

Penistone St John's Cooking and nutrition progression

Year group	Curriculum	Technical knowledge	Skills	Vocabulary
FS1 Fruit kebabs with raspberry topping	<p>First milestone Children will listen attentively in a range of situations.</p> <p>Children will be becoming increasingly independent in meeting their own care needs, e.g. washing and drying their hands thoroughly</p> <p>Children will be learning how to use a knife and fork</p> <p>Second milestone Children manage their own needs *washing hands *drink and snack</p>	<p>-Begin to develop a food vocabulary using taste, smell, texture and feel.</p> <p>-Explore familiar food products e.g., fruit and vegetables.</p> <p>-Follow instructions given one at a time by an adult.</p> <p>-Begin to work safely and hygienically.</p> <p>-Start to think about the need for a variety of foods in a diet.</p>	<p>-Pull - hull fruit, pick grapes from vine.</p> <p>-Crush - soft fruit with a potato masher or fork, e.g., raspberries as a topping for yoghurt or for a fruit drink.</p> <p>-Cut soft foods with butter knife e.g., banana, canned peach slices</p> <p>-Peel - by hand, e.g., satsuma, banana.</p>	<p>apron, cut, crush, peel, pull, fork, knife, spoon, bowl, fruit and vegetable names</p>
FS2 Granola breakfast bars	<p>Third milestone Children understand how to listen carefully and why listening is important.</p> <p>Children can make healthy choices about food and drink</p> <p>Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g., scissors, knives, forks and spoons.</p> <p>Compare length, weight and capacity.</p> <p>End point ELG 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.</p> <p>Use a range of small tools, including scissors and cutlery.</p>	<p>-Stir, spread and shape a range of food and ingredients.</p> <p>-Carry out instructions with support.</p> <p>-Measure and weigh food items, non-statutory measures e.g., spoons, cups</p> <p>-Discuss appropriate use of senses e.g., when tasting different foods.</p> <p>-Begin to work safely and hygienically.</p> <p>-Start to think about the need for a variety of foods in a diet.</p> <p>- learn where many common foods come from, such as eggs, bacon and milk, and begin to explore those grown/produced locally</p>	<p>-Shape - foods by hand</p> <p>-Mix/stir - to loosely combine ingredients.</p> <p>-Measure - using a spoon</p>	<p>Apron, cut, mix, fork, knife, bowl, taste, senses</p>

<p>Year 1</p> <p>Summer snacks Fruit salad and yoghurt</p>	<p>KS1</p> <p>-Pupils should be taught how to cook and apply the principles of nutrition and healthy eating</p> <p>-Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>-Understand where food comes from.</p>	<p>-Know that all food comes from plants or animals.</p> <p>-Begin to recognise that everyone should eat five portions of fruit and vegetables a day.</p> <p>-Sort foods into different groups.</p> <p>-Know how to prepare simple dishes safely and hygienically without using a heat source.</p> <p>-Understand hygiene rules when cooking - clean hands, clean surfaces and clean equipment when preparing and cooking food</p> <p>-Know how to use techniques such as cutting, peeling and grating.</p>	<p>-Peel - by hand, e.g. satsuma, banana.</p> <p>-Mix/stir - mash ingredients together using a fork.</p> <p>-Spoon - ingredients between containers.</p> <p>-Tear – grapes from a vine.</p> <p>-Cut - soft foods with butter knife e.g. banana, canned peach slices.</p> <p>-Squeeze - to extract juice, e.g. orange.</p> <p>-Peel - with a swivel peeler adult support.</p> <p>-Mix/stir - with increasing thoroughness to combine ingredients.</p> <p>-Grate - soft foods, e.g. pear</p> <p>-Tread - thread soft foods onto cocktail sticks, e.g. fruit kebab - strawberries, satsuma segments.</p> <p>-Cut - use a fork to secure foods.</p>	<p>Plants, animals, food related animal names, fruit, vegetables, safely, cut, peel, grate, tear, ingredients</p>
<p>Year 2</p> <p>Picnics Egg/tuna mayonnaise, cucumber and herb sandwiches</p> <p>Cut shapes out of sandwiches for an aesthetic finish</p>	<p>KS1</p> <p>-Pupils should be taught how to cook and apply the principles of nutrition and healthy eating</p> <p>-Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>-Understand where food comes from.</p>	<p>-Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>-Name and sort foods into the five groups in 'The Eatwell Plate'.</p> <p>-Recognise that everyone should eat at least five portions of fruit or vegetables every day and they can consume more than this.</p> <p>-Prepare simple dishes without a heat source.</p> <p>-Understand safety procedures for cooking with equipment.</p> <p>- Understand hygiene rules for cooking - clean hands, clean surfaces and clean equipment when preparing and cooking food.</p> <p>-Assemble or cook healthy ingredients.</p> <p>-Demonstrate how to use techniques such as cutting, peeling and grating.</p>	<p>-Peel – egg shell from egg</p> <p>-Mix/stir - with increasing thoroughness to combine ingredients.</p> <p>-Mix/stir - whisk foods using a fork.</p> <p>-Spoon - ingredients into different containers with increasing accuracy and minimal spillage.</p> <p>-Measure - using different size measuring spoons, e.g., liquids, sauces.</p> <p>-Measure - refer to ingredients in simple fractions, e.g., half, quarter.</p> <p>-Cut out - ingredients neatly with cutter.</p> <p>-Snip – e.g., fresh herbs, spring onions.</p> <p>-Cut - low resistance foods with a table knife in to equal pieces/slices, e.g., cucumber</p> <p>-Spread – soft ingredients evenly over another food.</p>	<p>Farmed, Eatwell plate, prepare, equipment, healthy, measure, half, quarter, snip, spread</p>
<p>Year 3</p> <p>Geography unit Apple crumble</p>	<p>KS2</p> <p>-Pupils should be taught how to cook and apply the principles of nutrition and healthy eating</p> <p>-Understand and apply the principles of a</p>	<p>-Join and combine a range of ingredients.</p> <p>-Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating and mixing.</p>	<p>-Peel - with a swivel peeler with supervision.</p> <p>-Mix/stir - rub in fat to flour.</p> <p>-Mix/stir - any ingredients thoroughly.</p> <p>-Spoon - to be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage.</p> <p>-Measure - using a measuring jug with support to obtain accuracy.</p> <p>-Cut - medium resistance foods with a vegetable knife, e.g. apple.</p>	<p>Join, combine, grown, reared, caught, chop, slice, stir, thoroughly, rub</p>

	<p>healthy and varied diet</p> <ul style="list-style-type: none"> -Prepare and cook a variety of predominantly savoury dishes using a range of cooking Techniques 		<ul style="list-style-type: none"> -Cut - use a fork or the claw grip to secure food. 	
<p>Snack time Hedgehog bread and cucumber yoghurt dip</p>	<ul style="list-style-type: none"> -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> -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). -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. -Develop understanding of how to use a range of techniques such as spreading, kneading and baking. 	<ul style="list-style-type: none"> -Measure - refer to ingredients in simple fractions, e.g., half, quarter -Measure - using digital scales with support to obtain accuracy. -Sift - sift flour in to a bowl. -Mix/stir - knead dough. -Mix/stir - any ingredients thoroughly. -Shape - use a rolling pin. -Cut out - use a table knife to cut dough in equal portions. -Cut out - placing the cutter in positions to make good of the material available and avoid waste. -Spread - ingredients evenly over another food. -Shape/mould - to create visually appealing products. 	<p>Grown, caught, reared, savoury, balance, active, healthy, energy, kneading, moulding, baking</p>
<p>Year 4</p> <p>Winter warmers Vegetable soup</p>	<p>KS2</p> <ul style="list-style-type: none"> -Pupils should be taught how to cook and apply the principles of nutrition and healthy eating -Understand and apply the principles of a healthy and varied diet -Prepare and cook a variety of predominantly savoury dishes using a range of cooking 	<ul style="list-style-type: none"> -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. -Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating and mixing. 	<ul style="list-style-type: none"> -Press - using a garlic press. -Peel - with a swivel peeler with supervision. -Mix/stir - whisk foods -Spoon - to be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage. -Measure - using digital scales with support to obtain accuracy. -Grate - firmer foods, e.g. carrots -Snip - with greater dexterity and control, e.g. to shred cabbage leaves. - Cut - medium resistant or partly prepared foods using a bridge hold, e.g. cut half a tomato into a quarter, halve canned potatoes. 	<p>Grown, reared, caught, savoury and sweet, heat source, taste, texture, smell, press, digital scales, snip, chop</p>

	Techniques -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			
Year 5 Healthy puddings Cheese and vegetable muffins	KS2 -Pupils should be taught how to cook and apply the principles of nutrition and healthy eating -Understand and apply the principles of a healthy and varied diet -Prepare and cook a variety of predominantly savoury dishes using a range of cooking Techniques -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	-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. -Understand that recipes can be adapted to change appearance, taste, texture and aroma (herbs) -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, kneading and baking.	-Snip - with greater dexterity and control, e.g. herbs. -Mix/stir - -Peel - with a swivel peel to create food ribbons to be used in a dish, e.g. courgette/carrot ribbons with supervision. -Mix/stir - rub in fat to flour. -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. -Cut - higher resistance food with a vegetable knife, using the claw grip, e.g. celery, carrots.	Grown, reared, caught, seasonality, processed, varied diet, hygienically, aroma, nutrients

<p>Year 6</p> <p>Quick and easy tea time Basil, nutmeg, courgette and pesto pasta</p>	<p>KS2</p> <p>-Pupils should be taught how to cook and apply the principles of nutrition and healthy eating</p> <p>-Understand and apply the principles of a healthy and varied diet</p> <p>-Prepare and cook a variety of predominantly savoury dishes using a range of cooking Techniques</p> <p>-Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>-Understand that seasons may affect the food available.</p> <p>-Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>-Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>-Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p> <p>-Understand the importance of correct storage and handling of ingredients.</p> <p>-Create and refine recipes, including healthy seasonal ingredients, methods, cooking times and temperatures.</p> <p>-Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing</p> <p>-Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p>	<p>-Spoon - be able to gauge the quantities spooned to ensure an equal amount of ingredient in each container.</p> <p>-Measure - using digital and analogue scales accurately and independently.</p> <p>-Grate - using a nutmeg grinder.</p> <p>-Cut - higher resistant foods from whole using the bridge hold, e.g halve a courgette</p>	<p>Seasonality, processed, hygienically, substances, nutrients, temperatures, ratios, scale, gauge,</p>
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