

Year 5 – Cooking and Nutrition

What it looked like in year 4:

- To study and sample existing products.
- To develop a design criteria including appearance, taste, texture and aroma.
- Develop an understanding of appropriate techniques and skills e.g. using the bridge and claw cutting technique.
- To know about a range of fresh and processed ingredients and whether they are grown, reared or caught.
- To select equipment and ingredients to follow a basic recipe.
- Prepare and make a savoury dish.

What it looks in year 6:

- To investigate and sample a range of existing products.
- Develop an understanding of appropriate techniques and skills e.g. accurately measuring ingredients, kneading and mixing.
- To consider texture, taste, appearance and smell when adapting a recipe.
- Develop a design criteria and specification to follow and evaluate from.
- Use understanding of seasonality to pick ingredients.
- Prepare and make a savoury dish.

Vocabulary (definitions)

Nutrition - We need many nutrients on a daily basis in order to stay healthy.

Seasoning - something added to food to give it more flavour.

Grate – the process of turning a solid into smaller pieces.

Chop - to cut something into pieces.

Peel – remove the outer covering or skin from a piece of food.

Utensil – a tool that is used during cooking.

Texture – the feel, appearance or consistency of something.

Hygiene – the practice of keeping clean to stay healthy and prevent disease.

Sequence of Learning Design, Make, Evaluate

1. To research, analyse and evaluate a range of stews.
2. Practise food preparation skills and techniques such as; washing foods, bridge and claw chopping technique.
3. Develop a 'design criteria' for a specific purpose and intended user.
4. To write a step-by-step recipe, including a list of ingredients, equipment and utensils.
5. Prepare and make a stew following previous planning.
6. Evaluate the stew against the design criteria previously agreed.



Cross-Curricular Links and Cultural Capital:

- Spoken language – ask questions to develop and check understanding, develop technical and sensory vocabulary and build knowledge.
- Art and design – use and develop drawing skills.
- Writing – children write a detailed account about how they made their food product.
- Science – understand that plants have leaves, stems, roots, flowers and fruits; understand the importance of growing plants and how seasons affect growth.
- To be able to use basic kitchen tools correctly.
- Be able to make a seasonal stew following the recipe.
- History – linking to the topic 'Vikings'.