



St Barnabas  
C of E Primary School

## Skills Progression

Subject area: Food Technology

## Subject Intent:

At St Barnabas we aim to apply the principles of nutrition and healthy eating, instilling a love of cooking in all pupils. Learning how to cook is a crucial life skill for pupils now and in later life. We endeavour to encourage independent learning through practical participation. The children will have a wider understanding of environmental impacts on our choice of foods and why there should be more encouragement to buy in season. We will learn about multicultural foods and experience how different cultural foods influence our everyday food choices. This enables our students to have a clear understanding of different religions and ethical beliefs. We will have a clear understanding relating to food choices and the impact on the environment relating to food waste.

### EYFS Development Matters

#### Characteristics of effective teaching and learning

**Playing and exploring** – children investigate and experience things, and ‘have a go’

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing thing

#### Early Learning Goals:

Children at the expected level of development will:

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Safely use and explore a variety of materials, tools and techniques.

Share their creations, explaining the process they have used.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Eating Knowledge	<p><b>We need food and drink to stay alive.</b></p> <p>I know that people need food and drink to stay alive.</p> <p>I know that food and drink help me to grow, be active and stay healthy.</p> <p>I can talk about foods I like and dislike and explain why.</p> <p>I know that everyone should eat at least 5 portions of fruit and vegetables every day.</p>	<p><b>We need food and drink to stay alive.</b></p> <p>I know that people need food and drink to stay alive.</p> <p>I know that food and drink help me to grow, be active and stay healthy.</p> <p>To know we need more of some foods than others.</p> <p>I know that everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p>I can talk about foods I like and dislike and explain</p>	<p><b>We need a variety and balance of food (and drinks) to stay healthy, as depicted in <i>The eatwell plate</i>.</b></p> <p>I recognise <i>The eatwell plate</i> as a model which shows me how to eat healthily.</p> <p>I can sort a selection of foods into the five <i>eatwell plate</i> food groups.</p> <p>I can put together a simple, balanced meal (and include a drink) by choosing foods from <i>The eatwell plate</i>.</p>	<p>People around the world choose and combine different foods and drinks to make meals and snacks.</p> <p>I know that what people around the world eat depends on reasons such as availability, preference, resources, time, culture and religion.</p> <p>I know that what is eaten in different countries around the world can look different but it usually includes combinations of foods from the same <i>eatwell plate</i> food groups.</p>	<p><b>We need to eat foods in the proportions shown by <i>The eatwell plate</i> as well as eating a variety of foods from the four largest food groups to have a healthy diet.</b></p> <p>I understand that the different proportions of <i>The eatwell plate</i> model reflect the proportions of foods which should be eaten from each group.</p> <p>I can identify and classify ingredients in composite dishes according to the five <i>eatwell plate</i> food groups.</p> <p>I can use <i>The eatwell</i></p>	<p><b>Food (and some drinks) provide energy for the body so we can be active and stay healthy.</b></p> <p>I know that different types of food provide different amounts of energy.</p> <p>I know that energy provided by food and drink is measured in kilojoules (metric) and kilocalories (imperial).</p> <p>I know that different amounts of food (portions) provide different amounts of energy.</p> <p>I know that it is important to be aware</p>	<p><b>Nutrients, water and fibre are needed for health and are acquired by eating a variety of foods.</b></p> <p>I understand that I need the nutrients - carbohydrate, protein, fat, vitamins and minerals - as well as fibre and water to be healthy.</p> <p>I know that energy is provided by the nutrients carbohydrate, protein and fat.</p> <p>I know that all food and drink provide nutrients.</p> <p>I know that most foods</p>

		<p>why.</p> <p>I know that we eat different foods depending on the time of day, occasion and our lifestyle.</p>	<p>I know that different people eat or avoid certain foods for different reasons and I can give some of these reasons. E.g. allergy/intolerance, religious belief</p>	<p>I know that the word 'diet' means the amount and range of food eaten.</p> <p>I know that a variety and balance of food and drink is needed to make a healthy diet.</p> <p>I know that I need to have 6-8 drinks a day and more if it is hot or I am active.</p>	<p><i>plate</i> model and messages to help me make healthy choices and plan healthy meals and menus for myself and others.</p> <p>I know that different factors can affect our food choices and I can give some examples of these. E.g. availability, cost, advertising, pressure.</p>	<p>of portion size when choosing food and drinks.</p> <p>I know that different amounts of energy are needed by the body for different activities.</p> <p>I know that different people need different amounts of energy.</p> <p>I know that to be healthy, energy balance should be achieved (over a period of time).</p>	<p>and drinks contain a main nutrient but they will also contain other nutrients in smaller amounts.</p> <p>I know that some foods provide fibre which is not digested but helps to keep the digestive system healthy.</p> <p>I know that the body needs water to stay alive and that this can be found in drinks and in foods.</p> <p>I know that the amount of energy and nutrients provided by food or drink depends on the amount (portion) eaten.</p> <p>I can explain the basic function of each nutrient (carbohydrate, protein, fat, vitamins and minerals).</p> <p>I can say the main nutrient/s provided by each <i>eatwell plate</i> food group.</p> <p>I can identify and interpret the nutrition panel on food packaging and use it to help me make food choices.</p>
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Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food and Farming	<b>All food comes from plants or animals.</b> I know all food comes from plants and animals.	<b>All food comes from plants or animals.</b> I know all food comes from plants and animals.	<b>All food comes from plants or animals.</b> I know all food comes from plants and animals.	<b>All food comes from plants or animals.</b> I can name the sources of common ingredients found in different dishes and meals.	<b>All food comes from plants or animals.</b> I can find out about the ingredients used in different dishes, where those ingredients come from and how they are produced.		
	I can give examples of foods from plant and animal sources.	I can give examples of foods from plant and animal sources.	I can give examples of foods from plant and animal sources.	E.g. Pizza <ul style="list-style-type: none"><li>Bread- base made with flour from wheat</li><li>Tomato sauce from tomatoes</li><li>Ham from a pig</li><li>Cheese made with milk from a dairy cow</li></ul>	E.g. Apple pie <ul style="list-style-type: none"><li>Apples – apple trees</li><li>Sugar – from sugar beat</li><li>Flour – from wheat</li><li>Butter – from cream</li></ul>		
	I can sort a number of foods into plant or animal groups. <b>Plants and animals produce different foods in different ways.</b> I can name foods which grow above ground (on bushes, trees and vines) and those which grow below ground.	I can sort a number of foods into plant or animal groups. <b>Plants and animals produce different foods in different ways.</b> I can name foods which grow above ground (on bushes, trees and vines) and those which grow below ground.	I can sort a number of foods into plant or animal groups. <b>Plants and animals produce different foods in different ways.</b> I can name foods which grow above ground (on bushes, trees and vines) and those which grow below ground.	<b>Plants and animals produce different foods in different ways.</b> I can say which part of a plant different foods come from.	<b>Plants and animals produce different foods in different ways.</b> I know that foods from animals can come from different parts of the animal.		
	E.g. <ul style="list-style-type: none"><li>Underground – carrots, parsnips</li><li>Above ground – asparagus, strawberries</li></ul>	E.g. <ul style="list-style-type: none"><li>Underground – carrots, parsnips</li><li>Above ground – asparagus, strawberries</li></ul>	E.g. <ul style="list-style-type: none"><li>Underground – carrots, parsnips</li><li>Above ground – asparagus, strawberries</li></ul>	E.g. <ul style="list-style-type: none"><li>Celery is the stem of a plant</li><li>Apples are the fruit of a plant</li><li>Carrots and parsnips the roots of a plant</li><li>Potatoes are tubers which is part of the root of a plant.</li></ul>	E.g. <ul style="list-style-type: none"><li>Chicken wings</li><li>Chicken breast or thigh</li><li>Pork ribs</li><li>Shoulder of lamb</li><li>White crab meat from the claws and legs</li><li>Eggs laid by hens</li><li>Milk produced by dairy cows</li></ul>		
	I can give examples of some foods made by animals.	I can give examples of some foods made by animals.	I can give examples of some foods made by animals.	<b>Food is produced all around the world.</b> I can name foods which are produced in the UK.	<b>Food is produced all around the world.</b> I can name foods which are produced outside of the UK.		
	E.g. <ul style="list-style-type: none"><li>Hens lay eggs</li><li>Dairy cows produce milk</li></ul>	E.g. <ul style="list-style-type: none"><li>Hens lay eggs</li><li>Dairy cows produce milk</li></ul>	E.g. <ul style="list-style-type: none"><li>Hens lay eggs</li><li>Dairy cows produce milk</li></ul>	E.g. <ul style="list-style-type: none"><li>Apples in Warwickshire</li><li>Turkeys in Norfolk</li><li>Cheddar cheese in Somerset</li><li>Beef in Yorkshire</li></ul>	E.g. <ul style="list-style-type: none"><li>Watermelon</li><li>Yam</li><li>Plantain</li><li>Bananas</li></ul>		
	<b>Food is changed from farm to fork.</b> I can give some basic examples of how a food changes from farm to fork to make it safe to eat.	<b>Food is produced all around the world.</b> I can name some foods which come from the area where I live.	<b>Food is produced all around the world.</b> I can name some foods which come from the area where I live.	I can give some examples of foods that grow in different seasons in the UK and talk about why.	Lemons  I can give examples of foods which grow in different places due to climate and conditions.		
	E.g. <ul style="list-style-type: none"><li>Carrot – harvested – washed – peeled – chopped – cooked (or eaten raw)</li></ul>	I can give some examples of foods that grow in different seasons in the UK and talk about why.	I can give some examples of foods that grow in different seasons in the UK and talk about why.	E.g. <ul style="list-style-type: none"><li>Spring – cauliflower</li><li>Summer – strawberries</li><li>Autumn – pumpkin</li></ul>	E.g. <ul style="list-style-type: none"><li>Rice</li><li>Oranges</li></ul>		
				Winter – sprouts			
				<b>Food is changed from farm to fork.</b> I can give examples of how foods from animals are processed to make them safe to eat.			
			E.g. <ul style="list-style-type: none"><li>Milk is heat treated to kill any harmful</li></ul>				

		<p><b>Food is changed from farm to fork.</b> I can give some basic examples of how a food changes from farm to fork to make it safe to eat. E.g.</p> <ul style="list-style-type: none"> <li>Carrot – harvested – washed – peeled – chopped – cooked (or eaten raw)</li> </ul> <p><b>All food comes from plants or animals.</b> I know all food comes from plants and animals.</p> <p>I can give examples of foods from plant and animal sources.</p> <p>I can sort a number of foods into plant or animal groups. <b>Plants and animals produce different foods in different ways.</b> I can name foods which grow above ground (on bushes, trees and vines) and those which grow below ground.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>Underground – carrots, parsnips</li> <li>Above ground – asparagus, strawberries</li> </ul> <p>I can give examples of some foods made by animals.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>Hens lay eggs</li> <li>Dairy cows produce milk</li> </ul>	<p>bacteria Meat is cooked to kill and harmful bacteria</p> <p>I can give examples of how we process food at home to make it edible and safe to eat. E.g.</p> <ul style="list-style-type: none"> <li>Wash, peel and cook vegetables</li> </ul> <p>Cook meat, eggs and fish.</p> <p>I can give examples of how food is processed on a large scale such as in factories and restaurants to make it safe to eat. E.g.</p> <ul style="list-style-type: none"> <li>Bakery – flour is combined with other ingredients and cooked.</li> </ul> <p>Fish fingers – fish is washed, cut to size, coated in crumbs and frozen ready to take home and cook.</p> <p><b>All food comes from plants or animals.</b> I can name the sources of common ingredients found in different dishes and meals.</p> <p>E.g. Pizza</p> <ul style="list-style-type: none"> <li>Bread- base made with flour from wheat</li> <li>Tomato sauce from tomatoes</li> <li>Ham from a pig</li> <li>Cheese made with milk from a dairy cow</li> </ul> <p><b>Plants and animals produce different foods in different ways.</b></p> <p>I can say which part of a plant different foods come from.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>Celery is the stem of a plant</li> <li>Apples are the fruit of a plant</li> <li>Carrots and parsnips the roots of a plant</li> <li>Potatoes are tubers which is part of the root of a plant.</li> </ul> <p><b>Food is produced all around the world.</b> I can name foods which are produced in the UK.</p>	<p><b>Food is changed from farm to fork.</b> I can give examples of how foods from animals are processed to make them safe to eat. E.g.</p> <ul style="list-style-type: none"> <li>Milk is heat treated to kill any harmful bacteria</li> </ul> <p>Meat is cooked to kill and harmful bacteria</p> <p>I can give examples of how we process food at home to make it edible and safe to eat. E.g.</p> <ul style="list-style-type: none"> <li>Wash, peel and cook vegetables</li> </ul> <p>Cook meat, eggs and fish.</p> <p>I can give examples of how food is processed on a large scale such as in factories and restaurants to make it safe to eat. E.g.</p> <ul style="list-style-type: none"> <li>Bakery – flour is combined with other ingredients and cooked.</li> </ul> <p>Fish fingers – fish is washed, cut to size, coated in crumbs and frozen ready to take home and cook.</p> <p><b>All food comes from plants or animals.</b> I can find out about the ingredients used in different dishes, where those ingredients come from and how they are produced. E.g. Apple pie</p> <ul style="list-style-type: none"> <li>Apples – apple trees</li> <li>Sugar – from sugar beat</li> <li>Flour – from wheat</li> <li>Butter – from cream</li> </ul> <p><b>Plants and animals produce different foods in</b></p>
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						home to make it edible and safe to eat. E.g. <ul style="list-style-type: none"><li>Wash, peel and cook vegetables</li></ul> Cook meat, eggs and fish.  I can give examples of how food is processes on a large scale such as in factories and restaurants to make it safe to eat. E.g. <ul style="list-style-type: none"><li>Bakery – flour is combines with other ingredients and cooked.</li></ul> Fish fingers – fish is washed, cut to size, coated in crumbs and frozen ready to take home and cook.	
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking (Equipment)	Il can name a <u>basic range</u> of cooking equipment and explain what it does. E.g. <ul style="list-style-type: none"><li>Bowl (mixing)</li><li>Spoon (mixing)</li><li>Fork</li><li>Knife (butter/table)</li><li>Rolling pin</li><li>Cutters</li><li>Weighing scales</li><li>Chopping board</li><li>Grater</li><li>Saucepan</li><li>Cake tin</li></ul> I can get ready to cook with some help. <ul style="list-style-type: none"><li>Tie back long hair</li><li>Roll up long sleeves</li><li>Remove any jewellery, including watches</li><li>Put on an apron</li></ul> Wash my hands	I can name a <u>basic range</u> of cooking equipment and explain what it does. E.g. <ul style="list-style-type: none"><li>Bowl (mixing)</li><li>Spoon (mixing)</li><li>Fork</li><li>Knife (butter/table)</li><li>Rolling pin</li><li>Cutters</li><li>Weighing scales</li><li>Chopping board</li><li>Grater</li><li>Saucepan</li><li>Cake tin</li></ul> I can use cooking equipment safely and understand the importance of safety rules.  I can get myself ready to cook and remember what I need to do. <ul style="list-style-type: none"><li>Tie back long hair</li><li>Roll up long sleeves</li><li>Remove any jewellery, including watches</li><li>Put on an apron</li></ul> Wash my hands	I can name an <u>increasing range</u> of cooking equipment and explain what it does. E.g. <ul style="list-style-type: none"><li>Baking tray</li><li>Muffin tray</li><li>Garlic press</li><li>Peeler</li><li>Vegetable knife</li><li>Whisk</li><li>Measuring spoons</li><li>Blender</li><li>Colander</li><li>Sieve</li></ul> I can name an <u>increasing range</u> of cooking equipment and explain what it does. E.g. <ul style="list-style-type: none"><li>Baking tray</li><li>Muffin tray</li><li>Garlic press</li><li>Peeler</li><li>Vegetable knife</li><li>Whisk</li><li>Measuring spoons</li><li>Blender</li><li>Colander</li><li>Sieve</li></ul> I can get myself ready to cook and talk about and demonstrate what I should do during and after I	I can name an <u>extended range</u> of cooking equipment which I may not have used before and explain its function and how it is designed for its purpose. E.g. <ul style="list-style-type: none"><li>Palette knife</li><li>Fish slice</li><li>Wok</li><li>Pastry brush</li><li>Icing pipe/bag</li><li>Bread maker</li></ul> I can select the most appropriate equipment for what I am making  I can name an <u>extended range</u> of cooking equipment which I may not have used before and explain its function and how it is designed for its purpose. E.g. <ul style="list-style-type: none"><li>Palette knife</li><li>Fish slice</li><li>Wok</li><li>Pastry brush</li><li>Icing pipe/bag</li><li>Bread maker</li></ul> I can select the most appropriate equipment for what I am making			

				cook. E.g. <ul style="list-style-type: none"><li>• Keep my work space tidy</li><li>• Avoid touching my face and hair</li><li>• Wash up the equipment</li></ul> Clean the surfaces		I can get myself ready to cook and talk about and demonstrate what I should do during and after I cook. E.g. <ul style="list-style-type: none"><li>• Keep my work space tidy</li><li>• Avoid touching my face and hair</li><li>• Wash up the equipment</li></ul> Clean the surfaces	
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking (Ingredients)	can recognise and name a <u>basic range</u> of ingredients. E.g. <ul style="list-style-type: none"><li>• Cheese</li><li>• Flour</li><li>• Bread</li><li>• Butter/margarine/spread</li><li>• Eggs</li><li>• Milk</li><li>• Yogurt</li><li>• Fruit: bananas, strawberries, peaches</li></ul> Salad: lettuce, cucumber, tomato	I can recognise and name a <u>basic range</u> of ingredients. E.g. <ul style="list-style-type: none"><li>• Cheese</li><li>• Flour</li><li>• Bread</li><li>• Butter/margarine/spread</li><li>• Eggs</li><li>• Milk</li><li>• Yogurt</li><li>• Fruit: bananas, strawberries, peaches</li></ul> Salad: lettuce, cucumber, tomato	I can recognise and name a <u>basic range</u> of ingredients. E.g. <ul style="list-style-type: none"><li>• Cheese</li><li>• Flour</li><li>• Bread</li><li>• Butter/margarine/spread</li><li>• Eggs</li><li>• Milk</li><li>• Yogurt</li><li>• Fruit: bananas, strawberries, peaches</li></ul> Salad: lettuce, cucumber, tomato	I can recognise and name an <u>increasing range</u> of ingredients. E.g. <ul style="list-style-type: none"><li>• Onions</li><li>• Peppers</li><li>• Herbs - basil</li><li>• Tomato puree</li><li>• Pulses – kidney beans, chickpeas</li><li>• Apricots</li><li>• Courgettes</li><li>• Baking powder</li></ul> I can explain where to find different ingredients in a shop. E.g. <ul style="list-style-type: none"><li>• Cheese, milk, yogurt – in a refrigerator or chilled area</li><li>• Canned peaches, bread, dried pasta – shelves</li><li>• Frozen peas or fish – freezers</li></ul> I am willing to taste different ingredients and can describe them using sensory vocabulary. E.g. <ul style="list-style-type: none"><li>• Aroma (smell) –fruity</li><li>• Taste – sweet</li><li>• Texture - bumpy</li></ul> I can recognise and name an <u>increasing range</u> of ingredients. E.g. <ul style="list-style-type: none"><li>• Onions</li><li>• Peppers</li></ul>	I know that there are a <u>vast range</u> of ingredients used <u>around the world</u> and I can name some of these. E.g. <ul style="list-style-type: none"><li>• Lemon grass</li><li>• Papaya</li><li>• Bean sprouts</li><li>• Plantain</li><li>• Lentils</li><li>• Gram flour</li><li>• Coconut</li></ul> I can explain where to find different ingredients in a shop. E.g. <ul style="list-style-type: none"><li>• Cheese, milk, yogurt – in a refrigerator or chilled area</li><li>• Canned peaches, bread, dried pasta – shelves</li><li>• Frozen peas or fish – freezers</li></ul> I know that ingredients are prepared differently depending on culture, county, custom and religion. E.g. <ul style="list-style-type: none"><li>• Sushi - fish prepared and eaten raw</li><li>• Jewish dietary law – not to prepare or eat dairy products or meat in together</li><li>• Chinese stir fries - cooked in a hot wok</li></ul> I try ingredients purposefully to determine which is most appropriate for the dish I am making.		

		<p>I use increasing descriptive sensory vocabulary to describe the ingredients I taste.</p> <ul style="list-style-type: none"><li>• Aroma (smell) – savoury</li><li>• Taste – bitter</li></ul> <p>Texture – flaky</p>		<ul style="list-style-type: none"><li>• Herbs - basil</li><li>• Tomato puree</li><li>• Pulses – kidney beans, chickpeas</li><li>• Apricots</li><li>• Courgettes</li><li>• Baking powder</li></ul> <p>I can explain where to find different ingredients in a shop.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>• Cheese, milk, yogurt – in a refrigerator or chilled area</li><li>• Canned peaches, bread, dried pasta – shelves</li><li>• Frozen peas or fish – freezers</li></ul> <p>I am willing to taste different ingredients and can describe them using sensory vocabulary.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>• Aroma (smell) –fruity</li><li>• Taste – sweet</li><li>• Texture - bumpy</li></ul>		<p>I know that there are a <u>vast range</u> of ingredients used <u>around the world</u> and I can name some of these.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>• Lemon grass</li><li>• Papaya</li><li>• Bean sprouts</li><li>• Plantain</li><li>• Lentils</li><li>• Gram flour</li><li>• Coco</li></ul> <p>I know that ingredients are prepared differently depending on culture, county, custom and religion.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>• Sushi - fish prepared and eaten raw</li><li>• Jewish dietary law – not to prepare or eat dairy products or meat in together</li><li>• Chinese stir fries - cooked in a hot wok</li></ul> <p>I choose and try ingredients purposefully to determine which is most appropriate for the dish I am making.</p>	
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking (Skills)	<p>I can name and use a range of basic cooking skills with support.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>• Peel (with a peeler)</li><li>• Mix together</li><li>• Spread (soft ingredients)</li><li>• Shape</li><li>• Cut (with cutters)</li><li>• Spoon ingredients into different containers)</li><li>• Arrange</li><li>• Sift</li><li>• Fork secure</li><li>• Claw grip</li><li>•</li></ul>	<p>I can name and use a range of basic cooking skills with support.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>• Peel (with a peeler)</li><li>• Mix (with increasing thoroughness)</li><li>• Spread (soft ingredients)</li><li>• Measure (with measuring spoons)</li><li>• Snip with kitchen scissors</li><li>• Grate (soft foods like cheese)</li><li>• Shape</li><li>• Crush (soft fruit with a potato masher)</li><li>• Juice (juicer)</li><li>• Cut out with cutters</li><li>• Spoon ingredients (in to different containers)</li><li>• Arrange</li></ul> <p>Thread (soft foods onto a cocktail stick, e.g. strawberries, satsuma</p>	<p>I can name and use a range of cooking skills with increasing competence.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>• Peel (with a peeler)</li><li>• Mix (thoroughly)</li><li>• Spread (evenly over food)</li><li>• Measure (with measuring jug, scales)</li><li>• Snip with kitchen scissors (with greater control)</li><li>• Grate (firmer foods like carrots)</li><li>• Shape (with greater precision)</li><li>• Press (garlic press)</li><li>• Cut out with cutters (positioning carefully to avoiding wasting ingredients)</li><li>• Spoon ingredients (using two spoons)</li><li>• Arrange (in an attractive way)</li><li>• Thread (medium resistance foods onto a kebab stick, e.g. mushrooms,</li></ul>	<p>I can name and use a range of cooking skills with confidence and accuracy to prepare increasingly challenging ingredients.</p> <p>E.g.</p> <ul style="list-style-type: none"><li>• Peel (to create ribbons, e.g. carrots, courgettes)</li><li>• Mix (fold ingredients together e.g. flour into a mixture)</li><li>• Measure accurately (using digital scales, analogue scales, measuring jug)</li><li>• Grate (with greater control and skill, e.g. zest from a lemon, nutmeg)</li><li>• Thread (firmer foods onto kebab sticks, e.g. onions)</li><li>• Cut (firm*** and other foods with a vegetable knife) using: -Fork secure -Claw grip -Bridge hold</li></ul>			



		<ul style="list-style-type: none"> <li>• segments)</li> <li>• Sift (flour into a bowl)</li> <li>• Cut (soft foods* with a table knife progressing to firmer foods with a vegetable knife) using: <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>-Bridge hold</li> </ul> </li> </ul> <p>*canned peaches, fresh strawberries, banana, sticks of pepper</p> <p>I can name and use a range of basic cooking skills with support.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Peel (with a peeler)</li> <li>• Mix (with increasing thoroughness)</li> <li>• Spread (soft ingredients)</li> <li>• Measure (with measuring spoons)</li> <li>• Snip with kitchen scissors</li> <li>• Grate (soft foods like cheese)</li> <li>• Shape</li> <li>• Crush (soft fruit with a potato masher)</li> <li>• Juice (juicer)</li> <li>• Cut out with cutters</li> <li>• Spoon ingredients (in to different containers)</li> <li>• Arrange</li> <li>• Thread (soft foods onto a cocktail stick, e.g. strawbersegments)</li> <li>• Sift (flour into a bowl)</li> <li>• Cut (soft foods* with a table knife progressing to firmer foods with a vegetable knife) using: <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>-Bridge hold</li> </ul> </li> </ul> <p>*canned peaches, fresh strawberries, banana, sticks of peppers, satsuma</p>	<p>courgettes)</p> <ul style="list-style-type: none"> <li>• Crack an egg</li> <li>• Cut (soft foods with table knife progressing to firmer foods** with a vegetable knife) using: <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>-Bridge hold</li> </ul> </li> </ul> <p>**tomatoes, celery, apple</p> <p>I can name and use a range of cooking skills with increasing competence.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Peel (with a peeler)</li> <li>• Mix (thoroughly)</li> <li>• Spread (evenly over food)</li> <li>• Measure (with measuring jug, scales)</li> <li>• Snip with kitchen scissors (with greater control)</li> <li>• Grate (firmer foods like carrots)</li> <li>• Shape (with greater precision)</li> <li>• Press (garlic press)</li> <li>• Cut out with cutters (positioning carefully to avoiding wasting ingredients)</li> <li>• Spoon ingredients (using two spoons)</li> <li>• Arrange (in an attractive way)</li> <li>• Thread (medium resistance foods onto a kebab stick, e.g. mushrooms, courgettes)</li> <li>• Crack an egg</li> <li>• Cut (soft foods with table knife progressing to firmer foods** with a vegetable knife) using: <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>-Bridge hold</li> </ul> </li> </ul> <p>**tomatoes, celery, apple</p>	<p>*** potatoes, carrots</p> <p>I can name and use a range of cooking skills with confidence and accuracy to prepare increasingly challenging ingredients.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Peel (to create ribbons, e.g. carrots, courgettes)</li> <li>• Mix (fold ingredients together e.g. flour into a mixture)</li> <li>• Measure accurately (using digital scales, analogue scales, measuring jug)</li> <li>• Grate (with greater control and skill, e.g. zest from a lemon, nutmeg)</li> <li>• Thread (firmer foods onto kebab sticks, e.g. onions)</li> <li>• Cut (firm*** and other foods with a vegetable knife) using: <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>-Bridge hold</li> </ul> </li> </ul> <p>*** potatoes, carrots</p>
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