COLLIS PRIMARY SCHOOL

Approach to Food and Drink

This approach was written in consultation with staff, pupils, parents/carers and governors and is a requirement of our Healthy Schools London Awards Programme (Bronze Status).

Rationale

Children and young people across the UK are eating three times more sugar than the maximum daily limit recommended by health professionals. This has led to an increase in tooth decay, type 2 diabetes, obesity and other medical complications in later life. The biggest source of sugar in children's and young people's diets is sugary drinks, followed by sugary snacks. Collis therefore endeavours to promote healthy eating wherever possible.

Collis has a responsibility to help pupils and staff establish and maintain a healthy lifestyle including developing and maintaining healthy eating habits. We adopt a whole school approach ensuring our food provision offers the best high quality healthy food options and our cooking and nutrition curriculum offers pupils the opportunity to explore healthy eating.

We believe learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. This approach has been written to give clear guidance to staff, parents/carers, external visitors and pupils about the provision of food during the school day and how we positively promote healthy eating across our school.

Aims

- To adopt a whole school approach in promoting and teaching the benefits of healthy eating to staff and pupils – covered through the Personal, Social, Health and Economic (PSHE), Design Technology (DT) and Science curriculums.
- To ensure that pupils understand the link between healthy eating and the prevention of illnesses caused by poor diet and lifestyle choices.
- To positively influence the health of the pupils and staff through education, increasing their knowledge and awareness of what is a healthy and balanced diet, hygienic food preparation and storage methods.
- Through our curriculum, we aim for pupils to become competent and confident in a range of cooking techniques, so that they are able to cook for themselves and others confidently (DT curriculum).
- To ensure that food and drink provision reflects the ethical and medical requirements of pupils and staff and promotes inclusion, e.g. religious, medical, vegetarian and allergenic needs.
- To ensure we provide an enjoyable, pleasant and safe environment for pupils and staff to consume their food and drink.
- To encourage and teach good manners and courtesy as outlined in our Behaviour Policy.
- To improve the quality and breadth of the curriculum and extra-curricular offers in cooking and nutrition.

The promotion of healthy eating, cooking and nutrition is delivered via:

- DT curriculum
- Cross curricular links in our curriculum – PSHE, Science
- Extra-curricular offers during lunch and after school

Dissemination

Key information from this approach will be incorporated into the following documents where appropriate:

- Parent information/communications
- Staff Handbook/Induction Pack

This approach should be read in conjunction with:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- PE subject story
- Packed Lunch Guidance
- Health and Safety Policy
- Equalities Policy

Food and Drink Provision Throughout the School Day

Breakfast

Collis After Time Scheme (CATS) offers a daily breakfast club to all pupils including those who are entitled to free school meals. The breakfast club runs from 7:30am and the breakfast on offer is:

Water
Milk
50/50 toast served with butter and spread (marmite, low sugar jam or honey)
Fruit bowl (apples, oranges, grapes)
Cereal (Weetabix, Cornflakes, Rice Crispies), no sugar is given to sprinkle on top

School Lunch

The school lunch catering provision at Collis is managed by Pabulum Catering (https://www.pabulum-catering.co.uk/primary-school-meals/) and they fully comply with the School Food Standards. These standards are mandatory for all maintained schools. High quality ingredients are sourced from nominated suppliers. Desserts on the school lunch menu are made on-site daily and at least three of those each week are made with 50% fruit as per the School Food Standards.

The School Food Standards – A practical guide for schools their cooks and caterers
DfE (2019) Standards for School Food in England

Maintained nurseries and nursery units are encouraged to consider enhancing their menus to meet the 'Voluntary food and drink guidelines for Early Years settings in England' (https://foundationyears.org.uk/files/2017/11/Eat-Better-Start-Better1.pdf).

The latest school lunch menu is available on our website (https://www.collis.richmond.sch.uk/food-and-drink-at-collis/). School lunches are served from 11:45 (EYFS), 12.00 (KS1) and 12:20 onwards (KS2). Our dining hall offers a clean, sociable environment that is welcoming, promotes social interaction amongst pupils, and encourages good manners at all times. A calm environment is encouraged with staff supporting this. Children are able to sit with their peers whether they are having a packed lunch or a school lunch. Staff are also encouraged to eat with pupils in the dining hall to promote positive role modelling. We regularly ask for feedback from pupils and staff on the school lunch provision.

Packed Lunch

We encourage parents/carers to provide healthy well-balanced packed lunches as per the guidance on our school website (https://www.collis.richmond.sch.uk/food-and-drink-at-collis/). The lunch supervisors will speak to pupils who bring lunches that are not suitable, e.g. containing foods high in fat, sugar and salt, and will also advise the class teacher. Parents/carers of children who persistently bring unsuitable packed lunches will be contacted and reminded of the school's packed lunch guidance. No fizzy drinks, squash or energy drinks are allowed.

For more information and practical tips for children aged 5 years and above visit Healthy lunchboxes - Food A Fact Of Life or Change4Life Healthier Lunchbox Recipe. For children aged under 5 visit Packed lunches for 1-4 year olds. Or use the NHS Food scanner app to choose the healthier options when shopping.

Snacks

Snacks can play an important part in the diet of children and young people and can contribute positively towards a balanced diet. The Government's school fruit and vegetable scheme entitles all children in KS1 to one piece of fruit and/or vegetable per day. We ask children in KS2 to bring a piece of fruit or vegetable for their snack time. Please see our school website for guidance on appropriate snacks (https://www.collis.richmond.sch.uk/food-and-drink-at-collis/).

Further information:
Snack Portion Sizes and Food Groups – Government guidance
Change4Life Healthier snacks – NHS guidance
Eating well: snacks for 1-4 year olds – First Step Nutrition Trust

Drinks

Drinking water is available throughout the whole day and children are encouraged to top up their water bottles frequently. We are a water only school – being water only means making sure that water (and plain semi skimmed or skimmed milk, lactose free or soya milk) is the only drink in our school. Other drinks, e.g. squash, flavoured water, soft drinks and fizzy drinks, are not allowed.

Milk is available for children at least once a day in addition to the before and after school clubs. We also support the 'Cool Milk' scheme which offers free or subsidised school milk for children aged five and under. For older children parents/carers can register and pay for their child to receive daily milk. Children eligible for free school meals receive free milk throughout their time at school.

After School
For those children attending the Collis After Time Scheme (CATS) after school the following is on offer:

Water
Milk
Fruit platter (apples, grapes, oranges, raisins, strawberries or blueberries, melon or pineapple)
Cheese cubes x 2 or cheeses triangles (low fat)
Crackers, oat cakes, Dutch bakes or French toast
50/50 bagel, 50/50 bread/wraps, 50/50 bread thins or Greek bread (different offer each day)
50/50 toast served with butter and spread (marmite, low sugar jam or honey)

School trips, events, birthdays and special occasions

- Healthy packed lunches are provided by Pabulum Catering for school trips including fresh sandwiches, fresh fruit and water. Parents/carers who provide packed lunches for school trips should follow our packed lunch guidance.
- Collis values the partnership with parents/carers and during out of school events the school will encourage this Collis Approach to Food and Drink to be considered with regard to the range of refreshments offered for sale. We encourage parents/carers to use healthier ingredients, e.g. using 50% of fruit and vegetables in baked produce, using savoury snacks with no added sugar and salt such as homemade popcorn. This is reinforced via the Collis School Association (PTA group) and frequent communications with parents.
- We do not accept sweets, cakes and biscuits as a birthday treat to the class. We ask parents/carers to consider donating a book to the class or school library.
- Regular communications with parents/carers, pupils and staff are maintained to promote special occasions, cultural events and celebrations via the weekly newsletter and other communications.

Special Dietary Requirements and Food Safety

We are aware of food allergies/intolerances and other dietary requirements of pupils and have procedures in place to identify and manage these. Parents of a pupil who has a medically evidenced food allergy or intolerance should complete the 'Medically Prescribed Diets Request Form' prior to ordering school lunches for their child. We offer vegetarian, gluten and dairy free options throughout the menu, e.g. hot food choice and additional salad bar.

Although we do not allow children and staff to bring products containing nuts into the school and Pabulum Catering do not use nuts as an ingredient, we cannot guarantee that our school is completely nut-free. We try to minimise the risk by adopting a culture of allergy awareness and education. We encourage all staff and parents to access the free Food Allergy and Intolerance Training (https://allergytraining.food.gov.uk/) provided by the Food Standards Agency. A list of children who have food allergies/intolerances and other dietary requirements is provided to Pabulum Catering who cross reference this when the children choose their food. All children with food allergies/intolerances and other dietary requirements wear a lanyard in the dining hall to highlight their requirements. Our Supporting Pupils with Medical Conditions Policy can be found on our school website (https://www.collis.richmond.sch.uk/school-policies/).

We have the following training provisions in place to enable staff to manage food allergies, intolerances and dietary requirements and food safety:

- Our staff supervising food provision in school (breakfast, lunch and after school) are epipen trained by the school nurse.
- Our First Aid trained staff are on-site to assist with first aid. These trained staff are available throughout the day and at playtimes and lunchtimes.
- All our support staff have been trained by the school nurse on the use of epipens.

Cooking and Food Education in the Curriculum

Teaching pupils how to cook is an important part of our whole school approach to health and wellbeing. It captivates and stimulates pupils' interest and enjoyment of food as well as building self-confidence. The school follows the National Curriculum which states that healthy eating, cooking and nutrition must be taught in PSHE, DT and Science. Also refer to the Public Health England, Food teaching in Primary schools a framework of knowledge and skills for the delivery of high quality cooking and teaching.

The following resources are used to develop, monitor and assess learning:

- https://www.foodafactoflife.org.uk/professional-development/ppd-toolkit/primary/food-teaching-progression-5-11-years/ - Food teaching progression chart 5-11 years
- https://www.foodafactoflife.org.uk/professional-development/ppd-toolkit/secondary/core-competences-for-children-and-young-people-aged-5-16-years/ - Core competencies for children and young people aged 5-16 years

Please see Appendix 1 to see how Food Technology is taught across the year groups.

Year 6	Mexican meal – design and plan a Mexican inspired meal which is linked to their History / Geography topic – Mayans / North America
Year 5	Empanadas are taught in conjunction with Geography (Brazil)
Year 4	Pizza creating – linked to the Geography topic – Italy
Year 3	Sandwich making – linked to instructional writing in English
Year 2	Healthy smoothies – linked to Science and Healthy Eating / Food Groups
Year 1	Garlic bread – linked to growing in Science
EYFS	Using a rolling pin and cutters to make biscuits
Nursery	Pizza cooking and bread tasting week

Food technology learning is always given a 'hook' to give pupils a reason for producing the food product. Pupils are taught the technical skills of cutting, slicing, grating etc. prior to them applying the skills to make the product/meal. Videos provide demonstrations and food ideas. Pupils have access to a range of resources in the DT/food technology room so that the experience is as real to 'typical cooking life' at home.

Staff understand that food should never be used as a reward which ensures pupils develop a healthy relationship with food.

Pupil's learning of food is monitored and evaluated as part of the DT lessons. All pupils are assessed and evaluations are given.

Nursery

- We have healthy fruit choices each day in snack time.
- We plant vegetables and observe them growing.
- We taste different breads as part of our traditional tales topic and make a chart showing our favourites.
- We print with vegetables in paint.
- We use real life vegetables in our home corner sometimes.
- We pretend to be growing beans in indoor PE.
- We do peer massage with a food theme.
- We make pizzas, plant cress and make healthy sandwiches.

Children are encouraged to feed themselves at fruit and lunchtime, manage their own packaging and food. We encourage independence at milk time with children opening their own cartons.

Staff are all trained to Level 3 in Early Years so their knowledge of nutrition for younger children is strong. Staff have a strong understanding of restrictions, either preferential or because of food allergies. We respect parent/carer wishes for oat milk, etc. instead of dairy. We communicate regularly about the contents of children's lunches and speak to parents/carers if we have concerns.

The following resources are utilised:

- https://www.foodafactoflife.org.uk/
- http://www.food.gov.uk/
- http://www.nutrition.org.uk/

For more information on government guidelines, please refer to:

- PSHE – https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- DT – https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study
- Science – https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study

Extra-Curricular Activities

We have a small nurture group that the Parent Community Group support to grow food. This is predominantly EYFS and KS1 based. The food grown is used in the school kitchen for the pupils to enjoy eating.

We also provide weekly sessions for pupils with SEND in KS2 to participate in life skills and cooking sessions. These take place in the DT/food technology room with Learning Support Assistants leading the sessions.

Monitoring and Evaluation of this Approach

- We consulted with the safeguarding team, school council and the Governing Body to inform the contents of this document. The school council gave good suggestions for healthy lunch guidance.
- The approach will be monitored and evaluated every 3 years in conjunction with the Healthy Schools London Awards Programme.
- This document will be available on the school website staff will have the opportunity to discuss at staff meetings.
- Parents/carers will be sent information about this approach.
- As part of the school routines surrounding food and drink, pupils are made aware of the school's approach and intentions. There are reminders throughout the year of the food and drink expectations via assemblies and class circle times.

March 2024

Appendix 1 – Food Technology by year groups

DT: Food EYFS red = skills, yellow = knowledge					
Early Learning Goal - Expressive Arts and Design: Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Early Learning Goal - Expressive Arts and Design: Being Imaginative : Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.* *They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.* *Early Learning Goal- Physical Development-Health and Self-Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe*					
	Designing	**Making**	**Evaluating**	**Technical Knowledge**	
Reception	*Using rolling pins and cutters to make biscuits.* To know how to use a knife and fork To know how to pour water into a cup To know how to carry a plate full of food To be able to spread using a knife. To be able to peel an orange To be able to sprinkle. To be able to mix ingredients To be able to measure ingredients .				Design and make biscuits Make playdough Make an ice lolly
	Tier 2: Pour, cut, spread, sprinkle, peel, mix, measure				
	KS1 Food				
	Designing	**Making**	**Evaluating**	**Technical Knowledge**	**Cooking and Nutrition**

	Understanding contexts, users and purposes	*Design purposeful, functional, appealing products for themselves and other users based on design criteria* *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*	*select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]* *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*	*explore and evaluate a range of existing products* *evaluate their ideas and products against design criteria*	*Some foods are healthy and some are unhealthy.* *Where foods come from.* *Knives and kitchen equipment should be used accurately and safely.* *Hands and equipment need to be clean so that it is hygienic.* *Where in the world? To know where different fruits come from (UK / somewhere else in the world)* *Key Vocabulary*	♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from. Golden Thread…to understand where food fits into the balanced plate/food wheel. 
Year 1	*Problem: Someone in your family wants a fruit snack* 2. To design a fruit snack based on what my family would like. • Use key words in a simple design criteria list provided to them to help develop their ideas. • To use own experience to generate initial ideas and design criteria through investigating a variety of fruits. *3. To use drawings to communicate my ideas* • To communicate these ideas through talk and drawings.	*4.To select from a range of fruits according to their characteristics e.g. colour, texture and taste to create a chosen product.* 5. To know which tools to use *e.g. peel, cut, slice, squeeze, grate and chop safely.* • Plan by suggesting what to do next verbally. • Select from a limited range of tools, materials and components.	*1. To taste and evaluate a range of fruits that your family would like to eat.* *6.To evaluate ideas and finished products against design criteria* • Suggest how their products could be improved.	Some foods are healthy, and some are unhealthy. Fruit is healthy. Understand where fruits fit into the balanced plate. Fruits are grown as plants. Knives must be used safely using the bridge hold. Hands and equipment need to be clean and hair should be tied back so that it is hygienic. A kebab consists of fresh and/or cooked ingredients on a skewer **Where in the World?** Strawberries, apples, pears and plums are grown in the UK Bananas, mangoes, kiwi fruits, melons and grapes are grown in other parts of the world	Cheese topped garlic and herb bread – Seasonality focus with regard to herbs https://www.melissassouthernstylekitchen.com/cheesy-garlic-and-herb-bread/ Practise key skills: Grating, cutting, spreading, melting, toasting **Food safety**: Preparing to Cook - Washing hands, hair back, apron on. Wiping tables **Consumer awareness**: Wheat – how it grows and what we use it for?
	Tier 2 fruit, kebab *Tier 3 Design criteria*	*Tier 2 peel, cut, slice, squeeze, grate, chop, colour, texture, taste* *Tier 3 equipment, utensils, pith, nutrients*	*Tier 2 product purpose* *Tier 3 evaluation, user, preference*	Tier 2: healthy food, unhealthy, cut, chop, plants balanced diet, fruit *Tier 3 bridge hold, hygiene, skewer*	Tier 2: Taste, smell, clean, germs, wheat, season Tier 3: Harvest,
	Food Hero: Nadiya Hussein				
Year 2	*Problem: Someone in your family wants a smoothie as a healthy snack* *2.. To think what I would like my smoothie to be like* • Generate a few ideas by drawing on their own experiences and likes/dislikes • Use simple design criteria provided to them to help develop their ideas. 4.*To communicate these ideas through talk and drawings.* • Use sketches to communicate ideas. • Use information and communication technology, where appropriate communicate their ideas	*3.To select from a range of fruits, yoghurts, juices, milk and milk alternatives according to their characteristics* e.g. colour, texture and taste to create a chosen product. 5.To know which utensils and equipment to use to peel, cut, slice, squeeze, grate and chop safely. • Plan by describing what to do next verbally. • Select from a range of tools with support. • Select materials and components showing some consideration for their characteristics.	*1. To taste and evaluate a range of fruits, yoghurts, juices, milk and milk alternatives* (to determine the intended user's preferences) 6.To evaluate my using my design criteria • Explain what is good about their product based on design criteria. • Suggest how their products could be improved.	Some foods are healthy, and some are unhealthy. Fruit yoghurt and milk (or milk alternatives) are healthy. Understand where fruits, milk (or milk alternatives) and yoghurt fit into the balanced plate. Fruits are grown as plants. Yoghurt is made from milk. Yoghurts and milk can also be plant based. To know that fruit grows on a tree or plant that contains seeds and can be eaten as food, blended with juice, milk or yoghurt to create a smoothie. To know that fruit smoothies are a healthier choice than biscuits and cakes because they are high in vitamins. https://www.foodafactoflife.org.uk/7-11-years/where-food-comes-from-7-11-years/where-food-comes-from-videos-7-11-years	Banana muffins *https://cookieandkate.com/healthy-banana-muffins-recipe/* Practise key skills: Grating, cutting, mixing, weighing, mashing, spooning **Food safety**: Where do you store food to keep it safe? Cupboard, fridge, freezer **Consumer awareness:** All food comes from Plants and animals. Where in our world did dinner come from? Which food come from farm, sea? **Food labelling**: What is on a food label? Look at best before date – what does it tell you?
	Tier 2 fruit, smoothie *Tier 3 Design criteria*	*Tier 2 peel, cut, slice, squeeze, grate, chop, colour, texture, taste* *Tier 3 equipment, utensils, bridge hold, claw grip, hygiene, blender*	*Tier 2 product purpose* *Tier 3 evaluation, user, preference, evaluate*	Tier 2 healthy food, unhealthy, cut, chop, plants, trees, balanced diet, juice, milk, yoghurt, smoothie, fat, sugar, vitamins *Tier 3 bridge hold, claw grip, hygiene, blender*	Tier 2: Healthy, Tier 3: Barcode, nutrition, best before date
	Food Hero: Joe Wicks				

KS2 Food

	Designing		Making	Evaluating	Technical Knowledge	Cooking and Nutrition
	Understanding contexts, users and purposes	*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups* *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*	*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*	*investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world*	*Some foods are healthy and some are unhealthy.* *Where foods come from.* *Knives and kitchen equipment should be used accurately and safely.* *Hands and equipment need to be clean so that it is hygienic.* *Where in the world? To know where different fruits come from (UK / somewhere else in the world)* *Key Vocabulary*	*understand and apply the principles of a healthy and varied diet* *♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*
Year 3	*Problem: I want a healthy lunch I can eat on a school trip* *2. To generate ideas using knowledge of investigating a variety of breads, spreads, and savoury fillings.* • Choose some key words for design criteria to guide their thinking. 4. To communicate these ideas through talk and sketches with key parts labelled		3. *To know how to cut, slice, grate and chop safely* 5.*To know which utensils and equipment to use to cut, slice, grate and chop safely.* • Plan by describing what to do next verbally or written. • Select tools appropriate to the task. Select materials and components suitable for the task according to their characteristics.	1.*To taste and evaluate a range of breads, spreads and sandwich fillers (to determine the intended user's preferences)* *6.To evaluate final product using design criteria.* • Use their own design criteria to say what is good about their product and what needs improving.	Some foods are healthy, and some are unhealthy. Bread is healthy as part of a balanced diet. Understand where bread (carbohydrate), spreads (dairy, fats) and sandwich fillers (protein, fats, vitamins and minerals) fit into the balanced plate. Bread is produced from from plants. Knives must be used safely when slicing using the claw hold. A sandwich consists of two or more slices of bread or a split roll with a filling in between. They can also be open, wraps, stacked, pinwheel or grilled. Where does bread come from? The journey of bread… https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zhc7kty	Seasonality focus Practise key skills: Peeling, grating, chopping, measuring **Diet:** human food choice. What alters choice- culture, religion, taste , views (Vegan and vegetarians)? **Consumer awareness**: What parts of the plants do you eat? Where are potatoes grown and how?
	Tier 2 bread, spread, filler, savoury *Tier 3 CAD*		*Tier 2 cut, slice, grate, chop, spread* *Tier 3 functionality*	*Tier 2 evaluate, taste, texture, appearance* *Tier 3 marketing, cost*	*Tier 2 carbohydrate, dairy, fats, proteins, vitamins, minerals* *Tier 3 wheat, combine harvester, pasteurise, vat*	Tier 2: Name of vegtables, stalk, root, seed, fruit, leaves Tier 3: Vegetarian, vegan, pescatarian
	Food hero: Jamie Oliver					
Year 4						Handmade dough pizzas *https://www.jamieoliver.com/recipes/bread-recipes/pizza-dough/* Practise key skills: kneading, weighing, cutting, chopping, spreading, sprinkling **Food safety**: Spoilage of fruit and vegtables. Why some food is kept in the fridge? **Consumer awreness**: How is cheese made? Where are tomatoes grown? **Food choice**: Cost of homemade pizza compared to bought
						Tier 2: Homemade, *Tier 3: Spoilage, curdling milk, brine*

Year 5	***Problem: I would like a savoury snack I can eat when I'm in a hurry*** *2. To be able to generate ideas focus on the needs of the target market and research.* • Write a simple design specification and refer to it when designing. *3. To use sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.*	4.To know how to prepare ingredients for empanadas 4. To know how to use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Plan by explaining what to do next by ordering the main step, including processes that involve a series of steps verbally or written. • Identify tools needed for different stages. Select and explain their choice of materials and components according to functional properties. *5. To use skills I have learnt to make my empanadas*	*1. To taste and evaluate a range of hot savoury fillings to determine the intended user's preferences.* 6. To evaluate their ideas and products against their original design criteria.	Some foods are healthy, and some are unhealthy. Vegetables are healthy. Understand where vegetables and meat fit into the balanced plate. Pastry is made from wheat and so comes from plants. Knives must be used safely using the bridge hold and claw hold. Hands and equipment need to be clean and hair needs to be tied back so that it is hygienic. An empanada is a type of baked or fried turnover consisting of pastry and filling (usually savoury). **Where does meat come from?** To understand how meat is reared, caught and processed. *https://www.foodafactoflife.org.uk/7-11-years/where-food-comes-from-7-11-years/where-food-comes-from-videos-7-11-years*	focus on seasonality Practise key skills: Grating, cutting, chopping, peeling, boiling, mashing, spreading **Diet**: Importance of fibre **Food safety**: Packaging and food hygiene Food poinsoning and how it occurs, What do shops do to prevent this **Consumer awareness**: Palm oil and deforestation **Food choice**: How advertising affects food choice Pacakaging and recycling
	Tier 2 pastry, kneading *Tier 3 empanada*	*Tier 2 frying, baking* *Tier 3 savoury*	*Tier 2 evaluate, purpose* *Tier 3 marketing, cost*	*Tier 2 vegetables, meat* *Tier 3 reared, processing, slaughter*	*Tier 2: Food poisoning, deforestation,* *Tier 3: Fibre, Palm oil*
	Food hero: Thomasina Miers				
Year 6					A Mexican Meal: Tortilla, quinoa, peppers, spicy chicken, salsa and guacamole Revisit all previous skills **Consumer awareness:** discuss allergies and intolerances **Food choice**: Importance of eating as a group social and family **Food labelling:** Look for food origins on labels, Compare main nutrients on a variety of labels, Production labels- organic/ soil association/ RSPCA/ red tractor
					Tier 2: Mexican foods, *Tier 3: food miles, cross contamination, bacteria*