



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
To know where food comes from.	To know that food and drink help me to grow, be active and stay healthy. To know about foods I like and dislike and explain why. To know all food comes from plants or animals. To know food changes from being farmed to ending on our plates.	To know that all food comes from plants or animals and is produced in different ways. To know food is farmed, grown elsewhere (e.g. home) or caught To know food is produced all around the world.		To know plants and animals produce different foods in different ways including using different parts of food for different reasons. To know foods from animals are processed to make them safe to eat (foods are treated to kill harmful bacteria). To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish).			
						To know where different types of foods are produced in the UK, Europe and the wider world. To know seasons can affect food availability To know how food is processed into ingredients that can be eaten or used in cooking	

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To identify cooking equipment	To name a <u>basic range</u> of cooking equipment and explain what it does. To get ready to cook with some help. To know I need to wash my hands.	To name a <u>basic range</u> of cooking equipment and explain what it does. To use cooking equipment safely and understand the importance of safety rules. To get myself ready to cook and remember what I need to do. To know I need to wash my hands.		To name an <u>increasing range</u> of cooking equipment and explain what it does. To get myself ready to cook and talk about and demonstrate what I should do during and after I cook, including cleaning surfaces.		To 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. To select the most appropriate equipment for what I am making. To select the most appropriate equipment for what I am making.	

						To get myself ready to cook and talk about and demonstrate what I should do during and after I cook.	
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To identify and know what cooking ingredients to use.	To recognise and name a <u>basic range</u> of ingredients.	To recognise and name a <u>basic range</u> of ingredients. To use descriptive sensory vocabulary to describe the ingredients I taste and their texture.		To recognise and name an <u>increasing range</u> of ingredients. To can explain where to find different ingredients in a shop. To use increasing descriptive sensory vocabulary to describe the ingredients I taste and their texture.		To know that there are a <u>vast range</u> of ingredients used <u>around the world</u> and I can name some of these. To know that ingredients are prepared differently depending on culture, county, custom and religion. To determine which are the most appropriate ingredients for the dish I am making.	
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To acquire food preparation cooking skills.	To name and use a range of basic cooking skills with support. <ul style="list-style-type: none"> • Peel (with a peeler) • Mix together • Spread (soft ingredients) • Shape • Cut (with cutters) • Spoon ingredients into different containers) • Arrange • Sift • Fork secure • Claw grip 	To name and use a range of basic cooking skills with support. <ul style="list-style-type: none"> • Peel (with a peeler) • Mix (with increasing thoroughness) • Spread (soft ingredients) • Measure (with measuring spoons) • Snip with kitchen scissors • Grate (soft foods like cheese) • Shape • Crush (soft fruit with a potato masher) • Juice (juicer) • Cut out with cutters • Spoon ingredients • Arrange • Thread (soft foods onto a cocktail stick) • Sift (flour into a bowl) • Cut (soft foods with a table knife progressing to firmer foods with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip -Bridge hold 		To name and use a range of cooking skills with increasing competence. <ul style="list-style-type: none"> • Peel (with a peeler) • Mix (thoroughly) • Spread (evenly over food) • Measure (with measuring jug, scales) • Snip with kitchen scissors (with greater control) • Grate (firmer foods like carrots) • Shape (with greater precision) • Press (garlic press) • Cut out with cutters (positioning carefully to avoiding wasting ingredients) • Spoon ingredients (using two spoons) • Arrange (in an attractive way) • Thread (medium resistance foods onto a kebab stick, e.g. mushrooms, courgettes) • Crack an egg • Cut (soft foods with table knife progressing to firmer foods with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip -Bridge hold 		To name and use a range of cooking skills with confidence and accuracy to prepare increasingly challenging ingredients. <ul style="list-style-type: none"> • Peel (to create ribbons, e.g. carrots, courgettes) • Mix (fold ingredients together e.g. flour into a mixture) • Measure accurately (using digital scales, analogue scales, measuring jug) • Grate (with greater control and skill, e.g. zest from a lemon, nutmeg) • Thread (firmer foods onto kebab sticks, e.g. onions) • Cut (firm and other foods with a vegetable knife) using: <ul style="list-style-type: none"> -Fork secure -Claw grip -Bridge hold 	

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know what nutrition is.		<p>To name and sort foods into the five groups identified in The Eatwell Plate.</p> <p>To know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>To prepare simple dishes safely and hygienically.</p> <p>To use basic techniques such as cutting, peeling and grating safely.</p>		<p>To prepare and cook a savoury dish.</p> <p>To safely use a heat source</p> <p>To use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>To know a healthy diet is made from a balanced choice of foods identified in The Eatwell Plate.</p> <p>To know a healthy choice of food and drink is needed to be active and different foods contain different nutrients needed for health.</p> <p>To be able to adapt and ingredients to change the appearance, taste, texture and aroma.</p>			