

KS1 Autumn cooking-snacks

KS1 cooking

WEEK 1

No cooking

WEEK 2/3

Jam/honey toast-

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods e.g most will just go for strawberry jam or honey. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- Brown bread (1 slice each)
- Strawberry jam
- Marmalade
- Lemon curd
- Honey
- Butter (vegan)

Equipment:

- Plate
- Knife
- spoon
- Chopping board
- toaster

Key questions/discussions: How much butter do we need to spread on the toast-a little. We need to use a spoon to get the jam/spread out of the jar, then spread with a knife- why? Why does an adult have to help with the toaster? Have you tried something new? Show me how you hold a knife and spread.

Skill: Spreading, cutting toast in half

All: Hold a knife using the handle. Name or choose correct symbol for at least 2 ingredients.

Most: Holding the knife the correct way. Spreading butter/jam/honey with support. Name or choose correct symbol for at least 2 ingredients.

Some: Holding the knife the correct way. Spreading butter/jam/honey. Knowing how much to use e.g less butter more jam independently. Holding the toast in with one hand and cutting the toast with the other independently. Use the toaster with support.

WEEK 4/5

Decorating biscuits-

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- plain biscuits
- icing sugar
- mixture of decorations
- water
- food colouring

Equipment:

- Plate
- Knife
- spoon
- bowl
-

Key questions/discussion: What colour icing do you want? Why don't we want to add too much water at once to the icing? why do we need to hold the biscuit with one hand.

Skill: Spreading

All: Hold a knife using the handle. Name or choose correct symbol for at least 2 ingredients.

Most: Holding the knife the correct way. Spreading icing sugar with support. Name or choose correct symbol for at least 2 ingredients. Looking when placing decorations

Some: Holding the knife the correct way. Spreading icing sugar independently. Knowing how much to use. Place decorations specifically.

SANDWICHES

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- Brown bread (1 slice each)
- Butter (vegan)
- cheese
- jam
- honey

Equipment:

- Plate
- Knife
- spoon
- chopping board
- cheese grater

Key questions/discussions: How much butter do we need to spread on the toast-a little. We need to use a spoon to get the jam/spread out of the jar, then spread with a knife- why? Why does an adult have to help with the toaster? Have you tried something new? Show me how you hold a knife and spread.

Skill: Spreading, cutting sandwich in half

All: Hold a knife using the handle. Name or choose correct symbol for at least 2 ingredients.

Most: Holding the knife the correct way. Spreading butter, jam or honey with support. Name or choose correct symbol for at least 2 ingredients. Using a grater with support.

Some: Holding the knife the correct way. Spreading butter independently. Knowing how much to use. Place decorations specifically. Use grater independently

Half term

OUTDOOR LEARNING

NB: Just a reminder that your children should be doing the cooking and not the TA's or teachers. This includes weighing, mixing, cutting, spreading, pouring ect. You should only be making a small amount of food, a taster, not a whole meal. Each class should only be taking half a class at a time to give the children this opportunity. If this is still too many just take 2/3 children at a time.

KS1 Spring cooking-breakfast

Cooking room

WEEK 1/2

Cereal with milk and yoghurt with fruit and yoghurt-

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- choice of 2 cereal
- milk + dairy free
- yoghurt + dairy free
- fruit-
- grapes, banana

Equipment:

- Plate
- Knife
- spoon
- bowl
- chopping board

Key questions/discussions: How much milk/yoghurt do we need? You need to use two hands to hold the fruit, why? What cereal do you want to try?

Skill: pouring, understanding the correct amount of cereal and milk. Chopping the different fruits and spooning on the yoghurt.

All: Hold a spoon using the handle, spoon out yogurt with adult support. Name or choose correct symbol for at least 2 ingredients.

Most: Hold a spoon using the handle, spoon out yogurt with no support. Cut fruit with adult support. Name or choose correct symbol for at least 2 ingredients.

Some: correctly pour out the correct amount of cereal and milk or yogurt with minimal adult support. Able to chop fruit with minimal adult support.

WEEK 3/4

American pancakes and fruit

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- self-raising flour
- sugar
- milk
- vanilla extract
- oil

Equipment:

- Plate, bowl
- Knife, Wooden spoon
- scales
- frying pan
- measuring spoons

Key questions/discussions: How do we know how much to use-scales. Why do we not touch the oven/hob? How do we cut using the knife- serrated blade down towards object cutting? Why do we need to mix properly. What happens when we put the pancake liquid into the frying pan?

Skill: Mixing, pouring, measuring. Frying the pancakes **only** if you feel your child is sensible enough.

All: Hold a spoon using the handle. Name or choose correct symbol for at least 2 ingredients. With adult support mix the pancake mixture.

Most: Hold a spoon using the handle. Name or choose correct symbol for at least 2 ingredients. With no adult support mix the pancake mixture. Watch adult use frying pan.

Some: Holding the knife the correct way. Mixing the pancake mixture independently. Use the frying pan with adult support. Measure out the ingredients.

WEEK 5/6

Egg and cheese wrap

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- tortilla wrap
- cheese
- egg
- tomato
- oil

Equipment:

- Plate
- fork
- Knife
- Grater
- Plastic bowl for microwave.
- frying pan
- fish slice

Key questions/discussions: How do we know how much to use-scales. Why do we not touch the oven/hob? How do we cut using the knife- serrated blade down towards object cutting? Why do we need to mix properly. What happens when we put the egg liquid into the frying pan?

Skill: Mixing, pouring, grating, slicing, measuring.

All: Hold a fork using the handle. Name or choose correct symbol for at least 2 ingredients. With adult support mix the egg mixture.

Most: Hold a fork using the handle. Name or choose correct symbol for at least 2 ingredients. With no adult support mix the egg mixture. Watch adult use frying pan.

Some: Holding the knife the correct way. Mixing the egg mixture independently. Use the frying pan with adult support.

Half term

OUTDOOR LEARNING

NB: Just a reminder that your children should be doing the cooking and not the TA's or teachers. This includes weighing, mixing, cutting, spreading, pouring ect. You should only be making a small amount of food, a taster, not a whole meal. Each class should only be taking half a class at a time to give the children this opportunity. If this is still too many just take 2/3 children at a time.

KS1 Summer cooking-dinner/desert

COOKING ROOM

WEEK 1/2

Bread pizza

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- 1x slice brown bread
- cheese
- mushroom
- tomato
- tomato puree

Equipment:

- Plate
- Knife
- Grater
- Chopping board
-

Key questions/discussions: Why do we have to be careful of the grater, why is the grater sharp, why do we not touch the oven/hob? How do we cut using the knife- serrated blade down towards object cutting? How are we going to cook the pizza, melt the cheese? What happens when we put the pizza in the oven/under the grill?

Skill: Grating, slicing, spreading.

All: Hold a knife using the handle. Adult modelling/support to spread the tomato puree. Name or choose correct symbol for at least 2 ingredients. With adult support cut the mushroom and tomato.

Most: Hold a knife using the handle. Spread the tomato puree with no/little support. Name or choose correct symbol for at least 2 ingredients. With less adult support cut the mushroom and tomato. Watch adult put pizza under the grill/in the oven.

Some: With no adult support cut the mushroom and tomato. Adult to model using the grater- child to grate cheese. Watch adult put pizza under the grill/in the oven.

WEEK 3/4

Tomato spaghetti

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- spaghetti
- mushroom
- Pepper
- can of tomatoes

Equipment:

- bowl
- Knife, spoon
- Chopping board
- saucepan

Key questions/discussions: How do we know how much to use-scales. Why do we not touch the oven/hob? How do we cut using the knife- serrated blade down towards object cutting? Can we eat the spaghetti without cooking it? Yes but it tastes better soft not hard. What happens when we put the pasta in to the boiling water?

Skill: mixing, slicing, measuring.

All: Hold a knife using the handle. Adult modelling/support to cut the mushroom and tomatoes. Name or choose correct symbol for at least 2 ingredients.

Most: Hold a knife using the handle. Name or choose correct symbol for at least 2 ingredients. With less adult support cut the mushroom and tomato. Watch adult put the pasta in the saucepan on the hob.

Some: With no adult support cut the mushroom and tomato. Watch adult put spaghetti on the hob. Child to stir with adult support.

Fruity flapjack

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- oats
- raisins
- apricots
- butter (vegan)
- brown sugar
- golden syrup

Equipment:

- bowl
- Knife
- Chopping board
- saucepan
- spoon
- baking tray

Key questions/discussions: How do we know how much to use-scales. Why do we not touch the oven/hob? How do we cut using the knife- serrated blade down towards object cutting? Why do we need to mix properly. What happens when we put the flapjack into the oven? Why do we use gloves when we take it out of the oven?

Skill: mixing, spooning, slicing, measuring.

All: Hold a knife using the handle. Adult modelling/support to cut the apricots. Name or choose correct symbol for at least 2 ingredients.

Most: Hold a knife using the handle. Name or choose correct symbol for at least 2 ingredients. With less adult support cut the apricots. Watch adult put the flapjack in the oven.

Some: With no adult support cut the apricots. With adult support put flapjack in the oven. Child to stir with no adult support.

Half term

OUTDOOR LEARNING

NB: Just a reminder that your children should be doing the cooking and not the TA's or teachers. This includes weighing, mixing, cutting, spreading, pouring ect. You should only be making a small amount of food, a taster, not a whole meal. Each class should only be taking half a class at a time to give the children this opportunity. If this is still too many just take 2/3 children at a time.

KS2 Autumn cooking-snacks

KS2 Outdoor learning

Half term

KS2 in the cooking room

WEEK
1/2

Jam/honey toast-

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods e.g most will just go for strawberry jam or honey. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- Brown bread (2 slices each)
- Strawberry jam
- Marmalade
- Lemon curd
- Honey
- Butter (vegan)

Equipment:

- Plate
- Knife
- spoon
- Chopping board
- toaster

Key questions/discussions: How much butter do we need to spread on the toast-a little. We need to use a spoon to get the jam/spread out of the jar, then spread with a knife- why? Why does an adult have to help with the toaster? Have you tried something new? Show me how you hold a knife and spread.

Skill: Spreading, cutting toast in half

All: Holding the knife the correct way. Spreading butter/jam/honey. Name or choose correct symbol for at least 2 ingredients.

Most: Holding the knife the correct way. Spreading butter/jam/honey. Knowing how much to use e.g less butter more jam. Holding the toast in with one hand and cutting the toast with the other. Use the toaster.

Some: To be able to navigate their way around the kitchen, knowing where to get the butter, bread ect. Children to be able to independently use the toaster and make toast with no adult support. To know what to do after cooking e.g wipe tables, wash up, stack chairs.

WEEK
3/4

Making biscuits-

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- self-raising flour
- caster sugar
- vanilla extract
- butter
- baking powder

Equipment:

- Plate
- Knife
- spoon
- bowl
- scales
- cooling rack
- baking tray

Key questions/discussion: What do we do with the ingredients? What do we use to know how much we need? Why do we need to mix the ingredients? Why do we need to cook the biscuits?

Skill: Spreading, mixing, weighing,

All: Holding the spoon the correct way. Mix the biscuit dough with adult support. Name or choose correct symbol for at least 2 ingredients.

Most: Holding the spoon the correct way, able to mix affectively. Watch adult weighing ingredient and participate with support. Watch adult put the biscuits in the oven.

	<p>Some: Know where to collect ingredients from. Be confident around the kitchen. Able to weigh out ingredients. With minimal adult support put the biscuits in the oven. To know what to do after cooking e.g wipe tables, wash up, stack chairs.</p>		
<p>WEEK 5/6</p>	<h2 style="text-align: center;">Sandwiches</h2> <p>Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. Please model and support, but do not do everything for them.</p> <p>Recipes are provided in the cooking room.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><u>Ingredients:</u></p> <ul style="list-style-type: none"> • Brown bread (1 slice each) • Butter (vegan) • cheese • jam • honey </td> <td style="width: 50%; padding: 5px;"> <p><u>Equipment:</u></p> <ul style="list-style-type: none"> • Plate • Knife • spoon • chopping board • cheese grater </td> </tr> </table> <p><u>Key questions/discussions:</u> How much butter do we need to spread on the toast-a little. We need to use a spoon to get the jam/spread out of the jar, then spread with a knife- why? Why does an adult have to help with the toaster? Have you tried something new? Show me how you hold a knife and spread.</p> <p><u>Skill:</u> Spreading, cutting sandwich in half</p> <p>All: Holding the knife the correct way. Spreading butter, jam or honey with adult support. Name or choose correct symbol for at least 2 ingredients. Using a grater with support.</p> <p>Most: Holding the knife the correct way. Spreading butter. Knowing how much to use. Place decorations specifically. Use grater independently</p> <p>Some: Know where to collect ingredients from. Be confident around the kitchen. Able to use appropriate amount of ingredients. To know what to do after cooking e.g wipe tables, wash up, stack chairs.</p>	<p><u>Ingredients:</u></p> <ul style="list-style-type: none"> • Brown bread (1 slice each) • Butter (vegan) • cheese • jam • honey 	<p><u>Equipment:</u></p> <ul style="list-style-type: none"> • Plate • Knife • spoon • chopping board • cheese grater
<p><u>Ingredients:</u></p> <ul style="list-style-type: none"> • Brown bread (1 slice each) • Butter (vegan) • cheese • jam • honey 	<p><u>Equipment:</u></p> <ul style="list-style-type: none"> • Plate • Knife • spoon • chopping board • cheese grater 		
<p>WEEK 7</p>	<p>NO COOKING</p>		

NB: Just a reminder that your children should be doing the cooking and not the TA's or teachers. This includes weighing, mixing, cutting, spreading, pouring ect. You should only be making a small amount of food, a taster, not a whole meal. Each class should only be taking half a class at a time to give the children this opportunity. If this is still too many just take 2/3 children at a time.

KS2 Spring cooking-breakfast

KS2 outdoor learning

Half term

KS2 cooking room

WEEK 1/2

Cereal with milk and yoghurt with fruit and yoghurt-

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

<u>Ingredients:</u>	<u>Equipment:</u>
<ul style="list-style-type: none"> • choice of 2 cereal • milk dairy and soya free/dairy free • yoghurt dairy and soya free/dairy free • fruit- e.g apples, grapes, banana (subject to change) 	<ul style="list-style-type: none"> • Plate • Knife • spoon • bowl • chopping board

Key questions/discussions: How much milk/yoghurt do we need? You need to use two hands to hold the fruit, why? What cereal do you want to try?

Skill: pouring, understanding the correct amount of cereal and milk. Chopping the different fruits and spooning on the yoghurt.

All: Hold a spoon using the handle, spoon out yogurt with no support. Cut fruit with adult support. Name or choose correct symbol for at least 2 ingredients. Looking when placing decorations

Most: Holding the knife the correct way. Spreading icing sugar. Knowing how much to use. Place decorations specifically. Pour milk with adult support. Cut fruit with no adult support.

Some: To know their way around the kitchen. Know where to get ingredients. Be confident with pouring the correct amount of cereal, milk or yoghurt.

WEEK 3/4

American pancakes and fruit

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

<u>Ingredients:</u>	<u>Equipment:</u>
<ul style="list-style-type: none"> • self-raising flour • sugar • milk • vanilla extract • oil 	<ul style="list-style-type: none"> • Plate, bowl • Knife, Wooden spoon • scales • frying pan • measuring spoons

Key questions/discussions: How do we know how much to use-scales. Why do we not touch the oven/hob? How do we cut using the knife- serrated blade down towards object cutting? Why do we need to mix properly. What happens when we put the pancake liquid into the frying pan?

Skill: Mixing, pouring, measuring. Frying the pancakes **only** if you feel your child is sensible enough.

All: Hold a spoon using the handle. Name or choose correct symbol for at least 2 ingredients. With no adult support mix the pancake mixture. Watch adult use frying pan.

Most: Holding the knife the correct way. Mixing the pancake mixture independently. Use the frying pan with adult support. Measure out the ingredients.

Some: To know their way around the kitchen. Know where to get ingredients. Be confident with pouring the correct amount of pancake mix into the frying pan.

WEEK 5/6

Tomato and cheese puff pastry wrap

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- puff pastry block
- cheese
- tomato
-

Equipment:

- Plate,
- Knife,
- grater
- frying pan

Key questions/discussions: Why do we not touch the oven/hob? How do we cut using the knife-serrated blade down towards object cutting? What happens when we put the pastry wrap into the oven? Why do we need to cook it?

Skill: Slicing, grating, folding

All: Holding the knife the correct way. Mixing the pancake mixture independently. Use the frying pan with adult support. Measure out the ingredients.

Most: To be able to use the grater with adult support. To watch adult modelling to slice the tomato-gently. With guidance fold the pastry.

Some: To know their way around the kitchen. Know where to get ingredients. Be confident with pouring the correct amount of pancake mix into the frying pan.

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KS2 Summer cooking- dinner/desert

KS2 in the cooking room

WEEK 1/2

Pitta bread pizza

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- ½ brown pitta/1 slice brown bread
- cheese
- mushroom
- tomato
- tomato puree

Equipment:

- Plate
- dinner Knife
- Grater
- Chopping board
-

Key questions/discussions: Why do we have to be careful of the grater, why is the grater sharp? Why do we not touch the oven/hob? How do we cut using the knife- serrated blade down towards object cutting? How are we going to cook the pizza, melt the cheese? What happens when we put the pizza in the oven/under the grill?

Skill: Grating, slicing, spreading.

All: Hold a knife using the handle. Spread the tomato puree with no/little support. Name or choose correct symbol for at least 2 ingredients. With less adult support cut the mushroom and tomato. Watch adult put pizza under the grill/in the oven.

Most: With no adult support slice the mushroom and tomato. Adult to model using the grater- child to grate cheese. Watch adult put pizza under the grill/in the oven.

Some: To know their way around the kitchen. Know where to get ingredients. Be confident with using appropriate amount of ingredients. Know what order to put the ingredients e.g tomato puree, then cheese then all other ingredients.

WEEK 3/4

Tomato spaghetti

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- spaghetti
- mushroom
- tomato
- can of tomatoes

Equipment:

- bowl
- Knife, spoon
- Chopping board
- saucepan

Key questions/discussions: How do we know how much to use-scales. Why do we not touch the oven/hob? How do we cut using the knife- serrated blade down towards object cutting? Can we eat the spaghetti without cooking it? Yes but it tastes better soft not hard. What happens when we put the pasta in to the boiling water?

Skill: mixing, slicing, measuring.

All: Hold a knife using the handle. Name or choose correct symbol for at least 2 ingredients. With less adult support cut the mushroom and tomato. Watch adult put the pasta in the saucepan on the hob.

Most: With no adult support cut the mushroom and tomato. Watch adult put spaghetti on the hob. Child to stir with adult support.

Some: To know their way around the kitchen. Know where to get ingredients. Be confident with using appropriate amount of ingredients. To know what to do after cooking- wipe tables, stack chairs, wash up.

WEEK 5/6

Fruity flapjack

Please encourage the children to participate in making the food even if they don't eat it. Encourage them to try new foods. **Please model and support, but do not do everything for them.**

Recipes are provided in the cooking room.

Ingredients:

- oats
- raisins
- apricots
- butter (vegan)
- brown sugar
- golden syrup

Equipment:

- bowl
- Knife
- Chopping board
- saucepan
- spoon
- baking tray

Key questions/discussions: How do we know how much to use-scales. Why do we not touch the oven/hob? How do we cut using the knife- serrated blade down towards object cutting? Why do we need to mix properly? What happens when we put the flapjack into the oven? Why do we use gloves when we take it out of the oven?

Skill: mixing, spooning, slicing, measuring.

All: Hold a knife using the handle. Name or choose correct symbol for at least 2 ingredients. With less adult support cut the apricots. Watch adult put the flapjack in the oven.

Most: With no adult support cut the apricots. With adult support put flapjack in the oven. Child to stir with no adult support.

Some: With minimal adult support put flapjack in the oven. To know their way around the kitchen. Know where to get ingredients. Be confident with using appropriate amount of ingredients. To know what to do after cooking- wipe tables, stack chairs, wash up.

Half term

KS2 outdoor learning

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