings (Summer)</p> <p>Potato salad from class grown ingredients</p> <p>Other topic related food</p>	
<p>End of Year 3</p>	<ul style="list-style-type: none"> • Scraping out a bowl with a spatula. • Using balance scales. • Using a jug to measure liquids • Adding liquid to flour • Mixing to form a bread dough • Kneading • Shaping eg. Pizza base • Arranging ingredients / toppings • • Apply basic health and safety principles (aprons, washing hands, covering food) 	<ul style="list-style-type: none"> • Pizza 	

<p>Year 5</p>	<ul style="list-style-type: none"> • Simple combination of 'Bridge' and 'claw' eg chopping an onion • Finer grating eg parmesan cheese, nutmeg • Using the hob and cooker (With adult supervision) • Cutting and rubbing fat into flour • Creaming fat and sugar • Folding flour into creamed mixture • Develop own recipes depending on taste / purpose. • Work out how to alter / change quantities. • Choose ingredients and follow a recipe independently. 	<ul style="list-style-type: none"> • Quiche 	<p>Begin to think about food presentation.</p> <p>Consider enterprise opportunities (costings, presentation, advertising)</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • All in one cake mixing • Dividing mixture into tins eg muffins. • Scooping • Scraping out a bowl with a spatula. • Using balance scales. • Using a jug to measure liquids • Adding liquid to flour • 	<ul style="list-style-type: none"> • Fairy Cakes 	<p>Begin to think about food presen Begin to think about food presentation.</p> <p>Consider enterprise opportunities (costings, presentation, advertising)</p>