Educating for Life



| Classes | Autumn 1 | utumn 1 Autumn 2 | | Spring 2 | Summer 1 | Summer 2 | | |
|---------|--|---|---|--|--|--|--|--|
| PURPLE | Healthy Eating: Diet The Eat Well Guide Energy Nutrients Digestion | Cooking:>>Planning to Cook>Ingredients>Cooking for Health>Hygiene & Safety>Cooking | Where Food ComesFrom:>>World Food>Food Origins>Farming &Processing | Food Differences: → Farmed → Caught → Reared | Food Commodities: → Cereals → Meat | DairyPotatoes | | |
| RED | Activity Health & Safety in the Kitchen Kitchen Hygiene Making sandwiches/ wraps/ rolls: Spreading, different fillings – sweet/ savoury, pupil preferences | Using a toaster: Safety features Recognising when toast is burnt Making toast with different toppings Toasting teacakes. Using the grill to toast Christmas biscuits | Using the hob: Safety features Using kitchen implements to make different versions of eggs – poached, fried, scrambled, boiled | Using a can opener & electric whisk Cooking tinned foods – opening the cans, draining etc Becoming familiar with the names of kitchen utensils | Food likes and dislikes Comparing sweet and savoury Getting students to identify preferences | Food likes and dislikes Comparing sweet and savoury Getting students to identify preferences | | |

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| PINK | À | Health & Safety in the Kitchen | > | Using a toaster: Safety features | | Using the hob: Safety | > | Using a can opener & | 4 | Food likes and dislikes | 4 | Food likes and dislikes |
|------|------------------|-----------------------------------|------------------|-------------------------------------|------------------|--------------------------|--------------|-------------------------|------------------|-------------------------|---------|----------------------------|
| | \succ | Kitchen | \succ | Recognising | | features | | electric whisk | \triangleright | Comparing | ≻ | Comparing |
| | | Hygiene | | when toast is | \triangleright | Using | \checkmark | Cooking tinned | | sweet and | | sweet and |
| | \succ | Making | | burnt | | kitchen | | foods – | | savoury | | savoury |
| | | sandwiches/ | \succ | Making toast | | implements | | opening the | \triangleright | Getting | ≻ | Getting |
| | \triangleright | wraps/ | | with different | | to make | | cans, draining | | students to | | students to |
| | \triangleright | rolls: | | toppings | | different | | etc | | identify | | identify |
| | \succ | Spreading, | \succ | Toasting | | versions of | \succ | Becoming | | preferences | | preferences |
| | | different fillings | | teacakes. | | eggs – | | familiar with | | | | |
| | | – sweet/ | \triangleright | Using the grill to | | poached, | | the names of | | | | |
| | | savoury, pupil | | toast | | fried, | | kitchen | | | | |
| | | preferences | \triangleright | Christmas | | scrambled, | | utensils | | | | |
| | | | | biscuits | | boiled | | | | | | |
| AQUA | > | Health & Safety | \checkmark | Using a toaster: | > | Using the | > | Using a can | > | Food likes and | > | Food likes and |
| | | in the Kitchen | | Safety features | | hob: Safety | | opener & | | dislikes | | dislikes |
| | \triangleright | Kitchen | \triangleright | Recognising | | features | | electric whisk | \triangleright | Comparing | \succ | Comparing |
| | | Hygiene | | when toast is | \triangleright | Using | \succ | Cooking tinned | | sweet and | | sweet and |
| | \succ | Making | | burnt | | kitchen | | foods – | | savoury | | savoury |
| | | sandwiches/ | \triangleright | Making toast | | implements | | opening the | \succ | Getting | \succ | Getting |
| | \succ | wraps/ | | with different | | to make | | cans, draining | | students to | | students to |
| | | rolls: | | toppings | | different | | etc | | identify | | identify |
| | | Spreading, | \triangleright | Toasting | | versions of | \succ | Becoming | | preferences | | preferences |
| | | different fillings | | teacakes. | | eggs – | | familiar with | | | | |
| | | – sweet/ | | Using the grill to | | poached, | | the names of | | | | |
| | | savoury, pupil | | toast | | fried, | | kitchen | | | | |
| | | preferences | \triangleright | Christmas biscuit | | scrambled | | utensils | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

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| | | 1001 | | |
|-------|---|---|---|--|
| GOLD | Health & Safety in the Kitchen Kitchen Hygiene Making sandwiches/ wraps/ rolls: Spreading, different fillings sweet/ savoury, pupil preferences | Using a toaster: Safety features Recognising when toast is burnt Making toast with different toppings Toasting teacakes. Using the grill to toast Christmas | Using the hob: Safety features Using the hob: Safety features Using kitchen implements to make cans, draining different etc versions of eggs – familiar with poached, fried, scrambled, utensils Using between the scrambled, the names of kitchen implements to make cans, draining the scrambled, utensils | Food likes and dislikes Comparing sweet and savoury Getting students to identify preferences Food likes and dislikes Comparing sweet and savoury Getting students to identify preferences |
| GREEN | Health & Safety in the Kitchen Kitchen Hygiene Making sandwiches/ wraps/ rolls: Spreading, different fillings sweet/ savoury, pupil preferences | biscuits Using a toaster: Safety features Recognising when toast is burnt Making toast with different toppings Toasting teacakes. Using the grill to toast Christmas biscuits | boiled> Using the hob: Safety features> Using a can opener & electric whisk> Using kitchen> Cooking tinned foods - opening the cans, draining etc.implements to make different versions of eggs - fried, scrambled, boiled> Becoming familiar with the names of kitchen utensils | Food likes and dislikes Comparing sweet and savoury Getting students to identify preferences Food likes and dislikes Comparing sweet and savoury Getting students to identify preferences |

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| | | 1001 | | | |
|--------|--|---|---|---|--|
| SILVER | Health & Safety in the Kitchen Kitchen Hygiene Making sandwiches/ wraps/ rolls: Spreading, different fillings – sweet/ savoury, pupil | Using a toaster: Safety features Recognising when toast is burnt Making toast with different toppings Toasting teacakes. Using the grill to toast | Using the hob: Safety features Using kitchen implements to make different versions of eggs – poached, fried, | Using a can opener & electric whisk Cooking tinned foods – Opening the cans, draining etc. Becoming familiar with the names of kitchen Food likes and dislikes Comparing sweet and savoury Getting students to identify | Food likes and dislikes Comparing sweet and savoury Getting students to identify preferences |
| YELLOW | preferences <u>Healthy Eating:</u> → Diet → The Eat Well Guide → Energy → Nutrients → Digestion → Activity | Christmas biscuits Planning to Cook Ingredients Cooking for Health Hygiene & Safety Cooking | scrambled, boiled Where Food Comes From: > World Food > Food Origins > Farming & Processing | utensils Food Differences: > Farmed > Caught > Reared > Meat | Dairy Potatoes |

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| ORANGE > Health & Safety in the Kitchen > Kitchen Hygiene > Making sandwiches/ > wraps/ colls: - colls: - sweet/savoury > Using a can safety features > Alexan disilkes > Using the total total burnt > Food likes and disilkes > Food likes and disilkes > Making sandwiches/ > wraps/ colls: - sweet/savoury > Making toast with different to make - colls: - sweet/savoury > Making toast with different to make - colls: - | | | 100 | | | |
|--|--------|--|--|---|---|---|
| | ORANGE | in the Kitchen Kitchen Hygiene Making sandwiches/ wraps/ rolls: Spreading, different fillings | Using a toaster: Safety features Recognising when toast is burnt Making toast with different toppings Toasting teacakes. Using the grill to toast Christmas | hob: Safety featuresopener & electric whiskUsing kitchenCooking tinned foods –implements to make differentopening the cans, draining etcversions of eggs – fried, scrambled,Becoming familiar with the names of kitchen utensils | dislikes ➤ Comparing sweet and savoury ➤ Getting students to identify | dislikes Comparing sweet and savoury Getting students to identify |

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| BLUE | Diet & | Health | Shopping | | Cooking | | Food Safety | | Active Lifestyles | | Active Lifestyles | |
|------|------------------|------------------|-------------|-------------------|-----------------|--------------|-----------------|-----------------|-------------------|------------------|-------------------|-----------------|
| | Perfect Pasta | | Winter Food | | Remarkable Rice | | Food Favourites | | Summer Favourites | | Celebration Food | |
| | \triangleright | I can make | \succ | I can explore | \checkmark | I can cook a | \succ | I am hygienic | \succ | I know I need to | \succ | I know that |
| | | healthy food & | | where food | | range of | | when I cook & | | be active for 60 | | being active |
| | | drink choices | | comes from & | | food from | | keep the | | minutes each | | regularly makes |
| | \succ | I know that | | how it is | | around the | | kitchen clean | | day to be | | me happy and |
| | | being healthy is | | produced | | world | | & tidy | | healthy | | healthy |
| | | about having a | \succ | I am aware of | \succ | I can choose | \succ | l can prepare, | \succ | l can take part | \succ | I know that I |
| | | balanced diet | | the different | | and use the | | cook and store | | in team sports | | need to drink |
| | \triangleright | I know that I | | costs of food | | correct | | foods safely & | \succ | I know that I | | more fluid |
| | | need to eat | \succ | I am aware that | | equipment | | hygienically | | use the energy | | when I am |
| | | different foods | | advertising can | | to safely | \succ | I can use food | | from food & | | active |
| | | to provide the | | affect what I eat | | prepare & | | labels to store | | drink to be | | |
| | | water, | \succ | I know that | | cook food | | food correctly | | active | | |
| | | nutrients and | | people choose | \succ | l can use a | \succ | I know how to | | | | |
| | | fibre to keep | | different foods | | range of | | store & handle | | | | |
| | | me healthy | | for different | | skills to | | food which is | | | | |
| | \triangleright | I know that | | reasons | | prepare food | | safe to eat | | | | |
| | | food needs | \succ | I can understand | \succ | I can reduce | | | | | | |
| | | change & that | | and use food | | food waste & | | | | | | |
| | | some people do | | labels | | recycle food | | | | | | |
| | | not eat certain | | | | packaging | | | | | | |
| | | foods | | | | | | | | | | |
| | \succ | I know that I | | | | | | | | | | |
| | | need to drink | | | | | | | | | | |
| | | lots each day | | | | | | | | | | |

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| 6K, 6S, 6E | Diet & | Health | Shopping | | Cooking | | Food Safety | | Active Lifestyles | | Active Lifestyles | |
|------------|------------------|------------------|------------------|-------------------|-----------------|--------------|-----------------|-----------------|-------------------|------------------|-------------------------|-----------------|
| | Perfect Pasta | | Winter Food | | Remarkable Rice | | Food Favourites | | Summer Favourites | | Celebration Food | |
| | \checkmark | I can make | \checkmark | I can explore | \checkmark | I can cook a | \succ | I am hygienic | \succ | I know I need to | > | I know that |
| | | healthy food & | | where food | | range of | | when I cook & | | be active for 60 | | being active |
| | | drink choices | | comes from & | | food from | | keep the | | minutes each | | regularly makes |
| | \succ | I know that | | how it is | | around the | | kitchen clean | | day to be | | me happy and |
| | | being healthy is | | produced | | world | | & tidy | | healthy | | healthy |
| | | about having a | \triangleright | I am aware of | \succ | I can choose | \succ | l can prepare, | \succ | I can take part | \succ | I know that I |
| | | balanced diet | | the different | | and use the | | cook and store | | in team sports | | need to drink |
| | \triangleright | I know that I | | costs of food | | correct | | foods safely & | \succ | I know that I | | more fluid |
| | | need to eat | \triangleright | I am aware that | | equipment | | hygienically | | use the energy | | when I am |
| | | different foods | | advertising can | | to safely | \succ | I can use food | | from food & | | active |
| | | to provide the | | affect what I eat | | prepare & | | labels to store | | drink to be | | |
| | | water, | \triangleright | I know that | | cook food | | food correctly | | active | | |
| | | nutrients and | | people choose | \succ | l can use a | \succ | I know how to | | | | |
| | | fibre to keep | | different foods | | range of | | store & handle | | | | |
| | | me healthy | | for different | | skills to | | food which is | | | | |
| | | I know that | | reasons | | prepare food | | safe to eat | | | | |
| | | food needs | \triangleright | I can understand | \succ | I can reduce | | | | | | |
| | | change & that | | and use food | | food waste & | | | | | | |
| | | some people do | | labels | | recycle food | | | | | | |
| | | not eat certain | | | | packaging | | | | | | |
| | | foods | | | | | | | | | | |
| | \succ | I know that I | | | | | | | | | | |
| | | need to drink | | | | | | | | | | |
| | | lots each day | | | | | | | | | | |