

School Partnership

Food Technology Policy

Policy produced by school 01.10.21

Adopted by [Governors FGB](#)-Academic year 2025/26

Review date- As changes are made

Intent of our curriculum

Curriculum design

The Food technology requirements can be found within the Design and Technology section of the National Curriculum.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. 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.

Pupils should be taught to:

Key stage 1

- *Use the basic principles of a healthy and varied diet to prepare dishes.*
- *Understand where food comes from.*

Key stage 2

- *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.*

Coverage of Food Technology Curriculum

- Children will have 3 cooking opportunities per year, (one per term) with a focus on savoury food – see table below.
- This will be one day devoted to learning about food, healthy eating, and ‘designing, making and evaluating’ a food product.
- The food technology curriculum will be covered through cooking of the recipes in the table below.

Year Group	Autumn Term	Spring Term	Summer Term
YR	Tasty toast	Tip top tuna tarts	Super veggie spring rolls

Y1	Bean dip with tortillas	Flatbread with tomato topping	Potato salad
Y2	Fruity yoghurt cups	Veggie fajitas	Stuffed potato skins
Y3	Tabbouleh salad	Tip top tuna tarts	Super veggie spring rolls
Y4	Bruschetta	Yoghurt fruit smoothies	Cheeky sandwich
Y5	Bread making	Vegetable cous cous	Falafel pittas
Y6	Cheesy leek parcels	Royal rice	Cheesy courgette muffins

Planning

- See example planning – Yummy Muffin Pizzas – appendix 1

Organisation

- Please write your cooking days in the school diary (it will not work if lots of classes do their cooking on the same day, because of resources etc.)
- **All planning can be found on:** <http://www.eathappyproject.com/resource-hub/>
- Teachers will buy the ingredients for their recipes, and be reimbursed (please keep your receipts).
- Do not forget to buy other essentials such as hygiene/surface wipes, J Cloths, disposable aprons, silver foil/cling film/containers (for children to take their food product home).
- Ensure you check allergies/vegetarians in your class before you carry out any cooking (some recipes may need to be changed).
- Some recipes will require the use of an oven, others will not. A table-top stove will be made available to each class if need be.
- You may want to set children a small homework task the week before your homework day, for example:
 - ‘What different types of bread can you find in supermarkets?’
 - ‘What toppings go well on pizza?’
 - ‘What two ingredients go well together on toast?’

- Your Support Staff will want to cook with children in small groups, whilst you teach a 'healthy eating' lesson or other food technology activity in the classroom. Small groups are easier to manage, as well as reduces any health and safety risks.
- Remember children need to wash their hands thoroughly before and after cooking. You could do a short activity on food hygiene on your first cooking day.

Evidence of children's work

- Work will be completed and put into the Food Technology Exercise books.
- Photographs will be taken as evidence of recipes made.

Food Technology Resources list

Name	Website	Description
Tesco 'Eat Happy' Project	http://www.eathappyproject.com/resource-hub/	Examples of recipes (on timetable), lesson plans, 'farm to fork' (where food comes from) information and downloadable resources.
TES – New Food Technology curriculum	http://www.tes.co.uk/resource-collections/new-curriculum-2014-6412587/	In depth information about the new curriculum, food education resources and where food comes from.
Primary Resources	http://www.primaryresources.co.uk/dandt/dandt.htm	Examples of writing templates and lesson ideas.
Food Standards Agency	http://collections.europarchive.org/tna/20100927130941/http://food.gov.uk/healthiereating/nutritionschools/teachingtools/foodroute/	Food safety resources and posters
Food: A fact of life	http://www.foodafactoflife.org.uk/	Healthy eating resources for children and teenagers: <ul style="list-style-type: none"> - Cooking - Healthy eating - Farming - Learning through stories (Powerpoints)

Appendix 1

Key Stage 1 Medium Term Planning

Design and Technology – Food (KS1) Yummy Muffin Pizzas

Day/Time:	Lesson:	Objective:	Activity:
Day 1 9-10am	1 Evaluate	Investigate and analyse a range of existing products	Discuss pizzas – what are our favourite toppings? Record as a class to stick in books – spidergram or graph Look at pizzas already available in supermarkets – bring in boxes for children to look at/look online at a supermarket website or ask the children to research for homework the week before
10-10:30am	2 Cooking and nutrition	Understand where food comes from	Where did pizzas originate? Explain that they are Italian. Where do the ingredients come from? Look at the Tesco eat Happy website and watch appropriate videos
11:00-12:00pm	3 Design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups	Look at the research gathered (including homework if set) and decide who the pizzas will be made for – i.e. young children ‘our age’ – what do people like? Draw together findings and draw up a brief – ‘We are going to design a pizza for a child’s party... It must be: Individual-sized Include a cheese and tomato base Include two topping ingredients
12:45-1:45pm	4	Generate, develop, model	All children to design their own pizza based on the above criteria.

	Design	and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<p>If possible, allow children to taste the different toppings/pizzas in order to make choices about flavours which fit together</p> <p>Base the choices on their own likes/dislikes and class research</p> <p>All children to draw two pictures of possible pizzas they could make – which one will they choose and why?</p>
1:45-2:45pm	5 Make 6 Make	<p>Select from and use a wider range of tool and equipment to perform practical tasks accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	All children to write the recipe for their pizza-making (this can be part shared or entirely modelled) – See recipe cards on the Tesco Eat Happy website for ideas on content – title, picture, method, ingredients, equipment list
Day 2 AM	7 Cooking and nutrition	Use the basic principles of a healthy and varied diet to prepare dishes	<p>All children to make pizzas in small groups with the teaching assistant whilst the others complete a lesson on healthy eating – do our pizzas contain any of the food groups?</p> <p>Vegetables, protein, daily, fats, sugars</p>

Day 2 PM	8 Evaluate	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Taste-testing – all children to make a pizza to taste-test and one to take home Complete an age-appropriate evaluation sheet Initially evaluate own pizza, but after several food technology projects, evaluate with a partner/group/another class
Day 2 PM	9 Evaluate	Understand how key events and individuals in design and technology have helped shape the world	Jamie Oliver's school dinner revolution Espresso video – the pupil who campaigned for better school lunches (blog)

Medium Term Planning Overview - KS2

Design and Technology – Food (KS2) Yummy Muffin Pizzas			
Day/Time:	Lesson:	Objective:	Activity:
Day 1 9-10am	1 Evaluate	Investigate and analyse a range of existing products	Discuss pizzas – what are our favourite toppings? Record as a class to stick in books – spidergram or graph Look at pizzas already available in supermarkets – bring in boxes for children to look at/look online at a supermarket website or ask the children to research for homework the week before
10-11am	2	Understand and apply the principles of a	Why should we eat well? Lesson on healthy eating and food groups – how can we make sure our pizzas are

	Cooking and nutrition	healthy and varied diet	healthy? List ideas to include in planning
11:30-12:45pm	3 Design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups	<p>Look at the research gathered (including homework if set) and decide who the pizzas will be made for – i.e. young children ‘our age’ – what do people like?</p> <p>Draw together findings and draw up a brief –</p> <p>‘We are going to design a pizza for a child’s party...</p> <p>It must be:</p> <p>Individual-sized</p> <p>Include a cheese and tomato base</p> <p>Include two topping ingredients</p>
1:30 – 3:00pm	4 Design	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<p>All children to design their own pizza based on the above criteria.</p> <p>If possible, allow children to taste the different toppings/pizzas in order to make choices about flavours which fit together</p> <p>Base the choices on their own likes/dislikes and class research</p> <p>All children to draw and annotate two pictures of possible pizzas they could make – which one will they choose and why?</p>

<p>Day 2 9-10am</p>	<p>5 Make</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>All children to write the recipe for their pizza-making (this can be part shared or entirely modelled) – See recipe cards on the Tesco Eat Happy website for ideas on content – title, picture, method, ingredients, equipment list</p>
<p>10-11am</p>	<p>6 Make 7 Cooking and nutrition</p>	<p>Select from and use a wider range of tool and equipment to perform practical tasks accurately</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>All children to make pizzas in small groups with the teaching assistant whilst the others complete a lesson on healthy eating – do our pizzas contain any of the food groups?</p> <p>Vegetables, protein, dairy, fats, sugars</p>
<p>11:30-12:45pm</p>	<p>8 Cooking and nutrition</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, caught, reared and processed</p>	<p>Where did pizzas originate? Explain that they are Italian.</p> <p>Where do the ingredients come from? Why do they come from different places?</p> <p>Look at the differences in ingredients which are grown, caught, reared and processes</p> <p>Look at the Tesco eat Happy website and watch appropriate videos</p>
<p>1:30-3:00pm</p>	<p>9 Evaluate</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Taste-testing – all children to make a pizza to taste-test and one to take home</p> <p>Complete an age-appropriate evaluation sheet</p>

			Initially evaluate own pizza, but after several food technology projects, evaluate with a partner/group/another class
3:00 – 3:30 pm	10 Evaluate	Understand how key events and individuals in design and technology have helped shape the world	Jamie Oliver's school dinner revolution Espresso video – the pupil who campaigned for better school lunches (blog)