

**St. Benedict's Primary School**  
**Design and Technology**  
**KNOWLEDGE AND SKILLS BUILDER**

Design and Technology element from the National Curriculum – COOKING AND NUTRITION

Phase	Context for learning	Knowledge and Skills
EYFS	<b>Reception Topic Ourselves Autumn 1</b> Big Question What can you tell me about yourself? Context – Healthy Eating Exploring and using media and materials	<b>Skills</b> <b>Knowledge</b>
KEY STAGE 1	<b>Year 1 Autumn 1 ILP Enchanted Woodlands</b> Big Question – Who lives in a woodland? Context - Woodland treats Programmes of Study Use the basic principles of a healthy and varied diet to prepare dishes	<b>Skills</b> Select healthy ingredients for a fruit or vegetable salad. <b>Knowledge</b> Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day.
	<b>Year 1 Autumn 2 ILP Bright Lights Big City</b> Big Question – How is a city different to the countryside? Context – Baking rolls Programmes of Study Use the basic principles of a healthy and varied diet to prepare dishes.	<b>Skills</b> Measure and weigh food items using non-standard measures, such as spoons and cups <b>Knowledge</b> Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of handspans or pencils laid end to end.
	<b>Year 1 Spring 1 ILP Superheroes</b> Big Question – What is a superhero? Context – Superfoods Programmes of Study Use the basic principles of a healthy and varied diet to prepare dishes	<b>Skills</b> Select healthy ingredients for a fruit or vegetable salad. <b>Knowledge</b> Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day.
	<b>Year 1 Summer 2 ILP Dinosaur Planet</b> Big Question– Context – Bake dinosaur biscuits Programmes of Study Use the basic principles of a healthy and varied diet to prepare dishes	<b>Skills</b> Measure and weigh food items using non-standard measures, such as spoons and cups. <b>Knowledge</b> Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of hand spans or pencils laid end to end.
	<b>Year 2 Autumn 1 ILP Street Detectives Autumn 1</b> Big Question– What do you find on a street? Context – Baking treats for an old fashioned bakery	<b>Skills</b> Prepare ingredients by peeling, grating, chopping and slicing. <b>Knowledge</b> Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare ingredients: peeling skins

	<p>Programmes of Study Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples</p>
	<p><b>Year 2 Spring 1 ILP Muck, Mess and Mixtures</b> Big Question– What impact does heating and cooling have on materials Context – Sorting and grouping food Programmes of Study Understand where food comes from</p>	<p><b>Skills</b> Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables). <b>Knowledge</b> Food comes from two main sources: animals and plants. Cows provide beef, sheep provide lamb and mutton and pigs provide pork, ham and bacon. Examples of poultry include chickens, geese and turkeys. Examples of fish include cod, salmon and shellfish. Milk comes mainly from cows but also from goats and sheep. Most eggs come from chickens. Honey is made by bees. Fruit and vegetables come from plants. Oils are made from parts of plants. Sugar is made from plants called sugar cane and sugar beet. Plants also give us nuts, such as almonds, walnuts and hazelnuts.</p>
	<p><b>Year 2 Spring 1 ILP Muck, Mess and Mixtures</b> Big Question– What impact does heating and cooling have on materials Context –Healthy meals Programmes of Study Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p><b>Skills</b> Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal. <b>Knowledge</b> A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.</p>
	<p><b>Year 2 Spring 1 ILP Muck, Mess and Mixtures</b> Big Question– What impact does heating and cooling have on materials Context –Taste a range of foods and drinks from around the world and describe the flavours. Programmes of Study Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>	<p><b>Skills</b> Work safely and hygienically in construction and cooking activities. <b>Knowledge</b> Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</p>
	<p><b>Year 2 Spring 1 ILP Muck, Mess and Mixtures</b> Big Question– What impact does heating and cooling have on materials Context –Follow a recipe that involves melting Programmes of Study Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p>	<p><b>Skills</b> Work safely and hygienically in construction and cooking activities. <b>Knowledge</b> Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</p>
	<p><b>Year 2 Spring 1 ILP Muck, Mess and Mixtures</b> Big Question– What impact does heating and cooling have on materials Context – Follow instructions to make an enormous bowl of messy jelly. Programmes of Study</p>	<p><b>Skills</b> Work safely and hygienically in construction and cooking activities. <b>Knowledge</b> Hygiene rules include washing hands before handling food, cleaning surfaces, tying long hair back, storing food appropriately and wiping up spills.</p>

	Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	
	<b>Year 2 Summer 2 ILP Wriggle and Crawl</b> Big Question– Context – Exploring honey Programmes of Study Use the basic principles of a healthy and varied diet to prepare dishes	<b>Skills</b> Prepare ingredients by peeling, grating, chopping and slicing. <b>Knowledge</b> Some ingredients need to be prepared before they can be cooked or eaten. There are many ways to prepare ingredients: peeling skins using a vegetable peeler, such as potato skins; grating hard ingredients, such as cheese or chocolate; chopping vegetables, such as onions and peppers and slicing foods, such as bread and apples.
LOWER KEY STAGE 2	<b>Year 3 Summer 1 ILP Scrumdiddlyumptious!</b> Big Question - Context – Visit a supermarket Programmes of Study Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>Skills</b> Identify and name foods that are produced in different places. <b>Knowledge</b> The types of food that will grow in a particular area depend on a range of factors, such as the rainfall, climate and soil type. For example, many crops, such as potatoes and sugar beet, are grown in the south-east of England. Wheat, barley and vegetables grow well in the east of England.
	<b>Year 3 Summer 1 ILP Scrumdiddlyumptious!</b> Big Question - Context – Tasting food Programmes of Study Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	<b>Skills</b> Prepare and cook a simple savoury dish. <b>Knowledge</b> Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.
	<b>Year 3 Summer 1 ILP Scrumdiddlyumptious!</b> Big Question - Context – Following instructions to bake Programmes of Study Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	<b>Skills</b> Prepare and cook a simple savoury dish. <b>Knowledge</b> Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.
	<b>Year 3 Summer 1 ILP Scrumdiddlyumptious!</b> Big Question - Context – Sort foods into the main food groups Programmes of Study Understand and apply the principles of a healthy and varied diet	<b>Skills</b> Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars). <b>Knowledge</b> There are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet.
	<b>Year 3 Summer 1 ILP Scrumdiddlyumptious!</b> Big Question -	<b>Skills</b> Prepare and cook a simple savoury dish.

	<p>Context – Follow recipes to make and bake special celebration or festival foods.  Programmes of Study  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p><b>Knowledge</b> Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.</p>
	<p><b>Year 3 Summer 1 ILP Scrumdiddlyumptious!</b>  Big Question -  Context – Inventing a smoothie: Follow own recipe to create smoothie  Programmes of Study  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><b>Skills</b> Prepare and cook a simple savoury dish.  <b>Knowledge</b> Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.</p>
	<p><b>Year 3 Summer 1 ILP Scrumdiddlyumptious!</b>  Big Question -  Context – MasterChef style challenge to cook a dish using the ingredients provided.  Programmes of Study  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><b>Skills</b> Prepare and cook a simple savoury dish.  <b>Knowledge</b> Preparation techniques for savoury dishes include peeling, chopping, deseeding, slicing, dicing, grating, mixing and skinning.</p>
	<p><b>Year 4 Autumn 1 ILP I Am Warrior</b>  Big Question – Why were the Romans so successful?  Context – Poor Romans: Follow a recipe for the staple food of a poor Roman family.  Programmes of Study  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><b>Skills</b> Identify and use a range of cooking techniques to prepare a simple meal.  <b>Knowledge</b> Cooking techniques include baking, boiling, frying, grilling and roasting.</p>
	<p><b>Year 4 Autumn 1 ILP I Am Warrior</b>  Big Question – Why were the Romans so successful?  Context – Cook bread and broth for a hungry and weary warrior  Programmes of Study  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p><b>Skills</b> Identify and use a range of cooking techniques to prepare a simple meal.  <b>Knowledge</b> Cooking techniques include baking, boiling, frying, grilling and roasting.</p>
	<p><b>Year 4 Spring 2 ILP Burps, Bottoms and Bile</b>  Big Question – How does the body digest food?  Context – Make healthier snacks  Programmes of Study  Understand and apply the principles of a healthy and varied diet</p>	<p><b>Skills</b> Design a healthy snack or packed lunch and explain why it is healthy.  <b>Knowledge</b> Healthy snacks include fresh or dried fruit and vegetables, nuts and seeds, rice cakes with low-fat cream cheese, homemade popcorn or chopped vegetables with hummus. A healthy packed lunch might include a brown or wholemeal bread sandwich containing eggs, meat, fish or cheese, a piece of fresh fruit, a low-sugar yoghurt, rice cake or popcorn and a drink, such as water or semi-skimmed milk.</p>
	<p><b>Year 4 Spring 2 ILP Burps, Bottoms and Bile</b></p>	<p><b>Skills</b> Design a healthy snack or packed lunch and explain why it is healthy.</p>

	<p>Big Question – How does the body digest food? Context- Make snack packs containing healthy options that support digestive health Programmes of Study Understand and apply the principles of a healthy and varied diet</p>	<p><b>Knowledge</b> Healthy snacks include fresh or dried fruit and vegetables, nuts and seeds, rice cakes with low-fat cream cheese, homemade popcorn or chopped vegetables with hummus. A healthy packed lunch might include a brown or wholemeal bread sandwich containing eggs, meat, fish or cheese, a piece of fresh fruit, a low-sugar yoghurt, rice cake or popcorn and a drink, such as water or semi-skimmed milk.</p>
UPPER KEY STAGE 2	<p><b>Year 5 Summer 1 ILP Pharoahs</b> Big Question- Context – Baking Egyptian bread Programmes of Study Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Skills</b> Describe what seasonality means and explain some of the reasons why it is beneficial. <b>Knowledge</b> Seasonality is the time of year when the harvest or flavour of a type of food is at its best. Buying seasonal food is beneficial for many reasons: the food tastes better; it is fresher because it hasn't been transported thousands of miles; the nutritional value is higher; the carbon footprint is lower, due to reduced transport; it supports local growers and is usually cheaper.</p>
	<p><b>Year 5 Summer 2 ILP Allotment</b> Big Question: Context – Use produce brought back from the allotment to make simple and healthy dish Programmes of Study Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p><b>Skills</b> Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. <b>Knowledge</b> Sweet dishes are usually desserts, such as cakes, fruit pies and trifles. Savoury dishes usually have a salty or spicy flavour rather than a sweet one.</p>
	<p><b>Year 5 Summer 2 ILP Allotment</b> Big Question: Context – Seasonal planting: Find out which fruits and vegetables can be planted in the current season. Follow instructions to plant and care for each plant. Programmes of Study Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Skills</b> Describe what seasonality means and explain some of the reasons why it is beneficial. <b>Knowledge</b> Seasonality is the time of year when the harvest or flavour of a type of food is at its best. Buying seasonal food is beneficial for many reasons: the food tastes better; it is fresher because it hasn't been transported thousands of miles; the nutritional value is higher; the carbon footprint is lower, due to reduced transport; it supports local growers and is usually cheaper.</p>
	<p><b>Year 5 Summer 2 ILP Allotment</b> Big Question: Context – Follow recipes to make tasty dishes using some of the UK's most common crops. Programmes of Study Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p><b>Skills</b> Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish. <b>Knowledge</b> Sweet dishes are usually desserts, such as cakes, fruit pies and trifles. Savoury dishes usually have a salty or spicy flavour rather than a sweet one.</p>