

Jamie Oliver



- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, 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 and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.

Knowledge categories:
Technical Knowledge,
Design Process

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Technical Knowledge,
Practical Knowledge
Design Process.

I can investigate different ways that bread can be produced. (deep)

I can apply my knowledge of raising agents to adapt my design to address the issue of the bread not rising enough. (advancing)

I can describe/explain how dough changes as we knead it. (basic/advancing)

Cycle B Food Bread Rolls

I can suggest a way to make my design easier to follow giving reasons for my decisions. (deep)

Key Stage Three

I can modify my design to overcome a problem – a family member becoming a vegetarian. (advancing)

Knowledge categories: Technical Knowledge/ Design Process

Cycle B Food Dips

I have researched the brief (my friend's taste preferences) (advancing)

My design plan summarises the most suitable cooking techniques for the task. (advancing)
I have suggested ways to make my design smoother. (deep)

YEAR 5/6

Cycle A Food Bolognese

I can describe the technical skills required to prepare ingredients for a bolognese. (basic)

I can apply my knowledge of seasonality to create a design outline that uses seasonal ingredients, is nutritious and low cost (advancing)

Knowledge categories: Technical Knowledge/ Practical Knowledge, Design Process

I can describe some health benefits of different vegetables and carbohydrates. (basic)

Cycle A Food – Vegetable Soup

YEAR 3/4

Knowledge categories: Technical Knowledge, Practical Knowledge Design Process

Food – Portable Snacks

I can describe which snacks fit the brief and which do not. (basic)

Knowledge categories: Technical Knowledge, Practical Knowledge Design Process

YEAR 2

Food- Cous-cous

I can explain which seasons key fruits and vegetables are found in. (advancing)

I can suggest how to make my dish to more colourful and evaluate my design. (deep)

FS2

I can list which ingredients I will use for my snack.(basic)

I can organise a sketch to show how my design will be constructed. (advancing)

I can apply my knowledge to create a prototype of my snack. (advancing)

YEAR 1

PD ELG: Fine Motor Skills
Use a range of small tools, including scissors, paint brushes and cutlery;

Expressive Arts and Design: Creating with Materials
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;