

Component 6: How to make a healthy cereal bar.

What we will know after this sequence:

- Children will be able to explain the types of ingredients that can be included in a cereal bar.
- They will be able to describe how to make a cereal bar nutritious.
- They will be able to demonstrate how to make and cook a cereal bar.



Vocabulary: Cereal, carbohydrate, binding, ingredient.

How this will feed into my next learning:

Pupils will use their knowledge of food for a journey to be able to create a healthy meal to be eaten on a journey.

SEND: Awareness of sensory sensitivities, additional modelling where needed.

Component 4: How to make a sandwich suitable for taking on a journey.

What we will know after this sequence:

- Children will be able to explain how to create a healthy sandwich.
- They will be able to describe how to wrap and store a sandwich safely.
- They will be able to demonstrate how to chop and prepare sandwich fillings.



Vocabulary: Recipe, carbohydrate, protein, vitamins, fat, storage

How will this feed into my next learning:

Pupils will be able to use their food preparation skills to make their own bread.

SEND: Awareness of sensory sensitivities. Additional modelling where needed.

Component 5: How to make bread that is suitable for taking on a journey.

What we will know after this sequence:

- Children will be able to explain some of the different ways in which bread can be made.
- They will be able to describe how to mix and knead dough.
- They will be able to demonstrate how to make a quick bread.

Vocabulary: Dough, yeast, unleavened, rise, bake.

How will this feed into my next learning:

Pupils will use their food preparation and baking skills to create a healthy cereal bar.

SEND: Awareness of sensory sensitivities. Additional modelling where needed.



Component 3: How to plan for eating healthily while on a journey.

What we will know after this sequence:

- Children will be able to describe how to eat healthily while on a journey.
- They will be able to explain how to store food safely and hygienically.
- They will be able to identify which foods are suitable for taking on a journey.



Vocabulary: Fresh, refrigerated, nutritious, long life, use by date.

How will this feed into my next learning:

Pupils will use their knowledge foods for a journey to plan and make a healthy sandwich.

SEND: Support with recording verbal responses, word bank.

Component 2: How to use seasonal ingredients to make a dish.

What we will know after this sequence:

- Children will be able to identify suitable seasonal ingredients that can be used together to make a salad or soup.
- They will understand how to minimise wastage from the food chosen and why this is important.
- They will understand how to safely use kitchen utensils and cooking facilities.
- They will use a recipe to cook the ingredients and create the dish.



Vocabulary: Ingredients, recipe, salad, carbohydrate, chop, simmer, grate.

How will this feed into my next learning:

Pupils will use their knowledge of creating a seasonal dish to design food for eating whilst travelling.

SEND: Awareness of sensory sensitivities. Additional modelling where needed.

Component 1: To understand how food availability is affected by the seasons.

We should know: The different seasons in the year. The different food groups and how this creates balanced nutrition.

What we will know after this sequence:

- Children will be able to describe the advantages of using seasonal food.
- They will be able to explain what food is in season at different times of year.
- They will understand how the availability of food is affected by the time of year and that this may differ in different countries.



Vocabulary: Seasonality, food miles, climate change, global.

How will this feed into my next learning:

Pupils will use their knowledge of seasonal foods to make a seasonal soup or salad.

SEND: Pre-teach key vocabulary. Support with recording verbal responses.

