



Food Technology Overview 2024/2025


Our goal for Food Technology is for children to become resourceful, innovative, enterprising and capable citizens, developing their

- knowledge and skills to design, make and evaluate a wide variety of dishes and take risks in their learning
- understanding of food sources and how to make healthy food choices
- an understanding of nutrition and learning how to cook in meaningful contexts



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Whole school days/events linked to Art</i>						
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skills Builder	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
Nursery			Handle and compare types of fruit used in Handa’s Surprise. Make fruit salad Blend fruit smoothies and see how the texture changes.		Baking bread – counting cupfuls/ spoonfuls.	
Reception	Pitta Pockets Celebrations Topic		Healthy Breakfast Sunshine and Showers Topic			


Year 1	Make Pumpkin Soup <i>English</i>		Make chocolate dipped fruits <i>PSHE / Fun Times</i>			
Year 2	Make tropical rainbow Fruit Kebabs (PSHE)		Make porridge <i>English (Goldilocks / Ghanaian Goldilocks)</i>			Cress Sandwiches Skills Builder
Year 3						Make Couscous Kosovan Stuffed Whole Peppers and cucumber snacks <i>Latin (Lepedina's party food)</i>
Year 4	Food Technology (savory vegan muffins) I understand seasonality and know where and how a variety of ingredients are grown.				Skills Builder Project Use research and develop design criteria to inform the design of innovative, functional and appealing products (ice cream).	
Year 5					Layered Salad <i>PSHE</i>	
Year 6		Make Anzac Biscuits <i>History</i>			Frozen Fruit Smoothies <i>PSHE</i>	

Food Technology Knowledge & Skills Progression 2024/2025

EYFS Nursery Links to C+L, EAD, UTW, PSED, Literacy, Maths.			
<p><u>Skills</u></p> <p>Changing food by mixing and blending.</p> <p>Comparing flavours.</p> <p>Using tools to chop and mash.</p> <p>Use basic equipment to combine prepared ingredients</p>	<p><u>Knowledge</u></p> <p>To learn how eating food is needed for growth and to be healthy and how food can be enjoyed with others</p> <p>Be aware that we need to eat more of some foods and less of others.</p> <p>Understand that food that has been dropped on the floor, touched with dirty hands or has turned mouldy should not be eaten and can make people ill.</p>	<p><u>Vocabulary</u></p> <p>taste smell strawberry fruit pineapple mango chocolate banana</p>	<p>Spring term: Handle and compare types of fruit used in Handa's Surprise. Make fruit salad Blend fruit smoothies and see how the texture changes.</p>  <p>Summer Term: Baking bread – counting cupfuls/ spoonfuls.</p>

EYFS Reception Links to C+L, EAD, UTW, PSED, Literacy, Maths.			
<p><u>Skills</u></p> <p>Using hands (with support) to shape dough into simple shapes (eg salt</p>	<p><u>Knowledge</u></p> <p>To know that food can be grown or bought from shops</p>	<p><u>Vocabulary</u></p> <p>smell vegetable</p>	<p>Autumn Term: Mini Pita Appetisers</p>


<p>dough)</p> <p>With physical guidance, spoon cold food on to a plate</p> <p>Peel fruit using their hands</p> <p>Are able to use cutlery to eat a meal</p>	<p>Identify foods that they like and dislike</p> <p>Recognise some familiar ingredients (eg fruits)</p>	<p>plate</p> <p>knife</p> <p>fork</p> <p>ingredient</p> <p>recipe</p>	 <p>Summer: Healthy Breakfast</p> 
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<p>Year 1</p> <p>Links to: Literacy, PSHE, Science, Geography</p>			
<p><u>Skills</u></p> <p>Chopping fruit and vegetables safely with adult supervision.</p> <p>Cutting and peeling fruit and vegetables safely with adult supervision.</p>	<p><u>Knowledge</u></p> <p>Understanding the difference between fruits and vegetables</p> <p>To know that a blender is a machine which mixes ingredients together into a smooth liquid</p> <p>To know that a fruit has seeds and a</p>	<p><u>Vocabulary</u></p> <p>fruit</p> <p>vegetable</p> <p>seed</p> <p>leaf</p> <p>root</p> <p>stem</p> <p>healthy</p> <p>carton</p>	<p><u>Autumn Term:</u></p> <p>Pumpkin Soup</p>  <p><u>Spring Term:</u></p> <p>Fruit dipped chocolates related to PSHE Fun Times.</p>


	<p>vegetable does not</p> <p>To know that fruits grow on trees or vines</p> <p>To know that vegetables can grow either above or below ground</p> <p>To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber</p> <p>To know that cooking instructions are known as a 'recipe'.</p>	<p>design</p> <p>flavour</p> <p>peel</p> <p>slice</p>	
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Year 2



Links to: Literacy PSHE Science Geography

<p><u>Skills</u></p> <p>Cut, peel and grate ingredients safely and hygienically</p> <p>Mix, stir and sift ingredients with adult supervision</p> <p>Measure ingredients using different size measuring spoons e.g. liquids</p> <p>Slicing food safely using the claw grip technique</p> <p>Use simple fractions to refer to ingredients such as half/quarter</p> <p>Slicing food safely using the bridge or</p>	<p><u>Knowledge</u></p> <p>To know that 'diet' means the food and drink that a person or animal usually eats.</p> <p>To understand what makes a balanced diet.</p> <p>To know where to find the nutritional information on packaging.</p> <p>To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.</p> <p>To understand that I should eat a range</p>	<p><u>Vocabulary</u></p> <p>soft</p> <p>juicy</p> <p>crunchy</p> <p>sweet</p> <p>sticky</p> <p>smooth</p> <p>sharp</p> <p>crisp</p> <p>sour</p> <p>hard flesh</p> <p>skin</p> <p>pip</p> <p>core</p> <p>slicing</p> <p>peeling</p> <p>cutting</p>	<p>Autumn: Tropical Rainbow Fruit Kebabs</p>  <p>Spring: Porridge (Goldilocks) / Link to Ghanaian Goldilocks (Jollof / Fufu / Plantain)</p> <p>Summer: Cress Sandwiches</p>
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<p>claw grip.</p>	<p>of different foods from each food group, and roughly how much of each food group.</p> <p>To know that nutrients are substances in food that all living things need to make energy, grow and develop.</p> <p>To know that 'ingredients' means the items in a mixture or recipe</p> <p>To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy.</p>	<p>squeezing healthy diet ingredients</p>	
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Year 3 Links to: Literacy, PSHE, Science, Geography			
<p><u>Skills</u></p> <p>To be able to use a range of techniques such as peeling, chopping, slicing, cutting and grating.</p> <p>Measure using a measuring jug with support from an adult.</p> <p>Spoon a mixture using a spoon to transfer ingredients into a container (ice-cream).</p> <p>Cut medium resistance foods with a vegetable knife and party prepared foods using a bridge hold. e.g cut half a tomato into a quarter.</p>	<p><u>Knowledge</u></p> <p>To know that vegetables and fruit grow in certain seasons.</p> <p>To know that cooking instructions are known as a 'recipe'.</p> <p>To know that exported food is food which has been sent to another country.</p> <p>To understand that imported foods travel from far away and this can negatively impact the environment.</p> <p>To know that each fruit and vegetable</p>	<p><u>Vocabulary</u></p> <p>equipment utensils techniques texture taste sour hot spice appearance smell preference greasy moist cook fresh hygienic</p>	<p>Summer: Couscous Kosovan Stuffed Whole Peppers and chopped cucumber</p> 

	<p>gives us nutritional benefits because they contain vitamins, minerals and fibre.</p> <p>To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.</p> <p>To know that similar coloured fruits and vegetables often have similar nutritional benefits.</p>		
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Year 4			
<p><u>Skills</u></p> <p>To be able to use a range of techniques such as peeling, chopping, slicing, cutting and grating.</p> <p>Spoon a mixture using a spoon to transfer ingredients into different shapes and size containers (liquid foods into muffin case).</p> <p>Mix and Whisk food using a hand whisk</p>	<p><u>Knowledge</u></p> <p>To know that the amount of an ingredient in a recipe is known as the quantity.</p> <p>To know that it is important to use oven gloves when removing hot food from an oven.</p> <p>To know the following cooking techniques: sieving, creaming, rubbing method, cooling.</p> <p>To understand the importance of budgeting while planning ingredients</p>	<p><u>Vocabulary</u></p> <p>edible grown reared caught frozen tinned processed seasonal harvested varied diet</p>	<p>Autumn Term: Vegan Muffins</p>  <p>Spring Term: Ice cream (linked to Skills Builder)</p> 

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Year 5			
Link to: Literacy PSHE Science Geography History			
<p><u>Skills</u></p> <p>To be able to develop skills Of peeling, chopping, mixing, kneading and baking.</p> <p>Cut high resistant foods with a vegetable knife using the claw grip eg carrots.</p> <p>Grate firmer foods such as carrots</p>	<p><u>Knowledge</u></p> <p>To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues.</p> <p>To know that I can adapt a recipe to make it healthier by substituting ingredients.</p> <p>To know that I can use nutritional calculator to see how a healthy food option is.</p>	<p><u>Vocabulary</u></p> <p>yeast, dough, bran, flour, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>	<p>Summer Term: Rainbow layered Salad in a jar (linked to PSHE)</p> 

Year 6			
<p><u>Skills</u></p> <p>Cut high resistant foods from whole using the bridge hold eg halve an apple/ raw potato</p> <p>Grate using the zest part of a grater e.g. lemon, orange</p> <p>Measure using measuring jug independently and accurately</p>	<p><u>Knowledge</u></p> <p>To know that 'flavour' is how a food or drink tastes.</p> <p>To know that many countries have 'national dishes' which are recipes associated with that country.</p> <p>To know that 'processed food' means food that has been put through multiple</p>	<p><u>Vocabulary</u></p> <p>processed Wholemeal, Unleavened, baking soda, gluten, dairy, Allergy, intolerance</p>	<p>Autumn Term: Wartime Oaty Biscuits (linked to History WW2)</p> 

changes in a factory.

To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.

To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).

To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.

Summer Term: Healthy Smoothie
(Design my own healthy nutritious smoothie linked to PSHE)



