



## Our Lady catholic School Curriculum – Food Technology Curriculum Map

Year group	Recipe	Skills	National Curriculum objective
Year R	Mini Pizza Gingerbread men Rice crispy cakes Cheesy straws	<b>Crush</b> soft fruit with a potato masher or fork. <b>Peel</b> by hand <b>Shape</b> foods by hand and with a rolling pin <b>Mix/stir</b> to loosely combine ingredients. <b>Mash</b> ingredients together using a fork. <b>Spoon</b> ingredients between containers. <b>Measure</b> using a spoon. Count ingredients. <b>Cut out</b> ingredients with a cutter. <b>Tear</b> fresh herbs. <b>Cut</b> soft food with a butter knife.	Early Learning Goal: Managing self: <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> Fine motor: <ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul> The Natural world: <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>Creating with material:               <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul> </li> </ul>
Year 1	Orange cheese cake Oaty Raisin cookies Fruit muffins Cheese scones Fruit salad	<b>Juice</b> using a juicer to extract juice. <b>Peel</b> with a swivel peeler with adult support. <b>Spread</b> soft ingredients. <b>Shape</b> with accuracy for a desired effect. Shape using a rolling pin. <b>Mix/stir</b> with increasing thoroughness to combine ingredients. Whisk foods using a fork. Rub in fat to flour. Knead dough. <b>Measure</b> using different size measuring spoons. Refer to ingredients in simple fractions. <b>Cut out</b> ingredients neatly with a cutter. <b>Grate</b> soft foods. <b>Snip</b> fresh herbs. <b>Sift</b> flour in a bowl. <b>Thread</b> soft foods into a cocktail stick. <b>Cut</b> low resistance food with a table knife in to equal size pieces/slices. Use a table knife to cut dough in equal portions.	<ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>
Year 2	Flapjack Bread rolls Scone based pizza Cheesy pesto straws Vanilla cupcakes	<b>Press</b> using a garlic press. <b>Peel</b> with a swivel peeler with supervision. <b>Spread</b> ingredients evenly over another food. <b>Shape and mould</b> to create visually appealing products. <b>Spoon</b> be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage. <b>Measure</b> using a measuring jug with support to obtain accuracy. Use digital scales with support to obtain accuracy. <b>Cut out</b> placing the cutter in position to make good use of the material available and avoid waste. <b>Grate</b> firmer foods. <b>Snip</b> with greater dexterity and control.	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their function</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work al properties and aesthetic qualities</li> </ul>
Year 3	Bread rolls Fruity brownies Mozzarella & tomato tart Fruit scones Smoothies	<b>Press</b> using a garlic press. <b>Peel</b> with a swivel peeler with supervision. <b>Spread</b> ingredients evenly over another food. <b>Shape and mould</b> to create visually appealing products. <b>Spoon</b> be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage. <b>Measure</b> using a measuring jug with support to obtain accuracy. Use digital scales with support to obtain accuracy. <b>Cut out</b> placing the cutter in position to make good use of the material available and avoid waste. <b>Grate</b> firmer foods. <b>Snip</b> with greater dexterity and control.	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their function</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work al properties and aesthetic qualities</li> </ul>
Year 4	Spring rolls Mince pies Orange drizzle cupcakes Focaccia bread Carrot cake	<b>Press</b> using a garlic press. <b>Peel</b> with a swivel peeler with supervision. <b>Spread</b> ingredients evenly over another food. <b>Shape and mould</b> to create visually appealing products. <b>Spoon</b> be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage. <b>Measure</b> using a measuring jug with support to obtain accuracy. Use digital scales with support to obtain accuracy. <b>Cut out</b> placing the cutter in position to make good use of the material available and avoid waste. <b>Grate</b> firmer foods. <b>Snip</b> with greater dexterity and control.	<ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their function</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work al properties and aesthetic qualities</li> </ul>

		<p><b>Cut</b> medium resistance foods with a knife. Use a fork or the claw grip to secure foods. Cut or partly prepared foods using a bridge hold.</p>	
Year 5	<p>African Lime cake Spiced biscuits Calzone pizza Ginger cake Trifle</p>	<p><b>Peel</b> with a swivel peel to create food ribbons to be used in a dish. <b>Mix/stir</b> fold ingredients together accurately. <b>Spoon</b> be able to gauge the quantities spooned to ensure an equal amount of ingredients in each container. <b>Measure</b> using a measuring jug independently and accurately. Use digital and analogue scales accurately and independently.</p>	
Year 6	<p>Banana &amp; Honey bread Fruit crumble squares Sausage plait Apple &amp; cherry pie Chicken kebab</p>	<p><b>Grate</b> use the zesting part of a grater. Use a nutmeg grater. <b>Crush</b> herbs using a pestle and mortar. <b>Thread</b> higher resistance food onto kebab sticks. <b>Cut</b> higher resistant foods with a vegetable knife using a claw grip. Cut higher resistant foods from whole using the bridge hold.</p>	