|  | **EYFS** | **KS1** | | **KS2** | | | |
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|  | **Three and Four-Year-Olds**  **Reception** **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Focus Food Groups** |  | **Fruit and Vegetables** | **Dairy** | **Carbohydrates** | **Animal proteins** | **Plant proteins** | **Healthy fats** |
| **Areas to revisit** |  |  | Fruit and Vegetables | Fruit and Vegetables  Dairy | Fruit and Vegetables Dairy  Carbohydrates | Fruit and Vegetables Dairy  Carbohydrates  Animal Proteins | Fruit and Vegetables Dairy  Carbohydrates  Animal Proteins  Plant proteins |
| **Healthy Eating** |  | As part of healthy eating, children will know that people need food and drink to stay alive, grow, be active and stay healthy, and consider that we eat different foods depending on the time of day. They will learn about how fruit and vegetables in their diet act as a source of energy and that everyone should have at least 5 portions of fruits and vegetables every day. They with also begin to discuss fruit and vegetables that they like and dislike. Children will also have the opportunity to investigate alternative options such as fruit bars or cereal bars with fruit as part of this unit of work. | As part of healthy eating, children put together a simple, balanced meal using fruit, vegetables, and a dairy product. Children will move onto discussing what dairy products do for our bodies and begin to discuss healthy bones and teeth and the importance of dairy in our diets. They will begin to explore why different people eat or avoid certain things for different reasons, for example, allergies. In relation to this, children will have the opportunity to Investigate alternative options for dairy such as, soy milks, nut milks and dairy free yoghurts. | As part of healthy eating, children will begin to understand the importance of carbohydrates and why we need them in our diets as well drinking 6-8 glasses of water a day to keep hydrated. They will also begin to explore diets around the world and investigate how carbohydrates can be prepared and eaten across the world. The children will have the opportunity to investigate alternative options such as whole meal and gluten free carbohydrates. | As part of healthy eating, children will know that we need proteins to form part of a balanced diet and can begin to discuss the importance of proteins and why we need them in our diets. Children will begin to consider what would happen if people were not drinking 6-8 glasses of water. They will learn that proteins can comes from animals on land and from under the sea and that different people eat or avoid certain things for different reasons. They will discuss and investigate alternative options such as plant-based meat options. | As part of healthy eating, children will begin to look at different types of proteins and foods and how they provide different amounts of energy. They will understand that amounts of energy are needed by the body when we do different activities, therefore, we will need to eat certain food more or less of types. They will begin to consider that it is important to be aware of portion size when choosing foods as different people need different amounts of energy. health reasons and nutritional value. | As part of healthy eating, children will understand that they need nutrients, fibre, and water to be healthy and energy is provided by these things name the basic functions of each nutrient found in each food group. They will also know that all food and drinks provide nutrients and that they usually contain a main nutrient and small amounts of other nutrients and that the amount of energy and nutrients provided by food depends on the portion size. Children will also discuss how some foods are not digested which provide fibre to support the digestive system. |
| **Consumer Awareness** |  | As part of beginning to understand consumer awareness, children will learn that all fruit and vegetables come from plants and will begin to identify some produce and plants. They will know that fruit and vegetables come loose or in packaging with food labels which provide information. They will also begin to understand the importance of not wasting food and learn how to recycle packaging. | As part of beginning to understand consumer awareness, children will know that dairy items come from animals and can identify a range of dairy products and the animals they come from. They will be aware that food packaging has labels giving information and where to look for some of this information. Children will discuss some of the influences on the food we eat, such as preference, and be able to give an example of a food choice they make. | As part of understanding consumer awareness, children will learn that food is caught or farmed and is changed to make it safe for us to eat. For example, how wheat is changed to flour. They will begin to be able to read and understand food labels and ingredient lists and know the importance of, and be able to, recycle food related waste through composting. | As part of understanding consumer awareness children will know that people have different views on how food is produced and that this influences the food they buy, such as, sustainable meat farming and fishing. They will know where to find information on food labels and how to identify allergens on ingredient lists and understand that there are a variety of influences on the food we choose to eat (seasonal availability). | As part of understanding consumer awareness, children will learn that food is processed into ingredients so that they can be eaten or used in cooking while considering all food groups. They will be able to use information on food labels and explain how nutritional value helps to inform choices. Finally, they will consider the social influences on the food we choose to eat (the media). | As part of understanding consumer awareness and implementing it within day-to-day life, children will begin to understand some of the ethical  dilemmas associated with the food people choose to buy. For example, sustainable food sources (fair trade). They will use information on food labels to inform choices for a balanced meal and consider social influences on the food we choose to eat (peer pressure and ethical choices). |
| **Food and Farming** |  | In Year 1, children will begin to understand **Seasonality.** They will be able to name foods that grow above the ground and under the ground and give examples of how plants are harvested and when they are available for us to eat depending on the seasons. The children will also give examples of foods that grow in different seasons in the UK (spring and summer). | In Year 2,children will learn about **Dairy Farming.** They will be able to name dairy products and which animals they come from and give examples of how some dairy products are made by animals and how it is safe for us to eat.The children will also give examples of foods that grow in different seasons in the UK (autumn and winter). | In Year 3, children will learn about **Wheat Farming.** They will be able toDiscuss how wheat is produced and harvested and give examples of how wheat is used**.** The children will also be able to investigate andgive examples of foods that grow outside of the UK in different seasons (Europe). | In Year 4, children will learn about **Poultry Farming and Fishing.** They will be able to identify foods that come from different parts of certain animals. The children will be able to give examples of common fishes that are farmed and fished for sustainably. They will also be able to give examples of foods that grow outside of the UK and explain how they become available for consumers in the UK. | In Year 5, children will learn about **Pulse Farming.** They will be able to identify a wide range of pulses and talk about how they were produced and harvested.The children will have to the opportunity to find out which pulses are produced outside of the UK and their availability in the UK.They will also be able to give examples of foods that grow in different climates outside of the UK (wider world - temperate climates). | In Year 6, children will learn about **Free Range Farming.** They will find out about free range ingredients where they are produced, discuss the importance of free-range farming and how you can identify free range eggs and produce.Children will understand food availability and explain how foods can be imported and exported to and from the UK.They will be able to give examples of foods that grow in different climates outside of the UK (wider world – tropical climates). |
| **Recipes, Ingredients and Tasting** |  | Children will start to recognise and name a basic range of ingredients needed to make a simple salad and identify how they need to be prepared. They will be able to give examples of fruit and vegetables that come from shops and can be grown at home. Children will have the opportunity to taste ingredients, describe the taste through fruit and veg tasting, and identify likes and dislikes. | Children will start to recognise and name a range of familiar ingredients and suggest ways they can be prepared and eaten. They will give examples of dairy ingredients that come from the shops and suggest ways that they can be consumed. The children will have the opportunity to taste ingredients through fruit and veg tasting, describe the taste, identify likes and dislikes and suggest ways the taste could be improved. | Children will start to recognise and name an increasing range of ingredients identify how they need to be prepared in order to be eaten safely. They will find out which wheat products can be found in shops and suggest ways that they can be consumed. The children will have the opportunity to taste ingredients and discuss appearance using simple food descriptors and identify likes and dislikes. They will also be able to suggest wats the taste could be improved. | Children will start to recognise and name a broad range of ingredients (eg cereals, meat, fish, pulses) and suggest ways they can be prepared and eaten safely (cooked and uncooked). They will begin to compare different versions of the same dish and identify ways a recipe can be altered and changed. The children will have the opportunity to taste ingredients and discuss appearance and texture using simple food descriptors and identify likes and dislikes. | Children will recognise and name a broad range of ingredients used in recipes and suggest ways that taste can be improved (herbs and spices). They will compare different versions of the same dish and identify how they would change the recipe to cater for an allergy. The children will taste and describe ingredients using a range of food descriptors relating to flavour, texture, and appearance. | Children will recognise and name more complex ingredients and suggest the different ways they can be prepared and eaten. They will be able to adapt and refine recipes by adding or substituting ingredients to improve the nutritional balance/cater for an allergy. The children will taste and describe ingredients using a range of food descriptors relating to flavour, texture, and appearance. |
| **Food Safety and Hygiene** |  | Children will give some examples of foods which fruit and vegetables should be kept in the fridge/ cupboard/ freezer and describe what might happen to fruit and vegetables if they are not kept properly. They will be able to follow basic food safety rules when preparing and cooking food and get ready to cook with some supervision. With supervision they will also take part in simple clearing up tasks. | Children will give some examples as to why dairy products need to stay in the fridge/cool place and describe what might happen to dairy products if they are not kept in the fridge. They will be able to follow basic food safety rules when preparing and cooking food and get ready to cook with some supervision. With reduced supervision, they will take part in simple clearing up tasks. | Children will learn that there are storage instructions on food packaging and identify these. They will also know that foods like bread need to be covered and stored properly and explain that foods can decay and go mouldy over time when not stored correctly. They will know and be able to follow basic food safety rules and get ready to cook. With guidance they will follow procedures for clearing up. | Children will learn that there are storage instructions on food packaging (meat and fish) and identify these. They will also know that meat or fish foods need to be covered and stored properly and explain that foods can decay over time when not stored correctly. They will know and be able to follow basic food safety rules and be able to get ready to cook. With guidance they will follow procedures for clearing up. | Children will know and identify use by date marks on food and explain the importance of them. They will explain why dried or canned pulses and foods can last longer than fresh foods. The children will demonstrate some good food safety practices when getting ready to store, prepare and cook food and with limited reminders can follow, food safety rules. | Children will know and identify best before date marks on food and explain the importance of them. They will describe what can happen when people consume foods that have decomposed or perished. The children will demonstrate good food safety practices when getting ready to store, prepare and cook food. They will know and follow, food safety rules. |
| **Planning for Healthy Cooking and Evaluation**  While developing the appropriate kitchen skills. Such as, cutting, weighing and measuring, mixing, shaping and assembling, heating and serving. |  | The children will design simple recipe  instructions, either in simple sentences or using pictures to show how make a salad. They will have the opportunity to work in a wider context, to make a simple dish with support **(Healthy Salad)** while developing the appropriate kitchen skills. They will begin to explore and evaluate simple existing dishes through discussions, comparisons, and simple written evaluations. | The children will design simple recipe  instructions to show how to make a layered yoghurt pot with fruit of choice. They will have the opportunity to work in a wider context and make a simple dish with support **(Layered yoghurt pot with fruit and granola)** while developing the appropriate kitchen skills.  They will evaluate existing dishes through discussions, comparisons, and simple written evaluations. | The children will design simple recipe instructions, with a simple ingredients list, to show how to make a pizza. They will have the opportunity to work in a wider context and make a dish with supervision **(Pizza)** while developing the appropriate kitchen skills. They will evaluate their dish against a design criterion and identify what they would do differently next time to improve what they have made and decide whether it has been designed well and meets its intended purpose. | The children will design a recipe with an ingredients list to show how to make a sandwich. They will have the opportunity to work in a wider context and make a dish with supervision **(Sandwiches)** while developing the appropriate kitchen skills. They will evaluate their dish against a design criterion and identify what they would do differently next time to improve what they have made and  decide whether it has been designed well and meets its intended purpose against existing products. | The children will design a recipe to show how to make a pasta salad and include how the ingredients are used together to make a balanced meal. They will work in a wider context and follow a recipe and make a dish with some guidance **(Pasta Salad)** while developing the appropriate kitchen skills. They will demonstrate how to prepare and cook safely and hygienically and use a heat source with guidance.  They will evaluate their dish against their own criteria and consider the views of others on how to improve. | The children will design a recipe to show how to make a muffin and include how the ingredients are used together to make a balanced meal with some nutritional information. They will work in a wider context and follow a recipe and make a dish with some guidance **(Blueberry and Cinnamon Muffins)** while developing the appropriate kitchen skills. They will demonstrate how to prepare and cook safely and hygienically and use a heat source with guidance.  They will evaluate their dish against their own criteria and consider the views of others on how to improve. |