



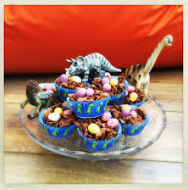







Phase 1					
Year 1					
Term 1 Me and My School	Term 2 A Special Time of Year	Term 3 The Wild, Wild West	Term 4 Let's go on an Adventure!	Term 5 Food, Glorious Food!	Term 6 Feathers, Fur, Claws and Scales
Art/DT: K3(ii) - To observe objects for an extended period of time. K4: I will be able to repeat/copy a demonstrated action in order to create a seasonal ornament/decoration. K5: I will use a variety of colours and choose from a range of materials in order to create a seasonal ornament/ decoration. K6: I will imitate the use of tools, materials and use simple actions to create a seasonal ornament/ decoration. K7: I will communicate my ideas by purposefully using colour and techniques to create a seasonal ornament/ decoration. <u>Ideas:</u> <ul style="list-style-type: none"> ● Make Diwali Divas using modelling materials. ● Pupils to make their own christingles, recalling the principles of it. ● Make christmas ornaments as gifts for families. ● Make class decorations to reinforce the season. ● Make their own toilet roll nativity characters to make class scene. ● Make their own stars and discuss the symbolism of the star in the story. Cooking and Nutrition: K4 - I will contribute to cooking by using simple tools with help K5 - I will show a preference for a particular ingredient to use in my cooking and use a tool with support K6 - I will be able to offer responses to the suggestion of various ingredients and copy the actions of using tools correctly	Art/DT: K3(ii) - To observe objects for an extended period of time. K4: I will be able to repeat/copy a demonstrated action in order to create a seasonal ornament/decoration. K5: I will use a variety of colours and choose from a range of materials in order to create a seasonal ornament/ decoration. K6: I will imitate the use of tools, materials and use simple actions to create a seasonal ornament/ decoration. K7: I will communicate my ideas by purposefully using colour and techniques to create a seasonal ornament/ decoration. <u>Ideas:</u> <ul style="list-style-type: none"> ● Make Diwali Divas using modelling materials. ● Pupils to make their own christingles, recalling the principles of it. ● Make christmas ornaments as gifts for families. ● Make class decorations to reinforce the season. ● Make their own toilet roll nativity characters to make class scene. ● Make their own stars and discuss the symbolism of the star in the story. Cooking and Nutrition: K4 - I will contribute to cooking by using simple tools with help K5 - I will show a preference for a particular ingredient to use in my cooking and use a tool with support K6 - I will be able to offer responses to the suggestion of various ingredients and copy the actions of using tools correctly	Art/DT K3(ii) - To observe their actions for an extended period of time. K4: I will be able to repeat/copy a demonstrated action in order to . K5: I will use a variety of colours and choose from a range of materials in order to create an art piece related to the topic K6: I will imitate the use of tools and digits, materials and use simple actions to create an art piece related to the topic K7: I will communicate my ideas by purposefully using colour and techniques to create an art piece related to the topic <u>Ideas:</u> <ul style="list-style-type: none"> ● Totem poles (junk modelling/ decorate with Pointillism- fingerprints) Cooking and Nutrition: K3(ii) - explore ingredients for extended periods and use basic topic associated tools K4 - to explore ingredient options within a limited range (recipe) K5 - to use basic ingredients and tools with support K6 - They begin to offer responses to making meals (for example, suggesting the ingredient]. K7 They use basic tools or equipment in simple processes, with support <u>Ideas:</u> <ul style="list-style-type: none"> ● Cowboy beans/chilli https://www.cookingwithmilkids.co.uk/child-friendly-chilli-con-carne/ ● Coleslaw 	Art/DT K3(ii) - To observe their actions for an extended period of time. K4: I will show an interest in materials available and make a collage of natural flora K5: I can choose from a range of materials to make collage of natural flora K6: I can explore a range of materials, attempting new skills to make a collage of natural flora K7: I will ask for specific materials and show an awareness of the purpose of natural flora in my construction <u>Ideas:</u> <ul style="list-style-type: none"> ● Flower pressing to make a mothers day gift https://www.redtedart.com/how-to-press-flowers/ ● Make spring Easter bonnets Cooking and Nutrition: Springtime - Seasonal and Healthy Recipes K3(ii) - To explore ingredients for an extended periods and use basic topic associated tools K4 - to explore ingredient options within a limited range (recipe) K5 - to use basic ingredients and tools with support K6 - They begin to offer responses to making meals (for example, suggesting the ingredient].	Art/DT K3ii- I can explore available materials K4- I can show an interest in the materials available. K5- I can use a range of materials with direction/ support K6- I can explore a range of materials K7- i can ask for a specific material and use it appropriately <u>Ideas:</u> <ul style="list-style-type: none"> ● “food glorious food” to be listened to and different instruments made to participate in the song ● make own plates - make plates out of clay/ paper mache (malleable materials). ● Painting/ decorating their plates - painting Hindu inspired designs. ● Add items to the hindu inspired plate e.g. dried food (pasta) to further decorate. Cooking and Nutrition: Balanced and Colourful Meals <ul style="list-style-type: none"> ● Vegetable or fruit kebabs ● Ice creams and ice lollies of different colours ● Rainbow bread ● Yoghurts and smoothies ● Fruit salad ● Using food colouring ● Different coloured fish and meats - platter making sandwiches ● Pupils to plan their own 	Art/DT K3ii- I can explore available materials K4- I can show an interest in the materials available. K5- I can use a range of materials with direction/ support K6- I can explore a range of materials K7- I can ask for a specific material and use it appropriately https://www.okcmoa.com/visit/events/chihulymagicandlight/ Ideas: <ul style="list-style-type: none"> ● Look at images of the artwork by Dale Chihuly. What do you notice about his work? Colourful, inspired by nature. Explain they will create art with the principles of his artwork. ● Dinosaur footprint art work- cut out and create a hanging mobile of ‘dino footprints’ ● Use paper mache to create a dinosaur egg and decorate in bright colours and patterns, and display together in the style of the artist. ● Bubble wrap foot printing along a length of plain wall paper - play music, record on a switch or say, ‘Stomp, stomp ROAR’- use colourful paints like the work of Dale Chihuly. ● recycled art inspired by Dale Chihuly

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	<p>K7 - I will use the skill of weighing, pouring and mixing whilst following simple instructions.</p> <p><u>Ideas:</u></p> <p>Diwali</p> <ul style="list-style-type: none"> • Popadum and Naan bread tasting. • Spicy Rice • Onion bhajis <p>Christmas</p> <ul style="list-style-type: none"> • Individual Christmas cakes • mince pies • Gingerbread houses/ men • Truffles • Yule logs • Christmas tarts • Cheese straws • Salt dough tree decorations 	<p>https://www.kidspot.com.au/kitchen/recipes/classic-colleslaw/1mvp2rve</p> <ul style="list-style-type: none"> • Bean and corn soup <p>https://plantbasedu.com/quick-and-easy-vegan-mexican-black-bean-corn-soup/</p> <ul style="list-style-type: none"> • 5 bean salad <p>https://www.allrecipes.com/recipe/14169/mexican-bean-salad/</p> <ul style="list-style-type: none"> • Bean tasting • Bean burgers • cowboy teepee's <p>https://www.icanteachmychild.com/teepee-dirt-cups/</p> <ul style="list-style-type: none"> • Shredded wheat haystack cakes <p>http://cisforcooking.blogspot.com/2011/06/h-is-for-haystacks.html</p> <ul style="list-style-type: none"> • oat flapjacks <p>https://www.bbcgoodfood.com/recipes/yummy-golden-syrup-flapjacks</p>	<p>K7- They use basic tools or equipment in simple processes, with support</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> • Asia - India- spicy rice, papadums, mango chutney, Raita. • Europe- Italy- pizza, make own pasta, explore different shapes of pasta, before or after it is cooked • Africa- Egypt - Falafel • South America- Mexico- Tacos, guacamole, salsa. • Antarctica- Ice poles, one bag Ice cream • Australasia - Australia- Seafood <p>Easter</p> <ul style="list-style-type: none"> • Easter chocolate nests • Easter biscuits 	<p>food tech lessons before it occurs and have responsibility for class trips to purchase required foods to gain understanding of where ingredients come from</p> <ul style="list-style-type: none"> • Plan a menu - linking to healthy/ and unhealthy - incorporate understanding of traffic lights seen on other food packaging and labels. • Group food items according to levels/ amount of protein/ fat/ carbohydrates/ sugar • Herb & Spice or chocolate playdough (follow a cooking recipe and instructions) 	<p>Cooking and Nutrition:</p> <p>Food for Celebration</p> <p>K3(ii) - To explore ingredients for an extended periods and use basic topic associated tools</p> <p>K4 - to explore ingredient options within a limited range (recipe)</p> <p>K5 - to use basic ingredients and tools with support</p> <p>K6 - They begin to offer responses to making meals (for example, suggesting the ingredient].</p> <p>K7- They use basic tools or equipment in simple processes, with support</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> • Make dinosaur footprint biscuits. <p></p> <p>https://realfood.tesco.com/recipes/dinosaur-biscuits.html</p> <ul style="list-style-type: none"> • Trilobite dinosaur cookies <p></p> <ul style="list-style-type: none"> • Volcano cheerio cakes <p></p> <ul style="list-style-type: none"> • Dinosaur feet crudites <p></p> <ul style="list-style-type: none"> • Dinosaur egg nest cakes <p></p>
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					<ul style="list-style-type: none"> Dinosaur bones sweet snacks  <ul style="list-style-type: none"> Dinosaur banana-saurus 
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Phase 1					
Year 2					
Term 1 Me, Myself and I	Term 2 Time to Celebrate	Term 3 Once Upon a Time...	Term 4 Are We There Yet?	Term 5 Do You Believe in Magic?	Term 6 To Infinity and Beyond!
<p>Art and DT K3ii - I will be able to initiate the use of various tools as they are presented to me K4 - I will show an active interest in tools presented to me and explore materials which I choose to use K5 - I will choose tools and materials and apply paint to achieve a desired result, knowing when to stop K6 - I will practise skills without support using are range of tools and materials I choose K7 - I will communicate my ideas through using paints and other materials</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> Pupils to recreate Van Goghs "starry night" (use tents/ torches to portray a starry night) My home - build a house using junk modelling, 2D shapes, link to overall topic themes <p>Cooking and Nutrition: My favourite foods - tasting and preparing</p> <ul style="list-style-type: none"> Pupils to plan the cooking for the term/ following week by class 	<p>Art and DT: K3(ii) - To observe objects for an extended period of time. K4: I will be able to repeat/copy a demonstrated action in order to create a seasonal ornament/decoration. K5: I will use a variety of colours and choose from a range of materials in order to create a seasonal ornament/ decoration. K6: I will imitate the use of tools, materials and use simple actions to create a seasonal ornament/ decoration. K7: I will communicate my ideas by purposefully using colour and techniques to create a seasonal ornament/ decoration.</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> Making reindeer food - exploring colours and textures  <ul style="list-style-type: none"> Piet Mondrian baubles - using different materials and colours. 	<p>Art and DT: K3(ii) - To observe objects for an extended period of time. K4: I will be able to repeat/copy a demonstrated action in order to create a artwork K5: I will use a variety of colours and choose from a range of materials in order to create artwork K6: I will imitate the use of tools, materials and use simple actions to create art work K7: I will communicate my ideas by purposefully using colour and techniques to create art work</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> As a class look at a selection of Cas Holmes work http://casholmes.blogspot.com/p/articles-reviews-and-pri-nt.html 	<p>Art and DT: K3(ii) - To observe their actions for an extended period of time. K4: I will show an interest in materials available and make independent art work K5: I can choose from a range of materials to make a picture similar to LS Lowry K6: I can explore a range of materials, attempting new skills to make a picture K7: I will ask for specific materials and show an awareness of the artist and attempt to recreate my own art work</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> Make your own Lowry  <p>person</p> <ul style="list-style-type: none"> Make a mini Lowry The Mission using mixed media https://www.youtube.com/watch?v=BT7XnlgUUfQ recreate a Lowry painting, however use different materials i.e. different 	<p>Art and DT: K3(ii) - To observe objects for an extended period of time. K4: I will be able to repeat/copy a demonstrated action K5: I will use a variety of colours and choose from a range of materials K6: I will imitate the use of tools, materials and use simple actions K7: I will communicate my ideas by purposefully using colour and techniques</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> Learners could create magic wands in an art lesson by wrapping dowelling rods, drumsticks or old paintbrushes in coloured paper and sticky tape Witch/Wizard hats - Using stiff paper or card, create a tall cone shaped wizard's or witch's hat with a wide brim for each learner. Encourage your learners to indicate the colour of card they prefer and to choose which materials they would like to use for decoration. Create a magical feel by using an area or room with ultraviolet 	<p>Art and DT: K3(ii) - I can observe their actions for an extended period of time. K4: I can show an interest in materials available and make a collage of natural flora K5: I can choose from a range of materials to make collage of natural flora K6: I can explore a range of materials, attempting new skills to make a collage of natural flora K7: I will ask for specific materials and show an awareness of the purpose of natural flora in my construction</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none"> Why is it important to recycle?. Sorting recyclables, ie; plastics, paper etc... Make a collage from a variety of recyclable materials. Gingerbread houses out of junk.

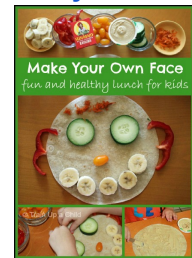
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discussion and voting for favourite foods

- Pupils to work with visual support to choose from (a small selection)
- lessons led by pupils and their favourite foods, ensuring objectives above are being focussed on.
- Pupils to compile their own like/dislike list of foods - look for common themes within the class to lead planning for cooking lessons.

Making our Face

<http://www.learnplayimagine.com/2012/09/all-about-me-edible-face-healthy-lunch.htm>



All about me Pizzas

<http://www.pre-kpages.com/all-about-me-snack-activity>



Making a sandwich face

<https://kidsactivitiesblog.com/73947/easy-lunch-idea-for-kids>



Biscuit faces

<https://picklebums.com/face-biscuits/>

Cooking and Nutrition:

K4 - I will contribute to cooking by using simple tools with help
K5 - I will show a preference for a particular ingredient to use in my cooking and use a tool with support
K6 - I will be able to offer responses to the suggestion of various ingredients and copy the actions of using tools correctly
K7 - I will use the skill of weighing, pouring and mixing whilst following simple instructions.

Ideas:

- Rice Crispy Christmas trees



- ginger bread people (christmas shapes)
- Pretzel reindeer -



- melted snowmen biscuits



- banana snowmen -



- pupils to plan favourite christmas meals - likes dislikes



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- Painting cloth / different textiles



- Exploring different cloth and fabric, using different media to create patterns and pictures on the cloth.
- Create designs and paint large sheets of bubble wrap.
- Use sponges to dab different colour paints onto fabric or item of old clothing
- Design a t-shirt competition

Cooking and Nutrition: Healthy Roots

K3(ii) - explore ingredients for an extended periods and use basic topic associated tools
K4 - to explore ingredient options within a limited range (recipe)
K5 - to use basic ingredients and tools with support
K6 - They begin to offer responses to making meals (for example, suggesting the ingredient).
K7 They use basic tools or equipment in simple processes, with support

Ideas:



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coloured sand paper for houses or mix sand with paint, felt, silk, net, material for people as well as paint to make a multi-textural and dimensional to make more sensory.

- Make a Lowry collage using different textures and materials.

Cooking and Nutrition:

Food for Journeys - Healthy Eating

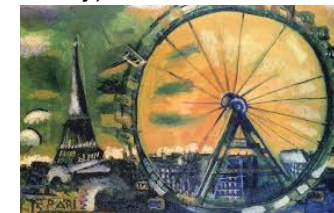
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K7- They use basic tools or equipment in simple processes, with support

Ideas:

- Travelling to different destinations and exploring foods from around the world and different cultures.
- Making a dish from the selected country of the week. Following a recipe and using appropriate tools to create a dish.
- Packing a lunch for a journey/outing - eg making a choice for sandwich fillings, looking at having different food groups in your lunch box etc.
- Based on the book, 'Handa's Surprise', what food would the children put in a basket if they were to visit their best friend.
- Look at healthy and unhealthy food.
- Have a picnic outside.
- To make Traditional Scottish Shortbread
- <http://allrecipes.co.uk/recipe/24640/traditional-scottish-shortbread.aspx>
- To wrap a piece of shortbread, put it in a bag and take it on a pretend

light and mirrors for the learners to see themselves

- Recreate Marc Chagall's painting using junk modelling to recreate the London Eye (also link to history)
- Recreate a Marc Chagall painting using different materials



Cooking and Nutrition:

Full of Fruit

K3(ii) - I will explore ingredients for an extended periods and use basic topic associated tools
K4 - I will explore ingredient options within a limited range (recipe)
K5 - I will use basic ingredients and tools with support
K6 - I will begin to offer responses to making meals (for example, suggesting the ingredient).
K7- I will use basic tools or equipment in simple processes, with support

Ideas:

- Fruit magic wands



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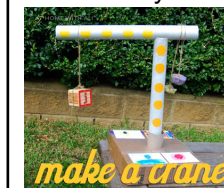
Recycled Carton Gingerbread House



- Bubblegum machine using pom poms/paper plates and cardboard.



- Make a crane using recyclable materials.


















- Litter picking on the field- How are we helping to save the environment? Why is it important to throw your rubbish in the bin?
- Saving the ocean- discussing why it's important to recycle, saving the sea life and the oceans. Sensory beach tray- litter picking. FMS.
- Bottle Rockets.










- Telescope- kitchen rolls.

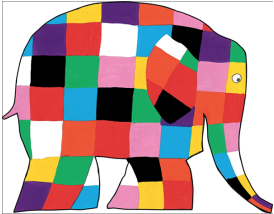










- Rocket made out recycled





















	<ul style="list-style-type: none">Salt dough christmas decorationscheese strawsCinnamon swirlsCandy canes  <ul style="list-style-type: none">Strawberry Father Christmas  <ul style="list-style-type: none">stain glass window biscuits  <ul style="list-style-type: none">Brownie Christmas trees 	<ul style="list-style-type: none">https://www.naturalbeachliving.com/frozen-yogurt-bark-recipe/  <ul style="list-style-type: none">Explore porridge with different temperaturesLook at likes and dislikes - different vegetablesGoldilocks - 3 Bears toast/bread  <ul style="list-style-type: none">Look at different root vegetables - chop vegetables, grate vegetables and peel vegetables to make a soup. Adults take the ingredients home to cook the soup.Make crudites using different vegetablesPrepare an alternative breakfast for Goldilocks - focus on life skills/ independenceExplore how root vegetables grow and which countries they come from.Frozen Banana yoghurt bites - using different tools (potato mashers/forks to mash the bananas)Banana sandwiches - spreading the butter and chopping the banana	<p>journey to the “Wild Things.”</p> <ul style="list-style-type: none">Cream tea picnic after “coming back home from a Bear Hunt”.To read the story “We Are Going on a Bear Hunt” and to have a traditional English Cream Tea.Making sandwiches and putting favourite filling on scone.Wafer biscuits/ waffles and cookie cutters to make boats and airplanesWhere does our food come from ?Italian mini cheesecake recipehttps://www.kidspot.com.au/kitchen/recipes/mini-lemon-cheesecake-recipe/2ixuygkb  <ul style="list-style-type: none">Vietnamese no-cook spring rolls (can be adapted)https://www.allrecipes.com/recipe/24239/vietnamese-fresh-spring-rolls  <ul style="list-style-type: none">Bear hunt sandwich Bear	<ul style="list-style-type: none">Witches hats -  <ul style="list-style-type: none">Easy Fruit Tart:  <ul style="list-style-type: none">Fruit SaladStrawberry mice and cheese  <ul style="list-style-type: none">Fruit smoothies, use a variety of fruits and let the children choose the fruit they would like in their smoothie‘Witches potion’ fruit jellyFruit caterpillars:	<p>boxes.</p>  <ul style="list-style-type: none">Jet pack/space suit made out of recycled bottles  <ul style="list-style-type: none">Paper mache around balloons, tissue paper and foil planets to create small planetarium   <p>Cooking and Nutrition: Eat Well Plate K3(ii) - I can explore ingredients for an extended periods and use basic topic associated tools K4 -I can explore ingredient options within a limited range (recipe) K5 - I can use basic ingredients and tools with support K6 - I can offer responses to making meals (for example, suggesting the ingredient]. K7- I can use basic tools or equipment in simple processes, with support</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none">Likes and dislikes, speaking and listening activity.Healthy and unhealthy foods.
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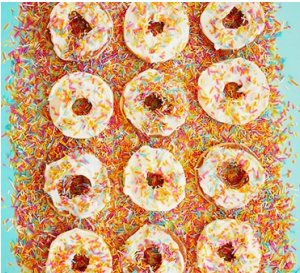


					<div><div><ul style="list-style-type: none">• What vitamins do you get from fruit/ vegetables? Why are they important?.• Make smoothies• Fruit salad</div><div></div><div><ul style="list-style-type: none">• I can eat a rainbow sorting activity.</div><div></div><div><ul style="list-style-type: none">• Rainbow fruit kebabs</div><div></div><div><ul style="list-style-type: none">• Making an eatwell plate• Sorting healthy and unhealthy food.• Space themed Picnic.• Would you rather- healthy and unhealthy.• Moon cheese• Tasting foods- discussing like and dislikes.</div><div></div><div><ul style="list-style-type: none">• Space shaped sandwiches</div><div></div><div>Rockets</div></div>
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					<div><ul style="list-style-type: none">• Alien jelly</div>
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Phase 1					
Year 3					
Term 1 Fighting Fit	Term 2 Lights, Camera, Action!	Term 3 All At Sea	Term 4 Come Rain or Shine	Term 5	Term 6 Thank you for the music!
<p>Art and DT: K3ii - I will be able to initiate the use of various tools as they are presented to me K4 - I will show an active interest in tools presented to me and explore materials which I choose to use K5 - I will choose tools and materials and apply paint to achieve a desired result, knowing when to stop K6 - I will practice skills without support using are range of tools and materials I choose K7 - I will communicate my ideas through using paints and other materials</p> <p><u>Ideas:</u></p> <p>Cooking and Nutrition: Food from the trees and bushes K4 - I will contribute to cooking by using simple tools with help K5 - I will show a preference for a particular ingredient to use in my cooking and use a tool with support K6 - I will be able to offer responses to the suggestion of various ingredients and copy the actions of using tools correctly K7 - I will use the skill of weighing, pouring and mixing whilst following simple instructions.</p>	<p>Art and DT: K3(ii) - To observe objects for an extended period of time. K4: I will be able to repeat/copy a demonstrated action in order to create a seasonal ornament/decoration. K5: I will use a variety of colours and choose from a range of materials in order to create a seasonal ornament/ decoration. K6: I will imitate the use of tools, materials and use simple actions to create a seasonal ornament/ decoration. K7: I will communicate my ideas by purposefully using colour and techniques to create a seasonal ornament/ decoration.</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none">• Make a threading / weaving Elma the elephant using thick paper strips. <div></div>	<p>Art and DT: K3(ii) - To observe their actions for an extended period of time. K4: I will show an interest in materials available and make a collage of natural flora K5: I can choose from a range of materials to make collage of natural flora K6: I can explore a range of materials, attempting new skills to make a collage of natural flora K7: I will ask for specific materials and show an awareness of the purpose of my image K8 - I can create a range of textures</p> <p><u>Ideas:</u></p> <ul style="list-style-type: none">• Picasso portraits or clay faces of students self reflection - <div></div> <p>Cooking and Nutrition:</p>	<p>Art and DT: K3(ii) - To observe their actions for an extended period of time. K4: I will show an interest in materials available and make a collage of natural flora K5: I can choose from a range of materials to make collage of natural flora K6: I can explore a range of materials, attempting new skills to make a collage of natural flora K7: I will ask for specific materials and show an awareness of the purpose of my image K8 - I can create a range of textures</p> <p><u>Ideas:</u></p> <p>Cooking and Nutrition: What do animals give us? K3(ii) - To explore ingredients for an extended periods and use basic topic associated tools K4 - to explore ingredient options within a limited range (recipe) K5 - to use basic ingredients and tools with support K6 - They begin to offer responses to making meals (for example, suggesting the ingredient]. K7- They use basic tools or equipment in simple processes, with support</p>	<p>Art and DT:</p> <p>Cooking and Nutrition:</p>	<p>Art and DT: K3(ii) - I can observe my actions for an extended period of time. K4: I will show an interest in materials available and make independent art work K5: I can choose from a range of materials to make a sculpture K6: I can explore a range of materials, attempting new skills to make a picture K7: I will ask for specific materials and show an awareness of the artist and attempt to recreate my own art work</p> <p><u>Ideas:</u></p> <p>Cooking and Nutrition: Herbs and Spices K4 - I will contribute to cooking by using simple tools with help K5 - I will show a preference for a particular ingredient to use in my cooking and use a tool with support K6 - I will be able to offer responses to the suggestion of various ingredients and copy the actions of using tools correctly K7 - I will use the skill of weighing, pouring and mixing whilst following simple instructions.</p>

<p><u>Ideas</u></p> <ul style="list-style-type: none">visit Mary’s garden and identify blackberries using a CIP sheet.make a smoothie following basic instructions and using tools safely.Introduce students to healthy and unhealthy diets - focus on how healthy foods grow, i.e from the tree’s/ undergroundMake a herb garden. Encourage students to identify different herbs via smell and touch etcMake apple juice and include science with fermentation.Explore different types of fruits from the hungry caterpillar and explore how they grow. Students can identify and taste different fruits and then make a smoothie using their favourites.Fruit cocktailsFruit kebabsMake a fruit salad for ‘Oliver’ after reading the textHealthy fruit mini pizzas https://www.superhealthykids.com/recipes/healthy-fruit-pizza-minis/	<ul style="list-style-type: none">Making sun catchers in the shape of Romero’s images.Make a kaleidoscope using kitchen rolls and colorful paperStudents complete a clever fingers session threading pasta onto string and then place your pasta into a pot of paint. Pull your string along the paper to make your exploding firework.  <p>Cooking and Nutrition: Seasonal Recipes</p> <p>K4 - I will contribute to cooking by using simple tools with help</p> <p>K5 - I will show a preference for a particular ingredient to use in my cooking and use a tool with support</p> <p>K6 - I will be able to offer responses to the suggestion of various ingredients and copy the actions of using tools correctly</p> <p>K7 - I will use the skill of weighing, pouring and mixing whilst following simple instructions.</p> <p><u>Ideas:</u></p>  <ul style="list-style-type: none">Firework biscuits	<p>Healthy foods from other countries</p> <p>K3(ii) - To explore ingredients for an extended periods and use basic topic associated tools</p> <p>K4 - to explore ingredient options within a limited range (recipe)</p> <p>K5 - to use basic ingredients and tools with support</p> <p>K6 - They begin to offer responses to making meals (for example, suggesting the ingredient].</p> <p>K7- They use basic tools or equipment in simple processes, with support</p> <p><u>Ideas:</u></p> <p>10 Healthiest countries in the world:</p> <ul style="list-style-type: none">Spain - Rainbow salad pots https://www.bbcgoodfood.com/recipes/layered-rainbow-salad-pots  <ul style="list-style-type: none">Italy - https://www.bbcgoodfood.com/recipes/crumpet-pizzas  <ul style="list-style-type: none">Iceland - Banana pancakes https://www.bbcgoodfood.com/recipes/easy-banana-pan	<p><u>Ideas:</u></p> <ul style="list-style-type: none">Cheese on toast/ cheese toastiesmilkshakessmoothiesscrambled eggsWeather sandwiches  <ul style="list-style-type: none">Sunshine cheese and crackers  <ul style="list-style-type: none">rainbow biscuits 	<p><u>Ideas:</u></p> <ul style="list-style-type: none">Add different spices to beans - eg bbq mix, curry powder, heat up and taste/compareGuacamole - focus on fresh coriander https://www.bbcgoodfood.com/recipes/best-ever-chunky-guacamoleMaking Lavender salt for mark making- https://theimaginationtree.com/lavender-and-glitter-sensory-salt/ Pupils engage in touching, smelling and tasting. Students are encouraged to use differentiated visuals and chatting sheets to express their likes and dislikes. Appropriate levels of staff support differentiated between students.Homemade pesto using fresh basil and make a wrap/add toprecooked pasta https://themom100.com/recipe/nut-free-pesto/Mint and mango green tea https://www.bbcgoodfood.com/recipes/mint-mango-iced-green-teaLavender lemonade https://www.thecookierookie.com/lavender-lemonade/Mango salsa with chilli and lime (substitute chillies with mild chilli powder) https://www.lovemysalad.com/recipes/mango-salsa-chilli-and-limeVirgin mojitos https://www.sustainablecooks.com/clvirgin-mojito-recipe/Exploring, colours, textures, smells.
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	<ul style="list-style-type: none">Painted toast - Diwali  Painted Toast  toffee apples/ chocolate applesRecipeRice Crispy Christmas trees -ginger bread people (christmas shapes)Pretzel reindeer - melted snowmen biscuits banana snowmen - Salt dough christmas decorationscheese strawsCinnamon swirlsCandy canes	<p>cakes</p>  <ul style="list-style-type: none">Japan - Rice paper wraps https://www.bbcgoodfood.com/recipes/rice-paper-wraps Switzerland - https://www.kidspot.com.au/kitchen/recipes/kitty-cat-rice-cakes/1hmb7i9e Sweden -  https://tasty.co/recipe/strawberry-cheesecake-crackersAustralia - https://tasty.co/recipe/winter-fruit-salad-with-honey-lime-dressing	<ul style="list-style-type: none">Chocolate nest eggs  KIDS CAN COOK Chocolate Easter NestsMicrowave pancakes https://www.cookist.com/how-to-make-pancakes-in-a-microwave-oven/No bake cloud cake https://kirbiecravings.com/healthy-apple-cloud-cake/		 <ul style="list-style-type: none">Herb tea party! Pupils engage in touching, smelling and tasting. Students are encouraged to use differentiated visuals and chatting sheets to express their likes and dislikes. Appropriate levels of staff support differentiated between students.  <div><div> I want</div><div> More</div><div> Like</div><div> Finished</div><div> Dislike</div></div>  <ul style="list-style-type: none">Students supported in the exploration of herb gardens. FMS/ Maths links. Cutting, counting. Pupils engage in touching, smelling and tasting. Students are encouraged to use differentiated visuals and chatting sheets to express their likes and dislikes.
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	<div></div> <div><ul style="list-style-type: none">• Strawberry Father Christmas</div> <div></div> <div><ul style="list-style-type: none">• stain glass window biscuits</div> <div></div> <div><ul style="list-style-type: none">• Brownie Christmas trees</div> <div></div> <div><ul style="list-style-type: none">• Edible sparklers</div> <div></div> <div><ul style="list-style-type: none">• Autumnal dough-nuts doughnut balls dipped in chocolate and other toppings - pretzel for the stem.</div>	<div></div> <div><ul style="list-style-type: none">• Singapore - https://tasty.co/recipe/froyo-fruit-cups</div> <div></div> <div><ul style="list-style-type: none">• Norway - Apple doughnuts https://www.bbcgoodfood.com/recipes/apple-doughnuts</div> <div></div> <div><ul style="list-style-type: none">• Israel - Smoothies https://www.bbcgoodfood.com/recipes/raspberry-and-apple-smoothie</div> <div></div>			<div><p>Appropriate levels of staff support differentiated between students.</p><ul style="list-style-type: none">• Herbs playdough!Pupils engage in touching, smelling and tasting. Students are encouraged to use differentiated visuals and chatting sheets to express their likes and dislikes. Appropriate levels of staff support differentiated between students.</div> <div></div> <div><p>https://theimaginationtree.com/natural-herbal-playdough/</p></div>
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Phase 2
Year 1

Subject: Design and Technology

	Term 1 What do grown ups do all day?	Term 2 How we express ourselves	Term 3 Tribes and Temples	Term 4 Road trip	Term 5 Field to Fork	Term 6 Destination Out of Space
Brook Stream	<p><u>Healthy Snacks</u> K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes briefly grasping materials placed in their hands]. <p>K2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> • They react to new activities and experiences [for example, turning to a particular food item] • They begin to show interest in people, events and objects [for example, briefly focusing on the sound of a making activity] • They accept and engage in coactive exploration [for example, with staff support, feeling the textures of wood, metal, plastic, fabric and foods]. <p>K2 (ii) Pupils begin to be proactive in their interactions</p> <ul style="list-style-type: none"> • They communicate consistent preferences and affective responses [for example, turning towards a particular food item or colour product] • They recognise familiar people, events and objects [for example, grasping the handle of a tool] • They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, lifting and lowering a tool or 	<p><u>Seasonal Recipes</u> K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes briefly grasping materials placed in their hands]. <p>K2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> • They react to new activities and experiences [for example, turning to a particular food item] • They begin to show interest in people, events and objects [for example, briefly focusing on the sound of a making activity] • They accept and engage in coactive exploration [for example, with staff support, feeling the textures of wood, metal, plastic, fabric and foods]. <p>K2 (ii) Pupils begin to be proactive in their interactions</p> <ul 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Subject: Design and Technology

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Subject: Design and Technology

[illegible]

Subject: Design and Technology

Waterfall	<p><u>Healthy Snacks</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking <p><u>Food preparation, cooking and nutrition:</u> Pupils should know:</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body 	<p><u>Seasonal Recipes</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking <p><u>Food preparation, cooking and nutrition:</u> Pupils 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plate

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	<ul style="list-style-type: none"> • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.
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Phase 2						
Year 2						
	Term 1 Herors and Villans	Term 2 King of the Castle	Term 3 Wild Woods	Term 4 Poles Apart	Term 5 Valley of the Pharaohs	Term 6 Out of Africa
Brook Stream	<p>Healthy Snacks K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes briefly grasping materials placed in their hands]. <p>K2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> • They react to new activities and experiences [for example, turning to a particular food item] • They begin to show interest in people, events and objects [for example, briefly focusing on the sound of a making activity] • They accept and engage in coactive exploration [for example, with staff support, feeling the 	<p>Seasonal Recipes K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes briefly grasping materials placed in their hands]. <p>K2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> • They react to new activities and experiences [for example, turning to a particular food item] • They begin to show interest in people, events and objects [for example, briefly focusing on the sound of a making activity] • They accept and engage in coactive exploration [for example, with staff support, feeling the 	<p>Influences From Around the World K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes briefly grasping materials placed in their hands]. <p>K2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> • They react to new activities and experiences [for example, turning to a particular food item] • They begin to show interest in people, events and objects [for example, briefly focusing on the sound of a making activity] • They accept and engage in coactive exploration [for example, 	<p>Seasonal Fruits and Vegetables K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • 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K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes briefly grasping materials placed in their hands]. <p>K2 (i) Pupils begin to respond consistently to familiar people, events and objects</p> <ul style="list-style-type: none"> • They react to new activities and experiences [for example, turning to a particular food item] • They begin to show interest in people, events and objects [for example, briefly focusing on the sound of a making activity] • They accept and engage in coactive exploration [for example, with staff support, feeling the

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	<p>ears before a loud sound] • They may respond to options and choices with actions or gestures [for example, picking up one tool rather than another]</p> <ul style="list-style-type: none"> • They actively explore objects and events for more extended periods [for example, banging, scraping, rubbing or pressing tools against a surface] • They apply potential solutions systematically to problems [for example, pressing materials together]. <p>K4 With help, pupils begin to assemble components provided for an activity [for example, placing bricks together]</p> <ul style="list-style-type: none"> • They contribute to activities by coactively grasping and moving simple tools, [for example, a glue spreader] • They explore options within a limited range of materials [for example, adding grapes or chopped apple to a fruit salad]. 	<p>ears before a loud sound] • They may respond to options and choices with actions or gestures [for example, picking up one tool rather than another]</p> <ul style="list-style-type: none"> • They actively explore objects and events for more extended periods [for example, banging, scraping, rubbing or pressing tools against a surface] • They apply potential solutions systematically to problems [for example, pressing materials together]. <p>K4 With help, pupils begin to assemble components provided for an activity [for example, placing bricks together]</p> <ul style="list-style-type: none"> • They contribute to activities by coactively grasping and moving simple tools, [for example, a glue spreader] • They explore options within a limited range of materials [for example, adding grapes or chopped apple to a fruit salad]. 	<p>events [for example, covering their ears before a loud sound] • They may respond to options and choices with actions or gestures [for example, picking up one tool rather than another]</p> <ul style="list-style-type: none"> • They actively explore objects and events for more extended periods [for example, banging, scraping, rubbing or pressing tools against a surface] • They apply potential solutions systematically to problems [for example, pressing materials together]. <p>K4 With help, pupils begin to assemble components provided for an activity [for example, placing bricks together]</p> <ul style="list-style-type: none"> • They contribute to activities by coactively grasping and moving simple tools, [for example, a glue spreader] • They explore options within a limited range of materials [for example, adding grapes or chopped apple to a fruit salad]. 	<p>ears before a loud sound] • They may respond to options and choices with actions or gestures [for example, picking up one tool rather than another]</p> <ul style="list-style-type: none"> • They actively explore objects and events for more extended periods [for example, banging, scraping, rubbing or pressing tools against a surface] • They apply potential solutions systematically to problems [for example, pressing materials together]. <p>K4 With help, 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activities by coactively grasping and moving simple tools, [for example, a glue spreader] • They explore options within a limited range of materials [for example, adding grapes or chopped apple to a fruit salad]. 	<p>ears before a loud sound] • They may respond to options and choices with actions or gestures [for example, picking up one tool rather than another]</p> <ul style="list-style-type: none"> • They actively explore objects and events for more extended periods [for example, banging, scraping, rubbing or pressing tools against a surface] • They apply potential solutions systematically to problems [for example, pressing materials together]. <p>K4 With help, pupils begin to assemble components provided for an activity [for example, placing bricks together]</p> <ul style="list-style-type: none"> • They contribute to activities by coactively grasping and moving simple tools, [for example, a glue spreader] • They explore options within a limited range of materials [for example, adding grapes or chopped apple to a fruit salad].
River	<p>Healthy Snacks K5 Pupils use a basic tool, with support [for example, pushing a roller]</p> <ul style="list-style-type: none"> • They demonstrate preferences for products, materials and ingredients [for example, selecting a preferred filling for a sandwich]. <p>K6 Pupils recognise familiar products and explore the different parts they are made from</p> <ul style="list-style-type: none"> • They watch others using a basic tool and copy the actions [for example, preparing a surface with a glass paper block] • They begin to offer responses to making activities [for example, suggesting the colour or shape of a product]. <p>K7 Pupils operate familiar products, with support, and explore how they work</p> <ul style="list-style-type: none"> • They use basic tools or equipment in simple processes, chosen in negotiation with staff [for example, in cutting or shaping materials]. 	<p>Seasonal Recipes K5 Pupils use a basic tool, with support [for example, pushing a roller]</p> <ul style="list-style-type: none"> • They demonstrate preferences for products, materials and ingredients [for example, selecting a preferred filling for a sandwich]. <p>K6 Pupils recognise familiar products and explore the different parts they are made from</p> <ul style="list-style-type: none"> • They watch others using a basic tool and copy the actions [for example, preparing a surface with a glass paper block] • They begin to offer responses to making activities [for example, suggesting the colour or shape of a product]. <p>K7 Pupils operate familiar products, with support, and explore how they work</p> <ul style="list-style-type: none"> • They use basic tools or equipment in simple processes, chosen in negotiation with staff [for example, in cutting or shaping materials]. 	<p>Influences From Around the World K5 Pupils use a basic tool, with support [for example, pushing a roller]</p> <ul style="list-style-type: none"> • They demonstrate preferences for products, materials and ingredients [for example, selecting a preferred filling for a sandwich]. <p>K6 Pupils recognise familiar products and explore the different parts they are made from</p> <ul style="list-style-type: none"> • They watch others using a basic tool and copy the actions [for example, preparing a surface with a glass paper block] • They begin to offer responses to making activities [for example, suggesting the colour or shape of a product]. <p>K7 Pupils operate familiar products, with support, and explore how they work</p> <ul style="list-style-type: none"> • They use basic tools or equipment in simple processes, chosen in negotiation with staff [for example, in cutting or shaping materials]. 	<p>Seasonal Fruit and Vegetables K5 Pupils use a basic tool, with support [for example, pushing a roller]</p> <ul style="list-style-type: none"> • They demonstrate preferences for products, materials and ingredients [for example, selecting a preferred filling for a sandwich]. <p>K6 Pupils recognise familiar products and explore the different parts they are made from</p> <ul style="list-style-type: none"> • They watch others using a basic tool and copy the actions [for example, preparing a surface with a glass paper block] • They begin to offer responses to making activities [for example, suggesting the colour or shape of a product]. <p>K7 Pupils operate familiar products, with support, and explore how they work</p> <ul style="list-style-type: none"> • They use basic tools or equipment in simple processes, chosen in negotiation with staff [for example, in cutting or shaping materials]. 	<p>Great British Recipes K5 Pupils use a basic tool, with support [for example, pushing a roller]</p> <ul style="list-style-type: none"> • They demonstrate preferences for products, materials and ingredients [for example, selecting a preferred filling for a sandwich]. <p>K6 Pupils recognise familiar products and explore the different parts they are made from</p> <ul style="list-style-type: none"> • They watch others using a basic tool and copy the actions [for example, preparing a surface with a glass paper block] • They begin to offer responses to making activities [for example, suggesting the colour or shape of a product]. <p>K7 Pupils operate familiar products, with support, and explore how they work</p> <ul style="list-style-type: none"> • They use basic tools or equipment in simple processes, chosen in negotiation with staff [for example, in cutting or shaping materials]. 	<p>Bake off! K5 Pupils use a basic tool, with support [for example, pushing a roller]</p> <ul style="list-style-type: none"> • They demonstrate preferences for products, materials and ingredients [for example, selecting a preferred filling for a sandwich]. <p>K6 Pupils recognise familiar products and explore the different parts they are made from</p> <ul style="list-style-type: none"> • They watch others using a basic tool and copy the actions [for example, preparing a surface with a glass paper block] • They begin to offer responses to making activities [for example, suggesting the colour or shape of a product]. <p>K7 Pupils operate familiar products, with support, and explore how they work</p> <ul style="list-style-type: none"> • They use basic tools or equipment in simple processes, chosen in negotiation with staff [for example, in cutting or shaping materials].

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	<ul style="list-style-type: none"> • They begin to communicate preferences in their designing and making [for example, adding selected felt shapes to fabric]. <p>K8 Pupils explore familiar products and communicate views about them when prompted</p> <ul style="list-style-type: none"> • With help, they manipulate a wider range of basic tools in making activities [for example, joining components together to make their intended product] • They begin to contribute to decisions about what they will do and how [for example, communicating their approval of certain features of a process]. 	<ul style="list-style-type: none"> • They begin to communicate preferences in their designing and making [for example, adding selected felt shapes to fabric]. <p>K8 Pupils explore familiar products and communicate views about them when prompted</p> <ul style="list-style-type: none"> • With help, they manipulate a wider range of basic tools in making activities [for example, joining components together to make their intended product] • They begin to contribute to decisions about what they will do and how [for example, communicating their approval of certain features of a process]. 	<ul style="list-style-type: none"> • They begin to communicate preferences in their designing and making [for example, adding selected felt shapes to fabric]. <p>K8 Pupils explore familiar products and communicate views about them when prompted</p> <ul style="list-style-type: none"> • With help, they manipulate a wider range of basic tools in making activities [for example, joining components together to make their intended product] • They begin to contribute to decisions about what they will do and how [for example, communicating their approval of certain features of a process]. 	<ul style="list-style-type: none"> • They begin to communicate preferences in their designing and making [for example, adding selected felt shapes to fabric]. <p>K8 Pupils explore familiar products and communicate views about them when prompted</p> <ul style="list-style-type: none"> • With help, they manipulate a wider range of basic tools in making activities [for example, joining components together to make their intended product] • They begin to contribute to decisions about what they will do and how [for example, communicating their approval of certain features of a process]. 	<ul style="list-style-type: none"> • They begin to communicate preferences in their designing and making [for example, adding selected felt shapes to fabric]. <p>K8 Pupils explore familiar products and communicate views about them when prompted</p> <ul style="list-style-type: none"> • With help, they manipulate a wider range of basic tools in making activities [for example, joining components together to make their intended product] • They begin to contribute to decisions about what they will do and how [for example, communicating their approval of certain features of a process]. 	<ul style="list-style-type: none"> • They begin to communicate preferences in their designing and making [for example, adding selected felt shapes to fabric]. <p>K8 Pupils explore familiar products and communicate views about them when prompted</p> <ul style="list-style-type: none"> • With help, they manipulate a wider range of basic tools in making activities [for example, joining components together to make their intended product] • They begin to contribute to decisions about what they will do and how [for example, communicating their approval of certain features of a process].
Waterfall	<p><u>Healthy Snacks</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking <p>Food preparation, cooking and nutrition: Pupils should know:</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating 	<p><u>Seasonal Recipes</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking <p>Food preparation, cooking and nutrition: Pupils should know:</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating 	<p><u>Influences From Around the World</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food 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	<ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health. 	<ul style="list-style-type: none"> • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.
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Phase 2						
Year 3						
	Term 1 Brilliant Bodies	Term 2 Saturday Night at the Movies	Term 3 Ancient Greece: The Legacy of Art and the Arts	Term 4 In the Potting Shed	Term 5 We Built This City	Term 6 It's a Jungle Out There!
Brook Stream	<p>Healthy Snacks K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes 	<p>Seasonal Recipes K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes 	<p>Influences From Around the World K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] 	<p>Seasonal Fruits and Vegetables K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes 	<p>Great British Recipes K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes 	<p>Bake Off! K1 (i) Pupils encounter activities and experiences</p> <ul style="list-style-type: none"> • They may be passive or resistant • They may show simple reflex responses [for example, startling at sudden noises or movements] • Any participation is fully prompted. <p>K1 (ii) Pupils show emerging awareness of activities and experiences</p> <ul style="list-style-type: none"> • They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, pausing over food smells in the room] • They may give intermittent reactions [for example, sometimes

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	<p>suggesting the colour or shape of a product].</p> <p>K7 Pupils operate familiar products, with support, and explore how they work</p> <ul style="list-style-type: none"> • They use basic tools or equipment in simple processes, chosen in negotiation with staff [for example, in cutting or shaping materials]. • They begin to communicate preferences in their designing and making [for example, adding selected felt shapes to fabric]. <p>K8 Pupils explore familiar products and communicate views about them when prompted</p> <ul style="list-style-type: none"> • With help, they manipulate a wider range of basic tools in making activities [for example, joining components together to make their intended product] • They begin to contribute to decisions about what they will do and how [for example, communicating their approval of certain features of a process]. <p>simple tools, [for example, a glue spreader]</p> <ul style="list-style-type: none"> • They explore options within a limited range of 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Waterfall	<p><u>Healthy Snacks</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking 	<p><u>Seasonal Recipes</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking 	<p><u>Influences From Around the World</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking 	<p><u>Seasonal Fruits and Vegetables</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking 	<p><u>Great British Recipes</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking 	<p><u>Bake Off!</u> <u>Where food comes from</u> Pupils should know:</p> <ul style="list-style-type: none"> • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • that seasons may affect the food available • how food is processed into ingredients that can be eaten or used in cooking

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	<p>Food preparation, cooking and nutrition: Pupils should know:</p> <ul style="list-style-type: none"> • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating • how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body • that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink 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Phase 3						
Year 1						
Term 1 Who We Are - Living Together - Our Community	Term 2 How We Express Ourselves - Express Yourself	Term 3 Where we are in Place and Time - Early Civilisations	Term 4 How The World Works - Explorers and Adventurers	Term 5 How We Organise Ourselves - What's on the Menu?	Term 6 Sharing the Planet - Active World	
K7 - I will design a food product that I like. I will use the skills of mixing	K-7 - I will communicate preferences and ideas and use basic cooking	K7 - I will be able to choose healthy food from a choice of two and use	K7 - I will be able to choose healthy food from a choice of two and	K-7 - I will communicate preferences and ideas and use basic cooking	K7 - I will be able to communicate preferences and ideas and	

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<p>and weighing whilst following simple instructions</p> <p>K8 - I will design a food product that I like and be able to say why I like it. I will demonstrate the skills of mixing, weighing and following a recipe</p> <p>K9/S1 - I will design an appealing food product for myself and other users based on design criteria. I will follow a recipe and select and use a range of tools and equipment to make the food product.</p> <p>S2 - I will evaluate my ideas and products against design criteria</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Research different food products of a certain group, e.g. sandwiches, cakes, breakfasts including visits to local places that sell such foods Practice skills such as weighing, mixing, slicing, scooping Look at any foods which are grown locally or a Kentish product (gypsy tart, sandwiches yes it's true!) Foods from different cultures present within our community. 	<p>utensils whilst following simple instructions</p> <p>K-8 - I will contribute to a decision about what I/we will make and use a wider range of cooking utensils.</p> <p>K-9/S1 - I will generate ideas of what I want to make and use a range of cooking utensils, explaining why I am using what have chosen.</p> <p>S2 - I will select and utilise appropriate utensils to use for my recipes and recognise what has worked well and ways to improve</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> A range of foods where choices can be made, e.g. sandwiches, wraps, pizzas Students to lead discussion in planning what they would like to make Foods where skills such as peeling, slicing and chopping can be used. 	<p>the skills of peeling and slicing safely whilst following simple instructions.</p> <p>K8 - I will state whether a food is healthy and follow a simple symbolised recipe using the skills of peeling, slicing and chopping safely.</p> <p>K9/S1 - I will follow a recipe and select and use a range of utensils including a peeler and knife to make the food product.</p> <p>S2 - I will follow a recipe, select and use a range of utensils including a peeler, knife and masher to make a savoury food product with some degree of independence.</p> <p>S3 - I will follow a detailed recipe, using 4 utensils safely and appropriately, stating whether the product is healthy or not.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Making healthy meals. Find out how was food cooked Explore where food came from Sort foods into healthy/not - compare to today's diet Practice skills such as peeling, weighing, mixing, slicing, chopping using utensils safely 	<p>recognise if a food item can be grown in a garden.</p> <p>K8 - I will state whether a food is healthy, follow a simple symbolised recipe and know if a food item can be grown in a garden</p> <p>K9/S1 - I will follow a recipe to make a healthy dish and choose an item grown in a garden to use in the recipe.</p> <p>S2 - I will follow a recipe, select and use a range of utensils to make a healthy, savoury food product with some degree of independence.</p> <p>S3 - I will follow a detailed recipe, stating whether the product is healthy or not and why this is so, choosing 2 items grown in a garden to go into my recipe.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Study foods eaten in the chosen place of the explorers being studied Find out how food was prepared by the explorers Explore where food came from Explore the horticulture area to see what is currently being grown that could be used in a recipe Sort foods into healthy/not - compare to today's diet Practice skills such as peeling, weighing, mixing, slicing, chopping using utensils safely 	<p>techniques whilst following simple instructions.</p> <p>K-8 - I will contribute to a decision about what I/we will make and use a wider range of cooking techniques.</p> <p>K-9/S1 - I will generate ideas of what I want to make and use a range of cooking techniques, explaining why I am using this technique.</p> <p>S2 - I will select and utilise appropriate techniques required for my recipes and recognise what has worked well and ways to improve.</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> To explore, study menus e.g of different cultures, location. To design a menu based on preferences, likes/ dislikes of the target group (including starter, main course and desert). To ensure menu consists of healthy choices. To decide on menu cost/ budget. To list ingredients needed for each aspect of the menu. To discuss where ingredients could be sourced. Extend to their original source of ingredients. To source some ingredients in the local community. To decide what cooking techniques are required for each aspect of menu; e.g. <i>selecting and preparing ingredients, using utensils and electrical equipment, applying heat in different ways, using awareness of taste, texture and smell to decide how to season dishes, combine ingredients, adapting and using own recipes.</i> 	<p>recognise if a food item has originated from a plant or animal.</p> <p>K8 - I will follow a simple symbolised recipe and know if a food item has originated from a plant or animal.</p> <p>K9/S1 - I will follow a recipe to make a healthy dish and choose an item grown in a garden and an item sourced from an animal to use in the recipe.</p> <p>S2 - I will follow a recipe, select and use a range of utensils to make a healthy, savoury food product. I will be able to sort ingredients according to source and/or seasonality.</p> <p>S3 - I will follow a detailed recipe, stating whether the product is healthy or not and why this is so. I will be able to sort ingredients according to source and seasonality.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Visit a local working farm e.g Broadwich to see source and seasonality of ingredients first hand. Visit to local shops. Sort ingredients via source e.g plant, animal. Sort ingredients into the country where they are sourced. Sort ingredients into season they are available. Challenge students to make a dish using only produce from a particular source or season. Practice skills such as peeling, weighing, mixing, slicing, chopping using utensils safely Taste and evaluate the outcome of recipes made. Extension - explore the impact of global issues on source e.g global warming and seasonality, COVID, trade agreements
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				<ul style="list-style-type: none"> To taste and evaluate the outcome of the cooking lesson. 	
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Phase 3					
Year 2					
Term 1 Who We Are - In The News	Term 2 How We Express Ourselves - Let's Celebrate	Term 3 Where We Are in Place and Time - The Time Tunnel	Term 4 How the World Works - Going Global	Term 5 How We Organise Ourselves - Heroes and Villains	Term 6 Sharing the Planet - Beyond Our World - Space
<p>Great British Recipes/Bake Off K7 - I will design a food product that I like. I will use the skills of mixing and weighing whilst following simple instructions</p> <p>K8 - I will design a food product that I like and be able to say why I like it. I will demonstrate the skills of mixing, weighing and following a recipe</p> <p>K9/S1 - I will design an appealing food product for myself and other users based on design criteria. I will follow a recipe and select and use a range of tools and equipment to make the food product.</p> <p>S2 - I will evaluate my ideas and products against design criteria</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Watch video footage of cooking shows such as the great British Bake Off. Use a program for inspiration of challenges. Research different food products of a certain group, e.g. sandwiches, cakes, breakfasts. Design menu for competition. Plan and create end of term British tea party Plan and host charity cake sale. 	<p>Festivities K-7 - I will communicate preferences and ideas and use basic cooking techniques whilst following simple instructions.</p> <p>K-8 - I will contribute to a decision about what I/we will make and use a wider range of cooking techniques.</p> <p>K-9/S1 - I will generate ideas of what I want to make and use a range of cooking techniques, explaining why I am using this technique.</p> <p>S2 - I will select and utilise appropriate techniques required for my recipes and recognise what has worked well and ways to improve.</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Research different recipes made for various celebrations such as those studied in religion i.e Diwali and Christmas. Research where to buy ingredients required for celebratory recipes. Follow a recipe to make a celebration themed item e.g Christmas cake, Diwali sweets. Use utensils to decorate outcomes using a variety of techniques. 	<p>History Cookbook K-7 - I will communicate preferences and ideas and use basic cooking techniques whilst following simple instructions.</p> <p>K-8 - I will contribute to a decision about what I/we will make and use a wider range of cooking techniques.</p> <p>K-9/S1 - I can explain what I am making and which tools I am using.</p> <p>S2 - I will select and utilise appropriate techniques required for recipes and recognise what has worked well and ways to improve.</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Explore recipes from different time periods such as those provided on http://cookit.e2bn.org/history-cookbook/ Research where to buy ingredients required for recipes. Follow a recipe to make a historical dish. Compare and contrast ingredients and how they would have been sourced then and now. Compare and contrast the type and use of utensils and techniques. Express like/ dislike to ingredients and end products. 	<p>Global Influences K7 - I will be able to communicate preferences and ideas and recognise/ suggest where a food item or recipe may have originated from a choice of two.</p> <p>K8 - I will follow a simple symbolised recipe and know if a food item and where a food item or recipe has originated from.</p> <p>K9/S1 - I will follow a recipe to make a healthy dish and choose an item grown in a garden and sort ingredients according to source.</p> <p>S2 - I will follow a recipe, select and use a range of utensils to make a healthy, savoury food product. I will be able to sort ingredients according to source.</p> <p>S3 - I will follow a detailed recipe, stating whether the product is healthy or not and why this is so. I will be able to sort ingredients according to source.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Visit a local working farm e.g Broadwich to see source and seasonality of local ingredients first hand. Visit local shops. Sort ingredients via source e.g plant, animal. Sort ingredients into the country where they are sourced. Sort ingredients into season they are available. Challenge students to make a dish using only produce 	<p>Creating a menu K-7 - I will communicate preferences and ideas and use basic cooking techniques whilst following simple instructions.</p> <p>K-8 - I will contribute to a decision about what I/we will make and use a wider range of cooking techniques.</p> <p>K-9/S1 - I will generate ideas of what I want to make and use a range of cooking techniques, explaining why I am using this technique.</p> <p>S2 - I will select and utilise appropriate techniques required for my recipes and recognise what has worked well and ways to improve.</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> To create a menu using set rations. To follow World War II recipes. To design a menu based on preferences, likes/ dislikes of the target group (including starter, main course and desert). To ensure the menu consists of healthy choices. To decide on menu cost/ budget. To list ingredients needed for each aspect of the menu. To discuss where ingredients could be sourced. Extend to their 	<p>K7 - I will be able to communicate preferences and ideas and recognise if a food item has originated from a plant or animal.</p> <p>K8 - I will follow a simple symbolised recipe and know if a food item has originated from a plant or animal.</p> <p>K9/S1 - I will follow a recipe to make a healthy dish and choose an item grown in a garden and an item sourced from an animal to use in the recipe.</p> <p>S2 - I will follow a recipe, select and use a range of utensils to make a healthy, savoury food product. I will be able to sort ingredients according to source and/or seasonality.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Visit a local working farm e.g Broadwich to see source and seasonality of ingredients first hand. Visit local shops. Sort ingredients via source e.g plant, animal. Sort ingredients into the country where they are sourced. Sort ingredients into season they are available. Challenge students to make a dish using only produce from a particular source or season. Practice skills such as peeling, weighing, mixing, slicing, chopping using utensils safely

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<ul style="list-style-type: none"> Practice cooking skills required Look at any foods which are grown locally or nationally. Visit local retailers and producers - Video call local producer 			<p>from a particular source or season.</p> <ul style="list-style-type: none"> Practice skills such as peeling, weighing, mixing, slicing, chopping using utensils safely Taste and evaluate the outcome of recipes made. Extension - explore the impact of global issues on source e.g global warming and seasonality, COVID, trade agreements. 	<p>original source of ingredients.</p> <ul style="list-style-type: none"> To source some ingredients in the local community. To decide what cooking techniques are required for each aspect of menu; e.g. <i>selecting and preparing ingredients, using utensils and electrical equipment, applying heat in different ways, using awareness of taste, texture and smell to decide how to season dishes, combine ingredients, adapting and using own recipes.</i> To taste and evaluate the outcome of the cooking lesson. 	<ul style="list-style-type: none"> Taste and evaluate the outcome of recipes made. Space Research- what do astronauts eat and why? https://www.nasa.gov/audience/foreducators/stem-on-station/ditl_eating Design a meal for an astronaut, taking into account the conditions in space.
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Phase 3					
Year 3					
Term 1 Who We Are - Mighty Me	Term 2 How We Express Ourselves - Celebrity Culture	Term 3 Where We Are in Place and Time - Treasure	Term 4 How The World Works - Saving the World	Term 5 How We Organise Ourselves - Interesting Inventions	Term 6 Sharing Our Planet - Wonderful World
<p>Making Choices K-7 - I will communicate preferences and ideas and use basic cooking utensils whilst following simple instructions</p> <p>K-8 - I will contribute to a decision about what I/we will make and use a wider range of cooking utensils.</p> <p>K-9/S1 - I will generate ideas of what I want to make and use a range of cooking utensils, explaining why I am using what I have chosen.</p> <p>S2 - I will select and utilise appropriate utensils to use for my recipes and recognise what has worked well and ways to improve</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p> <p>Activity Ideas:</p>	<p>Master Chef K7 - I will design a food product that I like. I will use the skills of mixing and weighing whilst following simple instructions</p> <p>K8 - I will design a food product that I like and be able to say why I like it. I will demonstrate the skills of mixing, weighing and following a recipe</p> <p>K9/S1 - I will design an appealing food product for myself and other users based on design criteria. I will follow a recipe and select and use a range of tools and equipment to make the food product.</p> <p>S2 - I will evaluate my ideas and products against design criteria</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p>	<p>History Cookbook K-7 - I will communicate preferences and ideas and use basic cooking techniques whilst following simple instructions.</p> <p>K-8 - I will contribute to a decision about what I/we will make and use a wider range of cooking techniques.</p> <p>K-9/S1 - I can explain what I am making and which tools I am using.</p> <p>S2 - I will select and utilise appropriate techniques required for recipes and recognise what has worked well and ways to improve.</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Explore recipes from different time periods such as those provided on 	<p>Global Influences K7 - I will be able to communicate preferences and ideas and recognise/ suggest where a food item or recipe may have originated from a choice of two.</p> <p>K8 - I will follow a simple symbolised recipe and know where a food item or recipe has originated from.</p> <p>K9/S1 - I will follow a recipe to make a healthy dish and choose an item grown in a garden and sort ingredients according to source.</p> <p>S2 - I will follow a recipe, select and use a range of utensils to make a healthy, savoury food product. I will be able to sort ingredients according to source.</p> <p>S3 - I will follow a detailed recipe, stating whether the product is healthy or not and why this is so. I</p>	<p>Creating a Menu K-7 - I will communicate preferences and ideas and use basic cooking techniques whilst following simple instructions.</p> <p>K-8 - I will contribute to a decision about what I/we will make and use a wider range of cooking techniques.</p> <p>K-9/S1 - I will generate ideas of what I want to make and use a range of cooking techniques, explaining why I am using this technique.</p> <p>S2 - I will select and utilise appropriate techniques required for my recipes and recognise what has worked well and ways to improve.</p> <p>S3 - I will evaluate my ideas and products against my own design criteria and consider the views of others to improve work.</p> <p>Activity Ideas:</p>	<p>Where Our Food Comes From K7 - I will be able to communicate preferences and ideas and recognise if a food item has originated from a plant or animal.</p> <p>K8 - I will follow a simple symbolised recipe and know if a food item has originated from a plant or animal.</p> <p>K9/S1 - I will follow a recipe to make a healthy dish and choose an item grown in a garden and an item sourced from an animal to use in the recipe.</p> <p>S2 - I will follow a recipe, select and use a range of utensils to make a healthy, savoury food product. I will be able to sort ingredients according to source and/or seasonality.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Visit a local working farm e.g Broadwich to see source

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<ul style="list-style-type: none"> Students have the opportunity to make a range of foods where choices can be made, e.g. sandwiches, wraps, pizzas, smoothies. Students to make recipes with level of independence that is appropriate e.g. small group or independently. Foods where skills such as peeling, slicing and chopping can be used. <p>Brook and Stream:</p> <ul style="list-style-type: none"> Students to make choices to add to recipe using AAC. Students to express like/ dislike <p>River</p> <ul style="list-style-type: none"> Students plan what they would like to make, planning and designing a menu. Students to plan what ingredients and utensils are required and where they could be sourced. 	<p>Activity Ideas:</p> <ul style="list-style-type: none"> Watch video footage of cooking shows such as master Chef/ Great British Bake Off. Use program and/ or celebrity chefs for inspiration of challenges. Research different food products of a certain group, e.g. sandwiches, cakes, breakfasts. Design menu for competition. Plan and create end of term bake off. Plan and host charity cake sale. Practice cooking skills required Look at any foods which are grown locally or nationally. Visit local retailers and producers Interview local chef 	<p>http://cookit.e2bn.org/history-cookbook/</p> <ul style="list-style-type: none"> Research where to buy ingredients required for recipes. Follow a recipe to make a historical dish. Compare and contrast ingredients and how they would have been sourced then and now. Compare and contrast the type and use of utensils and techniques. Express like/ dislike to ingredients and end products. 	<p>will be able to sort ingredients according to source.</p> <p>Activity Ideas:</p> <ul style="list-style-type: none"> Visit a local working farm e.g Broaditch to see source and seasonality of local ingredients first hand. Visit to local shops. Sort ingredients via source e.g plant, animal. Sort ingredients into the country where they are sourced, pin on a map Sort ingredients into season they are available. Challenge students to make a dish using only produce from a particular source or season. Practice skills such as peeling, weighing, mixing, slicing, chopping using utensils safely Taste and evaluate the outcome of recipes made. Extension - explore the impact of global issues on source e.g global warming and seasonality, COVID, trade agreements. 	<ul style="list-style-type: none"> To create a menu using set rations. To follow World War II recipes. To design a menu based on preferences, likes/ dislikes of the target group (including starter, main course and desert). To ensure menu consists of healthy choices. To decide on menu cost/ budget. To list ingredients needed for each aspect of the menu. To discuss where ingredients could be sourced. Extend to their original source of ingredients. To source some ingredients in the local community. To decide what cooking techniques are required for each aspect of menu; e.g. <i>selecting and preparing ingredients, using utensils and electrical equipment, applying heat in different ways, using awareness of taste, texture and smell to decide how to season dishes, combine ingredients, adapting and using own recipes.</i> To taste and evaluate the outcome of the cooking lesson. 	<p>and seasonality of ingredients first hand.</p> <ul style="list-style-type: none"> Visit to local shops. Sort ingredients via source e.g plant, animal. Sort ingredients into the country where they are sourced. Sort ingredients into season they are available. Challenge students to make a dish using only produce from a particular source or season. Practice skills such as peeling, weighing, mixing, slicing, chopping using utensils safely Taste and evaluate the outcome of recipes made. Space Research- what do astronauts eat and why? https://www.nasa.gov/audience/foreducators/stem-on-station/diet_eating Design a meal for an astronaut, taking into account the conditions in space.
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Phase 4

In Phase 4, students will be accessing Design Technology (DT) through the ASDAN business enterprise two times a week. This will include opportunities for students to participate in Horticulture and Retail where they will be able to research, design, make and evaluate various products.

The ASDAN business enterprise follows the sequence of planning the business, starting the business, advertising the enterprise, running the enterprise, reviewing their performance and planning next steps and finally the project itself. Through this process students will be able to use their previous DT skills and use their creativity and imagination to design and make their own products/projects that have a purpose in a variety of contexts. The students will need to consider their own needs, wants and values as well as those of their target audience. They will be using their cross curricular links drawing on their knowledge of Mathematics, Science, Engineering, Computing and Art. They will become risk takers, be resourceful, show initiative and take ownership in their projects.

Please refer to the [Business Enterprise/Work Based Learning](#) document to see a breakdown of enterprise/work based learning for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

In Phase 4, students will also be participating in independent living skills where they will be able to engage in Cooking and Nutrition. Students will develop their skills to prepare meals and drinks. They will be able to plan, prepare and cook meals, being able to apply their knowledge of the principles of nutrition and healthy eating as well as working on a budget. The students will develop a love of cooking and access a variety of different cooking skills and techniques to prompt independence and confidence in their abilities to work towards a crucial life skill to feed themselves and others.

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Please refer to the [Independent Living Skills SOW](#) document to see a breakdown of the implementation of independent living skills for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.