



FOOD TECH

Learning Journey



Emotional System development:

Healthy eating habits, lifestyle, body and mind, social skills and executive function skill acquisition all contribute positively to our emotional systems:

Pro Social Care - Seeking - Play - **Blocks to learning** Rage - Fear - Panic - **Higher functioning** Handling Stress - Thinking & Concentrating - Confidence - Self-esteem - Interpersonal skills - Emotional Literacy

YEAR 10 -NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY SKILLS

- Exploring balanced diets
- Describe safe and hygienic working practices to prepare self for cooking
- Describe safe and hygienic working practices to prepare the cooking environment
- Assess potential risks and hazards in the cooking environment.
- Describe the uses of cooking equipment and utensils
- Describe how to prepare equipment and utensils for cooking
- Describe safe cleaning and storage of equipment and utensils
- Describe the purpose of a recipe
- Identify the stages of a recipe
- Describe the purpose of different ingredients in a recipe
- Compare ingredients to inform choice of recipes for given dishes
- Describe the main food groups.
- Describe the food sources from each food group
- Compare ingredients with informed choices,
- Internal assessments of practical and written tasks

YEAR 11-NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY SKILLS

- Internal assessments of practical and written tasks
- Describe how social factors affect food choices, how environmental factors affect food choices, how cost factors affect food choices, how sensory factors affect food choices
- Introduction to factors affecting food choices - including social, environmental, cost and sensory.
- Safe and hygienic working practice, following of chosen recipe, safe using, cleaning and storing a range of equipment and utensils, and demonstration of a range of skills relevant to the recipe chosen.
- Evaluation of practical work as before unaided.
- Seasonal foods and how this affects food availability
- Creating meals to suit different diets, e.g. vegetarian.
- Describe the nutrients in food to aid a balanced diet
- Creating balanced diets for different groups of people, e.g. the elderly to increase fibre.
- Assessing food diaries and how they can be adapted.
- Assess recipes and see how they can be adapted.
- Describe other factors that could affect the finished dish
- Explain how the recipe could be changed to make the finished dish healthier
- Assess a recipe in terms of its contribution to healthy eating
- Assess a set brief and plan recipes towards the brief.
- Self-assess final product, strengths and weaknesses, was the criteria met.

Key Stage 4

YEAR 9

- Independent skills within producing recipes
- Demonstrate and follow verbal instructions
- Produce meals on a budget
- Plan meals within a budget
- Calculate the time needed for producing recipe chosen
- Independently cook, bakes, fry etc
- Identify and assess cooking sessions with minimal support
- Provide an improvement plan for future cooking
- Evaluate a session and what improvements can be made
- Evaluate planning with intent
- Combining concepts of baking with many ingredients
- Rectify errors when they occur
- Assess skills within health and safety, use of equipment and how to clean work area properly

YEAR 8

- Independent skills within producing recipes
- Demonstrate and follow verbal instructions
- Understand the concept of different flavors within baking
- Produce classic British meals in advance
- Understand the use of one vegetable and how adaptive it can be
- In depth understanding into cultural meals/menu
- Explore the concept of meat alternatives and what they taste like
- Produce simple meals with minced meat and how these can be adapted with spices and herbs
- Identify the use of eggs and the importance of them within recipes
- Explore cooking, frying, boiling, baking with eggs
- Combining concepts of baking with many ingredients
- Assess skills within health and safety, use of equipment and how to clean work area properly

YEAR 7

- Begin to understand the concept of seasonal foods and what this means for United Kingdom and produce in the supermarket
- Demonstrate and Prepare more complicated items of food to improve and progress on previous skills
- Extend knowledge of carbohydrates and how to prepare them
- Explore and identify healthy eating and why this is important.
- Begin to explore what aspects of food and their nutrition
- Produce simple meals with small budget and ingredients
- Revising the concept of sweet and savory foods and how they can be adapted
- Assess skills within health and safety, use of equipment and how to clean work area properly

Key Stage 3



Year 6 - Progress skills

- Assess retention on baking skills
- Explore cultural menus
- Identify fruits and vegetables and use them for cooking, baking, etc
- Identify fruits and vegetables and how they can be used in a recipe
- Explore fruits and vegetables
- Research new recipes
- Bake, cook, etc without support
- Make independent decisions with regard to recipes
- Research recipes and adapt where needed
- Produce fresh items that pupils may have had as a convenience food
- Extend knowledge of easy snacks
- Begin to research recipes and how it can be adapted
- Assess pupils for using all kitchen equipment
- Assess pupils for health and safety

Year 5 - Improve existing skills

- Begin to explore new equipment
- Explore new skills and knowledge of baking
- Introduce the concept of sweet and savory
- Produce pastry - short
- Introduce the concept of the eat well plate
- Identify a recipe that can be cooked linked with the eat well plate - fruit and vegetables
- Explore carbohydrates
- Produce fresh items that pupils may have had as a convenience food
- Extend knowledge of easy snacks
- Begin to research recipes and how it can be adapted
- Assess pupils for using all kitchen equipment
- Assess pupils for health and safety

Year 4 - Consolidate skills

- Begin to explore breakfast options
- Begin to identify meal preparation within different meals
- Evaluate recipes and how they could be improved
- Evaluate safety in the kitchen and why this is important
- Risks in the kitchen and how we risk assess
- Culture menus and explore the concept of convenience food
- Begin to cook without support
- Observe demonstrations for visual aids
- Exploring written recipes
- Follow recipes with support
- Start to explore different functions of cooking
- Begin to use appliances independently and/or with support
- Understand how to prepare a variety of meals
- Build kitchen skills with all elements of the processes
- Understand the methodical order and why this is important

Lower KS2

Upper KS2

Sensory Play (Motor Competence) Year 1 & Year 2

- learn skills - weighing, wet ingredients, dry ingredients, etc.
- preparing equipment - weighing scales
- develop maths skills - weighing, number recognition.
- Texture exploration - flour, moisturiser, salt

Exploring the eat well plate - Fruit and Vegetables - Year 1&2

- Exploring textures of fruit - Taste, touch and smell
- Evaluating tastes of fruits and their emotions whilst consumption takes place.
- Evaluate their processes within the session
- Prepare and explore fruits pupils have not experienced

Exploring the eat well plate - Fruit and Vegetables - Year 1 & Year 2

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Exploring the eat well plate - Fruit and Vegetables - Year 1&2

- Reinforce taste testing
- Prepare and Attempt tasting cooked fruit
- Evaluate food tasting - raw vs cooked
- Prepare fruit and/or vegetables
- Pupils to contribute to decisions around tasting, which fruit and/or vegetables.

Rubbing in method - Scones - Year 1 & 2 Year

- Explore textures with touch
- Start to weigh ingredients
- Identify the weighing symbols (g, kg, lb, oz)
- Start to use different equipment in the kitchen
- Identify different risks of equipment
- Health and safety
- Evaluate the process
- Evaluate the bake
- Start to evaluate the taste.
- Start to prepare for end of year picnic
- List the foods included in a picnic for end of term

Exploring Yoghurt Making Year 1 & Year 2

- Identify fruits and their taste
- Explore new flavours
- Evaluate the tastes, textures, odour of fruit.
- Identify fruit complements with yoghurt
- Explore the texture
- Evaluate the taste

Mixing - differentiation (motor skills)

- explore different textures using the rubbing in method.
- explore textures of non and cooked pastry.
- show contrasts in shape, colour and texture.
- develop skills with weighing
- introduce the rubbing in method
- introduce new equipment - grater

Creating meals and snacks , desserts, good fat, menu planning, culture menus- Year 3

Apply retention of previous knowledge and to apply to new skills for Y3

- Create a snack and a sandwich using the correct equipment
- Explore and create a ginger bread house
- Identify quantities for creating design of product
- Start to explore recipes from different cultures
- Taste and textures explorations
- Fragrance of spices and evaluating fragrance and taste
- Start to look at how familiar foods are cooked/baked
- Introduce exploring textures and tastes of meat
- Introduce freezing desserts and how a flavour can change due to this process
- Follow the process of freezing
- Create a menu of items for a picnic