Key Stage 2 Food
Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what *we* expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

Strand / Topic	**Year 5**	**Year 5 and 6**	**Year 6**
To master practical skills. Cooking skills	- Cut, peel or grate ingredients safely and hygienically. - Measure or weigh using measuring cups or electronic scales. - Assemble or cook ingredients.	- Prepare ingredients hygienically using appropriate utensils. - Measure ingredients to the nearest gram accurately. - Follow a recipe. - Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). - Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. - Demonstrate a range of baking and cooking techniques. - Create and refine recipes, including ingredients, methods, cooking times and temperatures.
To design, make, evaluate and improve. Design Process	- Design products that have a clear purpose and an intended user. - Make products, refining the design as work progresses. - Use software to design.	- Design with purpose by identifying opportunities to design. - Make products by working efficiently (such as by carefully selecting materials). - Refine work and techniques as work progresses, continually evaluating the product design. - Use software to design and represent product designs.	- Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). - Make products through stages of prototypes, making continual refinements. - Ensure products have a high quality finish, using art skills where appropriate. - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
To take inspiration from design throughout history.	- Explore objects and designs to identify likes and dislikes of the designs. - Suggest improvements to existing designs. - Explore how products have been created.	- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. - Improve upon existing designs, giving reasons for choices. - Disassemble products to understand how they work.	- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. - Create innovative designs that improve upon existing products. - Evaluate the design of products so as to suggest improvements to the user experience.