

Design Technology - Cooking Progression Map

Knowledge

Healthy Eating	Consumer Awareness	Food Safety and Hygiene	Recipes and Ingredients	Weighing and Measuring	Vocabulary
EYFS					
<p>Recognise that we all need to eat to grow and be healthy</p> <p>Be aware that we need to eat more of some foods and less of others. With support, are able to eat sociably with others.</p> <p>Recognise the importance of drinking water.</p> <p>Know the importance of brushing teeth twice a day</p>	<p>Know which animals or plants some foods come from (e.g. milk from cows and tomatoes from plants)</p> <p>Know that food can be grown or bought from shops</p> <p>Know some special foods that are eaten on special occasions.</p>	<p>Understand that food that has been dropped on the floor, touched with dirty hands or has turned mouldy should not be eaten and can make people ill</p> <p>Understand that some foods need to be washed before they are safe to eat (e.g. fruits and vegetables)</p> <p>Tie back long hair with support.</p> <p>Wash and dry hands</p> <p>Put on a clean apron</p> <p>With help and supervision, take part in simple clearing up tasks such as clearing and cleaning the tables</p>	<p>Recognise some familiar ingredients (e.g. fruits)</p> <p>Describe the taste of some familiar ingredients, using simple words (e.g. sweet, salty) Identify foods that they like and dislike</p> <p>Understand that recipes provide instructions on how to make food</p>	<p>Count the quantity of food needed using whole numbers (e.g. 6 grapes, 2 carrots)</p> <p>Measure using a spoon</p>	<p>Sweet, salty, oven, hob, microwave, toaster, tear, sprinkle, cold, hot, animals, plants, recipe</p>
Year 1					
<p>Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods</p> <p>Are beginning to use the Eatwell Guide</p>	<p>Know that all food comes from plants or animals and can identify some foods from each group and understand how they are grown</p>	<p>Can follow basic food safety rules when preparing and cooking food</p> <p>With supervision take part in simple clearing up tasks such as clearing and cleaning tables,</p>	<p>Recognise a range of familiar ingredients (e.g. vegetables, dairy, eggs)</p> <p>Describe the taste of a range of ingredients</p>	<p>Use measuring spoons for liquids, solids and dry ingredients</p>	<p>Fork, dairy, secure, bridge hold, peel, mash, juice, cut, spoon, arrange, measure, solid, liquid, ingredients, peeler, potato masher.</p>

<p>Are able to eat sociably with others</p> <p>Understand the importance of water and drinking water regularly</p>	<p>Aware that some food packaging has labels giving information</p>	<p>collecting and disposing of rubbish, sweeping the floor</p> <p>Tie back long hair with support</p> <p>Wash and dry hands. Learning about why good hygiene is so important</p> <p>Put on a clean apron</p> <p>Understand how everyday foods are stored differently to ensure they are safe to eat (e.g. fridge or freezer)</p>			
Year 2					
<p>Understand the importance of water and drinking water regularly</p> <p>Understand the importance of regular meals and healthy snacks</p> <p>Understand the types of food that can affect the health of teeth</p>	<p>Know some of the influences on the food we eat (e.g. celebrations, preferences)</p> <p>Understand the importance of not wasting food and know how to recycle packaging</p>	<p>Can follow basic food safety rules when preparing and cooking food</p> <p>With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor</p> <p>Tie back long hair with support.</p> <p>Wash and dry hands. Reminders about how important good hygiene is</p> <p>Put on a clean apron</p> <p>Understand how everyday foods are stored differently to ensure they are safe to eat (e.g. fridge or freezer)</p>	<p>Identify what they like and dislike about the food they have cooked and how to improve its taste</p> <p>Follow simple recipe instructions, either in simple sentences or using pictures</p>	<p>Use measuring spoons for liquids, solids and dry ingredients</p>	<p>Cutting, mixing, snipping, spooning, spreading, healthy, unhealthy, grate, dough, drizzle, garnish, recycle</p>

Year 3					
<p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances that the body needs to be healthy and active</p> <p>Are able to use the Eatwell Guide</p> <p>Understand the importance of keeping hydrated</p>	<p>Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat</p> <p>Understand that people have different views on how food is produced and that this influences the food they buy</p>	<p>Can follow basic food safety rules when preparing and cooking food</p> <p>With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor</p> <p>Tie back long hair with support.</p> <p>Wash and dry hands. Reminders about how important good hygiene is</p> <p>Put on a clean apron</p> <p>Understand how everyday foods are stored differently to ensure they are safe to eat (e.g. fridge or freezer)</p>	<p>Identify what they like and dislike about the food they have cooked and how to improve its taste</p> <p>Follow simple recipe instructions, either in simple sentences or using pictures</p>	<p>Use measuring spoons for liquids, solids and dry ingredients</p>	<p>Cereals, dough, knead, shape, taste, flavour, hygiene, diet, grams, storage, alter, smell, texture.</p>
Year 4					
<p>Understand the importance of keeping hydrated</p> <p>Begin to understand appropriate portion sizes for regular meals and healthy snacks</p> <p>Know the importance of a healthy breakfast. Understand how to keep teeth healthy</p>	<p>Begin to be able to read and understand food labels</p> <p>Understand that there are a variety of influences on the food we choose to eat (e.g. who we are with, season, cost, health, occasion)</p> <p>Know the importance of, and be able to, recycle food-related waste</p>	<p>Understand how bacteria in food can cause food poisoning or food to go mouldy</p> <p>Tie back long hair</p> <p>Wash and dry hands</p> <p>Put on a clean apron</p> <p>Remove jewellery and nail varnish</p> <p>With guidance follow procedures for clearing up such as washing and drying utensils,</p>	<p>Know where and how a variety of ingredients are grown</p> <p>Identify what they would do differently next time to improve what they have made</p> <p>Read and follow a simple recipe</p>	<p>Begin to use digital weighing scales</p>	<p>Vegan, vegetarian, flavour, alter and improve, food poisoning, mouldy, hydrated, seasonal, portion, bacteria.</p>

		clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away			
		Understand how a variety of foods are stored differently to ensure they are safe to eat (e.g. fridge or freezer)			
Year 5					
Are able to make food choices taking in to consideration the Eatwell Guide	Understand some of the basic processes to get food from farm to plate Understand some of the ethical dilemmas associated with the food people choose to buy	Are able to independently get ready to cook: Tie back long hair Wash and dry hands Wear a clean apron Remove jewellery and nail varnish Can independently follow procedures for clearing up	Know an extensive range of ingredients and how these are grown (e.g. beans, pulses, tropical fruits, vegetables) Use a range of food descriptors relating to smell, flavour, texture and appearance	Accurately use a jug to measure liquids	Disinfect, disease, sieving, balanced, vitamins, assess, edit, smell, flavour, texture, claw grip, ethical.
Year 6					
Understand the main food groups and the different nutrients that are important for health Know appropriate portion sizes and the importance of not skipping meals, including breakfast	Are able to use information on food labels to inform choice Understand social influences on the food we choose to eat (e.g. media, peer pressure, ethics)	Are able to independently get ready to cook: Tie back long hair Wash and dry hands Wear a clean apron Remove jewellery and nail varnish Demonstrate good food safety practices when getting ready to store, prepare and cook food	Identify how they would change the recipe to improve the food they have made Compare different versions of the same dish and identify how they would change the recipe next time Confidently read and follow a recipe	Accurately use weighing scales	Cross contamination, bacteria, nutrition, analyse, solids, liquids, gases, filtering, social influence.

		<p>(e.g. keep raw meats away from other food)</p> <p>Know, and can follow, food safety rules and understand their purpose</p> <p>Can independently follow procedures for clearing up</p>			
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Skills

Food Preparation	Mixing and Combining	Shaping and Assembling	Heating	Serving and Garnishing
EYFS				
<p>With close supervision, and physical guidance when necessary, use the bridge hold to cut soft foods using a table knife (e.g. strawberries)</p> <p>With close supervision and physical guidance, crush or mash cold food in a bowl (e.g. biscuits, sardines, bananas) Peel fruit using their hands</p> <p>Tear food to divide it (e.g. lettuce leaves, fresh herbs)</p> <p>Begin to drain away liquids from packaged food using a sieve or colander (e.g. tuna or sweet corn)</p> <p>Are able to use cutlery to eat a meal</p> <p>Use a table knife for spreading (e.g. butter on toast)</p>	<p>With help, sift and mix flour into a bowl</p> <p>Mix, stir and combine a small amount of cold ingredients in bowl (e.g. fruit salad)</p>	<p>With help, use hands to shape dough in to simple shapes (e.g. salt dough)</p> <p>With supervision, use biscuit cutters to cut shapes</p> <p>With help and supervision, put together cold ingredients</p> <p>With help, begin to start using a rolling pin</p>	<p>Although children will not be cooking hot food, children should understand how hot food is cooked safely by observing adults using the hob, oven, toaster and / or microwave</p> <p>Be able to prepare food for baking with help such as greasing a baking tray, putting cake cases into a bun tray</p>	<p>With physical guidance, spoon cold food on to a plate</p> <p>With help, sprinkle garnish on cold food (e.g. herbs, grated cheese)</p>
Year 1				
<p>With close supervision, use the bridge hold to cut harder foods using a serrated vegetable knife (e.g. apple pieces)</p> <p>With close supervision, use the claw grip to cut soft foods using a serrated vegetable knife (e.g. tomato)</p> <p>With close supervision, mash cooked food (e.g. potatoes with a masher)</p>	<p>Sift flour into bowl</p> <p>Mix, stir and combine liquid and dry ingredients (e.g. muffins)</p> <p>With help, crack an egg and beat using a fork</p>	<p>With supervision, use a small table knife for spreading soft spreads on to bread</p> <p>With help and supervision, assemble and arrange cold ingredients (e.g. sandwich, fruit kebabs, bruschetta)</p>	<p>Although children will not be cooking hot food, children should understand how hot food is cooked safely by observing adults using the hob, oven, toaster and / or microwave</p>	<p>With guidance, use a tablespoon to serve cold food into bowls or plates</p>

<p>With close supervision, peel soft vegetables using a peeler (e.g. cucumber)</p> <p>With close supervision, cut food into evenly sized largish pieces (e.g. potatoes)</p> <p>With close supervision, and physical guidance if necessary, peel harder food (e.g. apple, potato)</p>				
Year 2				
<p>With close supervision, cut food into evenly sized largish pieces (e.g. potatoes)</p> <p>With close supervision, and physical guidance if necessary, peel harder food (e.g. apple, potato)</p> <p>With close supervision, use a melon baller to core an apple</p> <p>With close supervision, grate soft food using a grater (e.g. cheese)</p> <p>Drain away liquids from packaged food using a sieve or colander (e.g. tuna or sweet corn)</p> <p>Use a lemon squeezer</p>	<p>Mix, stir and combine liquid and dry ingredients (e.g. muffins)</p> <p>With help, use hands to rub fat into flour (e.g. rock buns)</p> <p>With help, crack an egg and beat using a fork</p>	<p>Use hands to shape dough in to small balls or shapes</p> <p>Use a rolling pin to flatten and roll out dough</p>	<p>Be able to prepare food for baking and frying such as greasing baking tins and adding oil to frying pans / saucepans</p>	<p>With guidance, pour or drizzle dressing on to salads</p> <p>Lightly sprinkle garnish on cold food (e.g. herbs, grated cheese)</p>
Year 3				
<p>With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot)</p> <p>With supervision, use a masher to mash hot food to a fairly smooth texture</p>	<p>Combine using a sieve, flour, raising agents and spices together in to a bowl</p> <p>Crack an egg and beat with balloon whisk</p>	<p>Knead and shape dough in to aesthetically pleasing products</p> <p>Use a rolling pin to roll out dough to a specific thickness (e.g. scones)</p> <p>Use biscuit cutters accurately</p>	<p>With help and supervision, begin to use a toaster or microwave (e.g. scrambled eggs)</p> <p>With very close supervision, and physical guidance when necessary, handle hot food safely; once adults have removed food from the hob or oven</p>	<p>Begin to recognise appropriate ingredients to garnish hot and cold food</p> <p>With supervision, sprinkle garnish on hot dishes (e.g. grated cheese on pasta)</p>

	Mix, stir and combine wet and dry ingredients uniformly (e.g. to form a dough)			With help and supervision, use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls
Year 4				
<p>With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion)</p> <p>With supervision, begin to peel harder food (e.g. apple, potato)With supervision, cut foods into evenly sized strips or cubes (e.g. peppers, cheese)</p> <p>With supervision, crush garlic using a garlic press</p> <p>With supervision, grate harder food using a grater (e.g. apples, carrots)</p>	<p>Use hands to rub fat into flour (e.g. scones, apple crumble)</p> <p>Cream fat and sugar together using a mixing spoon</p>	<p>Assemble and arrange ingredients for simple dishes (e.g. apple crumble, scrambled egg on toast)</p> <p>Coat food with ingredients such as beaten egg and breadcrumbs for fish cakes</p> <p>Independently spread ingredients accurately onto foods</p>	<p>Although pupils will not be cooking food on the hob or in the oven pupils should understand how to use them safely by observing adults cooking on the hob and putting in and removing food from the oven</p> <p>Use oven gloves and a fish slice to remove food (e.g. scones) from the baking tray</p>	<p>Begin to understand appropriate portion sizes when serving food</p> <p>Begin to understand what types of food can be served together to make a balanced meal</p>
Year 5				
<p>With supervision, confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion)</p> <p>With supervision, dice foods and cut them into evenly sized, fine pieces (e.g. garlic, vegetable batons, herbs)</p>	<p>Sieve wet and dry ingredients with precision</p> <p>Confidently crack an egg</p> <p>With help, begin to separate eggs</p> <p>Use finger tips to rub fat into flour to make fine 'bread crumbs' (e.g. cheese straws)</p>	<p>Use hands to shape mixtures in to evenly sized pieces (e.g. burgers)</p> <p>Use a rolling pin to roll out dough to an accurate size and thickness (e.g. pizza)</p>	<p>With help and supervision, begin to use the hob or electric saucepan (wok or stock pot) to cook simple dishes (e.g. burgers, soup)</p>	<p>Be able to choose appropriate ingredients to garnish hot and cold dishes</p> <p>With supervision, be able to use a spoon, ladle or jug to serve hot liquids (e.g. soup)</p>
Year 6				
<p>With supervision, confidently peel harder food using a peeler (e.g. apple, potato)</p> <p>With supervision, finely grate hard foods (e.g. zesting, parmesan cheese)With support, use a can opener and open ring-pull tins</p>	<p>With supervision, whisk using an electric hand mixer (e.g. eggs)</p> <p>With supervision, cream fat and sugar together using an electric hand mixer</p> <p>With supervision, use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food</p>	<p>Assemble, arrange and layer more advanced dishes (e.g. apple sponge pudding, shepherd's pie)</p> <p>Spread food evenly with a coating, paste or glaze</p>	<p>Although pupils will not be putting in or removing food from the grill or oven they should understand how to use the grill and oven safely by observing adults</p> <p>With supervision, handle hot food safely using oven gloves to carefully</p>	<p>Cut food into equal sized portions for the number being served (e.g. slicing pizza into eighths)Understand appropriate portion sizes when serving food</p> <p>Are able to plan and serve their own breakfast and a simple balanced</p>

With supervision, confidently use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot)	(e.g. chickpeas for hummus or vegetables for soup)		remove cooked food with a fish slice from a baking tray on to a cooling rack	cooked meal (e.g. pizza and salad, soup and bread rolls)
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