

## TastEd Curriculum Overview Map for EYFS to Year 6 Primary Education in England

Lessons which address specific areas of different curriculums are on TastEd Schools Hub <https://www.tasteeducation.com/portal/portal-hub/>

### Curriculum areas TastEd addresses across different subjects for EYFS

Curriculum	EYFS - Reception
<p><b>Communication and Language</b></p> <p><b>Personal, Social and Emotional Development</b></p> <p><b>Understanding the World</b></p>	<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Uses talk to organise sequence and clarify thinking, ideas, feelings and events.</li> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs...understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul>

## Curriculum areas TastEd addresses across different subjects for KS1

Curriculum	Year 1	Year 2
<b>English</b>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Composing a sentence orally before writing it.</li> <li>- Use of comparatives: sweetest, crunchiest</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Adding –er and –est to adjectives (this pepper is bigger / biggest / smaller / smallest, crunchy, crunchier, crunchiest)</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- articulate and justify answers, arguments and opinion</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Composing a sentence orally before writing it.</li> <li>- Narratives about personal experiences.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- Gives well structured descriptions and explanations.</li> <li>- Articulate and justify answers, arguments and opinions</li> <li>- using conjunctions</li> </ul>
<b>Science</b>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- describe the importance for humans of...eating the right amounts of different types of food, with reference to fruits and vegetables.</li> </ul> <p><b>Plant Science</b></p> <ul style="list-style-type: none"> <li>- Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough / smooth</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- find out about and describe the basic needs of animals, including humans, for survival</li> <li>- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
<b>D&amp;T</b>	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>- Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</li> </ul>	
<b>RSE&amp;HE</b>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>- the conventions of courtesy and manners</li> <li>- the importance of self-respect and how this links to their own happiness</li> <li>- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others</li> </ul> <p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) in relation to different experiences and situations'</li> <li>- how to recognise and talk about their emotions including having a varied vocabulary of words to use when talking about their own and others' feelings'</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>- what constitutes a healthy diet' and the principles of planning and preparing a range of healthy meals</li> </ul>	

**Curriculum areas TastEd addresses across different subjects for KS2**

Curriculum	Year 3	Year 4	Year 5	Year 6
<b>English</b>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Composing a sentence orally before writing it.</li> <li>- using conjunctions</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- 'draft and write by composing and rehearsing sentences orally...progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- 'use further prefixes...and understand how to add them'. 'I disliked the yellow carrot but I liked the orange carrot'.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- 'articulate and justify answers, arguments and opinions, such as 'My favourite was the purple carrot because it was unusual'.</li> <li>- using conjunctions</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- use further prefixes...and understand how to add them'. 'I disliked the yellow carrot but I liked the orange carrot;</li> <li>- Composing a sentence orally before writing it. Using fronted adverbials</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Adding -ing and -ed: peel, peeling, peeled.</li> <li>- Adding -ier, -er and -iest: Crunchy, crunchier, crunchiest. Loud, louder, loudest</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- 'articulate and justify answers, arguments and opinions, such as 'My favourite was the purple carrot because it was unusual'</li> <li>-using conjunctions</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- 'use further prefixes...and understand how to add them'. 'I disliked the red tomato because it was too squishy'.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>- 'articulate and justify answers, arguments and opinions, such as 'My favourite was the purple carrot because it was unusual'</li> <li>-using conjunctions'</li> </ul>
<b>Science</b>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> </ul>	<p><b>Working scientifically</b></p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. / Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <ul style="list-style-type: none"> <li>- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>- Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul> <p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> </ul>	

		<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul>		
<b>D&amp;T</b>	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>- Understand and apply the principles of a healthy and varied diet</li> <li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>			
<b>RSE&amp;HE</b>	<ul style="list-style-type: none"> <li>• 'the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs'.</li> <li>• 'the conventions of courtesy and manners'</li> <li>• 'the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others'</li> <li>• 'that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.'</li> <li>• 'how to recognise and talk about their emotions including having a varied vocabulary of words to use when talking about their own and others' feelings'</li> <li>• 'what constitutes a healthy diet'</li> </ul>			

**Curriculums referenced include:**

Statutory framework for the early years foundation stage (2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

RSE and Health Education (2020) -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## Broad ideas linking the curriculum and TastEd

### EYFS - Reception

- Painting and drawing fruits and vegetables
- Use one word to describe fruit and vegetables, particularly linked to the senses... The tomato smells.... The carrot looks....
- HA can try to write one sentence about the fruit or vegetables they have explored.
- Role play area where they can make up recipes
- Basic counting
- Sorting food into colours, shapes, sizes, types, patterns - adult led activity with real foods
- Sorting the same food into different groups when food cut up differently
- Sorting foods into healthy and treat foods
- Sorting foods into where they are grown - in the soil, on a tree, on a plant
- Sorting foods into where they come from - other countries, this country
- Food sculptures use junk modelling to make food sculptures
- Counting using foods such as berries, cherry tomatoes, chopped up pieces of vegetables
- Use messy tables to arrange foods of the same colour or same shape for sensory play - all red foods... adult led inquiry into what are the differences
- Create a collage depicting fruits and vegetables with different textures. Provide the children with a range of materials for sticking on the collage: shiny paper, matt paper, corrugated paper, fabric.

### KS1

#### Literacy

- Drawing a picture of the vegetable and then writing about it
- Comparing vegetables and fruit using 'and' and 'but'
- Using conjunctions to explain why "I didn't like the cabbage because...."
- Vocab expanding activity - using synonyms to describe food, to build a word bank
- Acrostic poems using simple rhyming words from word bank
- Creating non-fiction guide to sensory properties of fruit and vegetables or the senses

- Write a campaign letter to your school cook and headteacher to ask for different vegetables prepared in different ways explaining why.

### Maths

- relate the shapes of fruit and veg to other 3D shapes in geometry.
- Ranking different fruits and vegetables by size, weight, taste preference

### Science

- TastEd lessons can be used for example to support “comparing objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships” Science KS1.
- TastEd lessons could also support “simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data” Science KS1. For example collecting data on preferences, making tallies or evaluating which is the softest fruit.
- Considering seasonal changes in foods, linking to harvest, and sorting fruit and veg into groupings, beginning to start classification. Group via where grown in the world, season it grows in the UK, via sensory properties of seasonal fruits or veg, such as soft berries, hard squashes and pumpkins, long cucumbers, leeks, parsnips, 3D shapes such parsnips, carrots etc.
- Use TastEd to learn about the senses
- Do some science experiments about the change of state of water at different temperatures. There are some excellent short films on BBC Bitesize - especially good is ‘Freezing point and Boiling point’ (BBC Bitesize KS2 science/changing materials).
- Science:Use red cabbage to create a Ph indicator to test for acids and alkalis
- <https://littlebinsforlittlehands.com/red-cabbage-science-experiment-chemistry/>
- Compare seasonal foods - what do we eat more of in the summer compared to winter. Is it the same all over the world?
- Connect with growing “Where possible, they should observe the growth of flowers and vegetables that they have planted” Science KS1 either from seed or from veg scraps such as salad, celery and onions.
- TastEd lessons can help explore parts of plants to cover “They should become familiar...plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem)” Science KS1
- TastEd lessons discussion of the senses can help children learn about “the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)” Science KS1

### History

- If you are doing a history topic, you could look at dried fruit in history and look in more depth about why people needed to make dried fruits in the days before refrigeration. Dried figs were part of the staple diet for ancient Greeks and Romans. ‘Raisins of the sun’ – i.e. raisins! – were eaten by the Tudors.

### Art

- Painting using food stains / dyes
- Painting still lifes of fruit and vegetables like some of the great artists (compare styles of Picasso with Caravaggio)
- Connect to cultural topics of foods - how foods are cooked in other countries. For example use of herbs in certain dishes
- Exploring colours of different foods - are all tomatoes the same colours? Grouping foods by colour? Exploring the different colours in one foods (inside and outside of an onion, grapefruit) or different colours on the same fruits (such as apples).
- Making prints with foods

### Design and Technology

- Connect the vegetables or fruit in a lesson to a recipe that could be made by the children. Consider soups, salads, dips, sandwiches, couscous. Each lesson plan has a recipe suggestion.
- The children could design their own green salad using raw green salad vegetables such as celery, cucumber, lettuce, rocket and herbs.
- Try experimenting with freezing some other pieces of fruit. You could get children to design their own healthy frozen fruit kebab by threading fruits on a wooden skewer. Soft fruits tend to be the best: chunks of melon, bananas, pieces of plum.
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## KS2

### Literacy

- Developing adjectives in writing
- Use modal verbs to give advice about healthy eating
- Using debating skills to compare the sensory properties for or against certain vegetables. Those in favour of eating mushrooms vs those against
- Writing a recipe, ordering ingredients and steps, is a great way to learn Key Stage 2 instruction writing skills. Or create their own TastEd lesson using instructional writing.
- Use the subjunctive mood to write about being a vegetable ... "If I were a butternut squash...."
- Develop poems about preferences, why I love eating roasted cauliflower, how the cauliflower feels when it thrown away at school lunches
- Developing fantasy stories using vegetables as characters - like Veg Power's Eat Them To Defeat Them campaign

- News reports, videos communicating the different sensory properties of different fruit and veg, where they are grown, why they are good to eat, how different members of the class eat them at home, how school cooks them, best recipe ideas

### **Maths**

- Use graphs, charts and tallies to collect class data. For example Year 5 - which is the crunchiest veg could be presented in different graphs, or class voting for preferred veg of the day.

### **Science**

- Classification of fruits and veg as to how they make us feel, good things they give, things we prefer, sensory properties (how hard, soft, weight, texture, smell, taste)
- Development of simple keys to classify different fruit and veg according to their properties
- TastEd lessons can be a support to “explore examples of human impact (both positive and negative) on environments” Science KS2. Increased vegetable consumption can reduce the impact of humans on the environment. Discussions about vegetable and meat consumption from an environmental perspective.
- Study how an apple tree changes from seed to sapling to tree. Also study how it changes across the four seasons.
- TastEd lessons on cooked and raw foods can support pupils “grouping and classifying a variety of different materials; exploring the effect of temperature on substances” Science KS2 such as roasted and raw tomatoes, raw and frozen strawberries.
- TastEd lessons can be linked to “grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs” Science Upper KS2
- The principles of freezing and melting, and turning solids into liquids and then gases, are included in the Key Stage 2 curriculum and can be taught by making a simple ice cream.

### **Computing**

- Make stop motion using vegetables as characters - like Veg Power’s Eat Them To Defeat Them campaign
- Tweeting from a carrot about why they are so delicious to eat, or why they should be eaten
- Presentations on the senses, on growing from scraps, graphs on different favourite fruits and vegetables in the class

### **Art**

- Painting using food stains / dyes
- Papier mache vegetables
- Do an observational painting of a single apple or collection of different apples.
- Painting still lifes of fruit and vegetables like some of the great artists (compare styles of Picasso with Caravaggio)
- Connect to cultural topics of foods - how foods are cooked in other countries. For example use of herbs in certain dishes

### **Design and Technology**

- Connect the vegetables or fruit in a lesson to a recipe that could be made by the children. Consider soups, salads, dips, sandwiches, couscous. Each lesson plan has a recipe suggestion.
- Work with Teaching chef to connect to the ingredients
- Explore how the TastEd fruit or veg are used in different countries / cultures. For example herbs such as mint, and coriander are used differently depending on the country. Or the different part of the herbs, such as coriander leaf or seed. How are tomatoes used in Italy (cooked in ragu, raw in panzanella (bread salad) compared to in Mexico (salsa or guacamole).
- Recipes scaling up and down and ratios (Learn ratios while making pancakes - A basic pancake recipe uses a golden ratio of ingredients – for every 100g of flour, you need 2 eggs and 300ml of milk. This makes this recipe ideal for helping to teach kids how ratios work. Explain that if the flour and milk are a 1:3 ratio, what is the ratio of flour to eggs (1:2)?)
- Experiment to test starch in different fruit and vegetables.