

Progression of skills and knowledge 'Cooking and Nutrition'		EYFS- Soup	Year 1- Fruit and vegetable smoothie	Year 2- A balanced diet	Year 3- Eating seasonally	Year 4- Adapt a recipe	Year 5- What could be healthier?	Year 6- Perfect pizzas!
Skills	Design	<ul style="list-style-type: none"> - Designing a soup recipe as a class. - Designing soup packaging. 	<ul style="list-style-type: none"> - Designing smoothie carton packaging by-hand or on ICT software. 	<ul style="list-style-type: none"> - Designing a healthy wrap based on a food combination which work well together. 	<ul style="list-style-type: none"> - Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. 	<ul style="list-style-type: none"> - Designing a biscuit within a given budget, drawing upon previous taste testing judgements. 	<ul style="list-style-type: none"> - Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. - Writing an amended method for a recipe to incorporate the relevant changes to ingredients. - Designing appealing packaging to reflect a recipe. 	<ul style="list-style-type: none"> - Writing a recipe, explaining the key steps, method and ingredients. - Including facts and drawings from research undertaken.

	<p>Make</p>	<ul style="list-style-type: none"> - Chopping plasticine safely. - Chopping vegetables with support. 	<ul style="list-style-type: none"> - Chopping fruit and vegetables safely to make a smoothie. 	<ul style="list-style-type: none"> - Slicing food safely using the bridge or claw grip. - Constructing a wrap that meets a design brief. 	<ul style="list-style-type: none"> - Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. - Following the instructions within a recipe. 	<ul style="list-style-type: none"> - Following a baking recipe, from start to finish, including the preparation of ingredients. - Cooking safely, following basic hygiene rules. - Adapting a recipe to improve it or change it to meet new criteria (eg. from savoury to sweet). 	<ul style="list-style-type: none"> - Cutting and preparing vegetables safely. - Using equipment safely, including knives, hot pans and hobs. - Knowing how to avoid cross-contamination. - Following a step by step method carefully to make a recipe. 	<ul style="list-style-type: none"> - Following a recipe, including using the correct quantities of each ingredient. - Adapting a recipe based on research. - Working to a given timescale. - Working safely and hygienically with independence.
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	Evaluate	<ul style="list-style-type: none"> - Tasting the soup and giving opinions. - Describing some of the following when tasting food: look, feel, smell and taste. - Choosing their favourite packaging design and explaining why. 	<ul style="list-style-type: none"> - Tasting and evaluating different food combinations. - Describing appearance, smell and taste. - Suggesting information to be included on packaging. 	<ul style="list-style-type: none"> - Describing the taste, texture and smell of fruit and vegetables. - Taste testing food combinations and final products. - Describing the information that should be included on a label. - Evaluating which grip was most effective. 	<ul style="list-style-type: none"> - Establishing and using design criteria to help test and review dishes. - Describing the benefits of seasonal fruits and vegetables and the impact on the environment. - Suggesting points for improvement when making a seasonal tart. 	<ul style="list-style-type: none"> - Evaluating a recipe, considering: taste, smell, texture and appearance. - Describing the impact of the budget on the selection of ingredients. - Evaluating and comparing a range of food products. - Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). 	<ul style="list-style-type: none"> - Identifying the nutritional differences between different products and recipes. - Identifying and describing healthy benefits of food groups. 	<ul style="list-style-type: none"> - Evaluating a recipe, considering: taste, smell, texture and origin of the food group. - Suggesting and writing up points of improvements when evaluating their own dish throughout the planning, preparation and cooking process. - Evaluating health and safety in production to minimise cross contamination.
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Knowledge	Technical	<ul style="list-style-type: none"> - To know that soup is ingredients (usually vegetables and liquid) blended together. - To know that vegetables are grown. - To recognise and name some common vegetables. - To know that different vegetables taste different. - To know that eating vegetables is good for us. - To discuss why different packages might be used for different foods. 	<ul style="list-style-type: none"> - Understanding the difference between fruits and vegetables. - To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). - To know that a blender is a machine which mixes ingredients together into a smooth liquid. - To know that a fruit has seeds and a vegetable does not. - To know that fruits grow on trees or vines. - To know that vegetables can grow either above or below ground. - To know that vegetables can come from different parts of the plant (e.g. 	<ul style="list-style-type: none"> - To know that 'diet' means the food and drink that a person or animal usually eats. - To understand what makes a balanced diet. - To know where to find the nutritional information on packaging. - To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. - To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. - To know that nutrients are substances in food that all 	<ul style="list-style-type: none"> - To know that not all fruits and vegetables can be grown in the UK. - To know that climate affects food growth. - To know that vegetables and fruit grow in certain seasons. - To know that cooking instructions are known as a 'recipe'. - To know that imported food is food which has been brought into the country. - To know that exported food is food which has been sent to another country. - To understand that imported foods travel from far away and this can negatively impact the environment. 	<ul style="list-style-type: none"> - To know that the amount of an ingredient in a recipe is known as the 'quantity'. - To know that it is important to use oven gloves when removing hot food from an oven. - To know the following cooking techniques: sieving, creaming, rubbing method, cooling. - To understand the importance of budgeting while planning ingredients for biscuits. 	<ul style="list-style-type: none"> - To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. - To know that I can adapt a recipe to make it healthier by substituting ingredients. - To know that I can use a nutritional calculator to see how healthy a food option is. - To understand that 'cross-contamination' means bacteria and germs have 	<ul style="list-style-type: none"> - To know that 'flavour' is how a food or drink tastes. - To know that many countries have 'national dishes' which are recipes associated with that country. - To know that 'processed food' means food that has been put through multiple changes in a factory. - To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.
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roots: potatoes,
leaves: lettuce,
fruit: cucumber).

living things
need to make
energy, grow
and develop.
- To know that
'ingredients'
means the items
in a mixture
or recipe.
- To know that
I should only
have a
maximum of
five teaspoons
of sugar a day
to stay healthy.
- To know that
many food and
drinks we do not
expect to
contain sugar
do; we call these
'hidden sugars'.

- To know that
each fruit and
vegetable gives
us nutritional
benefits because
they contain
vitamins,
minerals and
fibre.
- To understand
that vitamins,
minerals and
fibre are
important for
energy,
growth and
maintaining
health.
- To know safety
rules for using,
storing and
cleaning a knife
safely.
- To know that
similar coloured
fruits and
vegetables often
have similar
nutritional
benefits.

been passed
onto ready-
to-eat foods
and it
happens when
these foods
mix with raw
meat or
unclean
objects.

- To
understand
what happens
to a certain
food before it
appears on
the
supermarket
shelf (Farm to
Fork).