

Design Technology- Cooking and Nutrition

Progression

Reception:

- Follow instructions given one at a time by an adult.
- Carry out instructions with support.
- Discuss appropriate use of senses e.g. when tasting different foods.
- Begin to develop a food vocabulary using taste, smell, texture and feel.
- Explore familiar food products e.g. fruit and vegetables. Stir, spread, knead and shape a range of food and ingredients.
- Begin to work safely and hygienically.
- Start to think about the need for a variety of foods in a diet.
- Measure and weigh food items, non-statutory measures e.g. spoons, cups.

Skills:

Pull - hull fruit, pick grapes from vine.

Crush - soft fruit with a potato masher or fork, e.g. raspberries as a topping for yoghurt or for a fruit drink.

Peel - by hand, e.g. satsuma, banana.

Shape - foods by hand and with a rolling pin.

Mix/stir - to loosely combine ingredients.

Spoon - ingredients between containers.

Measure - using a spoon, e.g. dried herbs, dried fruit.

Cut out - ingredients with a cutter, e.g. dough for scones.

Tear - fresh herbs.

Cut - soft foods with butter knife e.g. banana, canned peach slices.

Year 1:

Recap - Follow instructions given one at a time by an adult.

Carry out instructions with support.

- Know that all food comes from plants or animals.
- Begin to recognise that everyone should eat five portions of fruit and vegetables a day.
- Sort foods into the five groups in the 'Eatwell Plate'.
- Know how to prepare simple dishes safely and hygienically without using a heat source.
- Understand hygiene rules when cooking.
- Know how to use techniques such as cutting, peeling and grating.

Skills:

Peel - by hand, e.g. satsuma, banana.

Mix/stir - mash ingredients together using a fork.

Spoon - ingredients between containers.

Cut out - ingredients with a cutter, e.g. dough for scones.

Tear - fresh herbs.

Cut - soft foods with butter knife e.g. banana, canned peach slices.

Juice - using a juicer to extract juice, e.g. orange.

Peel - with a swivel peeler adult support.

Spread - soft ingredients, e.g. hummus.

Shape - use a rolling pin.

Mix/stir - with increasing thoroughness to combine ingredients.

Mix/stir - rub in fat to flour.

Mix/stir - knead dough.

Grate - soft foods, e.g. cheese, cucumber.

Tread - thread soft foods onto cocktail sticks, e.g. fruit kebab - strawberries, satsuma segments.

Cut - use a fork to secure foods.

Year 2:

Recap - Know that all food comes from plants or animals.

- Know that food has to be farmed, grown elsewhere (e.g. home) or caught.
- Name and sort foods into the five groups in 'The Eatwell Plate'.
- Recognise that everyone should eat at least five portions of fruit or vegetables every day and they can consume more than this.
- Prepare simple dishes without a heat source.
- Understand safety procedures for cooking with equipment.
- Understand hygiene rules for cooking.
- Assemble or cook healthy ingredients.
- Demonstrate how to use techniques such as cutting, peeling and grating.

Skills:

Know how to use simple techniques:

Peel - with a swivel peeler adult support.

Shape - with accuracy for a desired effect, e.g. basic bread roll.

Mix/stir - with increasing thoroughness to combine ingredients.

Mix/stir - whisk foods using a fork.

Mix/stir - rub in fat to flour.

Mix/stir - knead dough.

Spoon - ingredients into different containers with increasing accuracy and minimal spillage.

Measure - using different size measuring spoons, e.g. liquids.

Measure - refer to ingredients in simple fractions, e.g. half, quarter.

Cut out - ingredients neatly with cutter.

Cut out - use a table knife to cut dough in equal portions, e.g. cheese straws.

Snip - fresh herbs, spring onions.

Sift - sift flour in to a bowl.

Cut - low resistance foods with a table knife in to equal pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms.

Year 3:

Recap - Know that all food comes from plants or animals.

Know that food has to be farmed, grown elsewhere (e.g. home) or caught.

Name and sort foods into the five groups in 'The Eatwell Plate'.

Recognise that everyone should eat at least five portions of fruit or vegetables every day and they can consume more than this.

- Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
- Begin to understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
- Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.
- Begin to understand that to be active and healthy, food and drink are needed to provide energy for the body.
- Join and combine a range of ingredients.
- Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Skills:

Measure - refer to ingredients in simple fractions, e.g. half, quarter.

Peel - with a swivel peeler with supervision.

Mix/stir - any ingredients thoroughly.

Spoon - to be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage, e.g. liquid foods into baking cases (muffin mixture).

Measure - using a measuring jug with support to obtain accuracy.

Cut out - placing the cutter in positions to make good of the material available and avoid waste.

Tread - medium resistance foods onto kebab sticks, e.g. mushrooms, courgettes.

Cut - medium resistance foods with a vegetable knife, e.g. cucumber.

Cut - use a fork or the claw grip to secure food.

Year 4:

- Develop understanding that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.

- Understand how to prepare and cook a variety of savoury and sweet dishes safely and hygienically including, where appropriate, the use of a heat source.
- Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.
- Know that to be active and healthy, food and drink are needed to provide energy for the body.
- Analyse the taste, texture, smell and appearance of a range of food.
- Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Skills:

Press - using a garlic press.

Peel - with a swivel peeler with supervision.

Spread - ingredients evenly over another food.

Shape/mould - to create visually appealing products, e.g. mini cottage loaf or plait, wrap.

Mix/stir - whisk foods using a hand-whisk.

Spoon - to be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage, e.g. liquid foods into baking cases (muffin mixture).

Measure - using digital scales with support to obtain accuracy.

Grate - firmer foods, e.g. carrots, apples.

Snip - with greater dexterity and control, e.g. to shred lettuce or cabbage leaves for salad.

Cut - medium resistant or partly prepared foods using a bridge hold, e.g. cut half a tomato into a quarter, halve canned potatoes, halve large grapes.

Year 5:

- Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
- Begin to understand that seasons may affect the food available.
- Understand how food is processed into ingredients that can be eaten or used in cooking.
- Understand and apply principles of a healthy and varied diet.
- Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
- Demonstrate a range of baking and cooking techniques.
- Understand that recipes can be adapted to change appearance, taste, texture and aroma.

- Begin to understand that different food and drink contain different substances - nutrients, water and fibre - that are needed for health.
- Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

Skills:

Snip - with greater dexterity and control, e.g. to shred lettuce or cabbage leaves for salad.

Peel - with a swivel peel to create food ribbons to be used in a dish, e.g. courgette/carrot ribbons with supervision.

Mix/stir - fold ingredients together carefully.

Measure - using a measuring jug independently and accurately.

Grate - using the zesting part of a grater, e.g. lemon, orange.

Tread - higher resistance foods onto kebab sticks, e.g. peppers, onions.

Cut - higher resistance food with a vegetable knife, using the claw grip, e.g. celery, carrots.

Year 6:

Recap - Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.

Understand and apply principles of a healthy and varied diet.

Demonstrate a range of baking and cooking techniques.

Understand that recipes can be adapted to change appearance, taste, texture and aroma.

- Understand that seasons may affect the food available.
- Understand how food is processed into ingredients that can be eaten or used in cooking.
- Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
- Know different food and drink contain different substances - nutrients, water and fibre - that are needed for health.
- Understand the importance of correct storage and handling of ingredients.
- Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures.
- Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.

Skills:

Spoon - be able to gauge the quantities spooned to ensure an equal amount of ingredient in each container.

Measure - using digital and analogue scales accurately and independently.

Grate - using a nutmeg grinder.

Cut - higher resistant foods from whole using the bridge hold, e.g. halve and apple, raw potato.