



## Progression of skills - Food Technology

	EYFS	KS1
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>Recognise that we all need to eat to grow and be healthy</li> <li>Be aware that we need to eat more of some foods and less of others</li> <li>With support, are able to eat sociably with others</li> <li>Recognise the importance of drinking water</li> <li>Know the importance of brushing teeth twice a day</li> </ul>	<ul style="list-style-type: none"> <li>Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods</li> <li>Are beginning to use the Eatwell plate</li> <li>Are able to eat sociably with others</li> <li>Understand the importance of water and drinking water regularly</li> <li>Understand the importance of regular meals and healthy snacks</li> <li>Understand the types of food that can affect the health of teeth</li> </ul>
<b>Consumer Awareness</b>	<ul style="list-style-type: none"> <li>Know which animals or plants some foods come from (e.g. milk from cows and tomatoes from plants)</li> <li>Know that food can be grown or bought from shops</li> <li>Know some special foods that are eaten on special occasions</li> </ul>	<ul style="list-style-type: none"> <li>Know that all food comes from plants or animals and can identify some foods from each group and understand how they are grown</li> <li>Aware that some food packaging has labels giving information</li> <li>Know some of the influences on the food we eat (e.g. celebrations, preferences)</li> <li>Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat</li> <li>Understand that people have different views on how food is produced and that this influences the food they buy</li> </ul>
<b>Food Safety &amp; Hygiene</b>	<ul style="list-style-type: none"> <li>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</li> <li>Understand that some foods need to be washed before they are safe to eat (e.g. fruits and vegetables)</li> <li>With help and supervision get ready to cook:</li> </ul> <p>*Tie back long hair</p> <p>*Wash and dry hands</p> <p>*Put on a clean apron</p> <ul style="list-style-type: none"> <li>With help and supervision, take part in simple clearing up tasks such as clearing and cleaning the tables</li> </ul>	<ul style="list-style-type: none"> <li>Can follow basic food safety rules when preparing and cooking food</li> <li>With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor</li> <li>With supervision get ready to cook:</li> </ul> <p>*Tie back long hair</p> <p>*Wash and dry hands</p> <p>*Put on a clean apron</p> <ul style="list-style-type: none"> <li>Understand how everyday foods are stored differently to ensure they are safe to eat (e.g. fridge or freezer)</li> </ul>



<b>Recipes Ingredients and Evaluation</b>	<ul style="list-style-type: none"> <li>• Recognise some familiar ingredients (e.g. fruits)</li> <li>• Describe the taste of some familiar ingredients using simple words (e.g. sweet, salty)</li> <li>• Identify foods that they like and dislike</li> <li>• Understand that recipes provide instructions on how to make food</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a range of familiar ingredients (e.g. vegetables, dairy, eggs)</li> <li>• Describe the taste of a range of ingredients</li> <li>• Identify what they like and dislike about the food they have cooked and how to improve its taste</li> <li>• Follow simple recipe instructions, either in simple sentences or using pictures</li> </ul>
<b>Weighing and Measuring</b>	<ul style="list-style-type: none"> <li>• Count the quantity of food needed using whole numbers (e.g. 6 grapes, 2 carrots)</li> <li>• Measure using a spoon</li> </ul>	<ul style="list-style-type: none"> <li>• Use measuring spoons for liquids, solids and dry ingredients</li> </ul>
<b>Cutting and Knife Skills</b>	<ul style="list-style-type: none"> <li>• With close supervision, and physical guidance when necessary, use the bridge hold to cut soft foods using a table knife (e.g. strawberries)</li> <li>• With close supervision and physical guidance, crush or mash cold food in a bowl (e.g. biscuits, sardines, bananas)</li> <li>• Peel fruit using their hands</li> <li>• Tear food to divide it (e.g. lettuce leaves, fresh herbs)</li> <li>• Be.g.in to drain away liquids from packaged food using a sieve or colander (e.g. tuna or sweet corn) Are able to use cutlery to eat a meal</li> </ul>	<ul style="list-style-type: none"> <li>• With close supervision, use the bridge hold to cut harder foods using a serrated vegetable knife (e.g. apple pieces)</li> <li>• With close supervision, use the claw grip to cut soft foods using a serrated vegetable knife (e.g. tomato)</li> <li>• With close supervision, mash cooked food (e.g. potatoes with a masher)</li> <li>• With close supervision, peel soft vegetables using a peeler (e.g. cucumber)</li> <li>• With close supervision, cut food into evenly sized largish pieces (e.g. potatoes)</li> <li>• With close supervision, and physical guidance if necessary, peel harder food (e.g. apple, potato)</li> <li>• With close supervision, use a melon baller to core an apple With close supervision, grate soft food, using a grater (e.g. cheese)</li> <li>• Drain away liquids from packaged food using a sieve or colander (e.g. tuna or sweet corn)</li> <li>• Use a lemon squeezer</li> </ul>
<b>Shaping and Assembling</b>	<ul style="list-style-type: none"> <li>• With help, use hands to shape dough in to simple shapes (e.g. salt dough)</li> <li>• With supervision, use biscuit cutters to cut shapes</li> <li>• With help and supervision, put together cold ingredients</li> <li>• With help be.g.in to start using a rolling pin</li> </ul>	<ul style="list-style-type: none"> <li>• With supervision, use a small table knife for spreading soft spreads on to bread</li> <li>• Use hands to shape dough in to small balls or shapes</li> <li>• With help and supervision, assemble and arrange cold ingredients (e.g. sandwich, fruit kebabs, bruschetta)</li> <li>• Use a rolling pin to flatten and roll out dough</li> </ul>
<b>Heating</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>



	<ul style="list-style-type: none"><li>• Be able to prepare food for baking with help, such as greasing a baking tray, putting cake cases into a bun tray</li></ul>	<ul style="list-style-type: none"><li>• Be able to prepare food for baking and frying such as greasing baking tins and adding oil to frying pans /saucepans</li></ul>
<b>Serving &amp; Garnishing</b>	<ul style="list-style-type: none"><li>• With physical guidance, spoon cold food on to a plate</li><li>• With help, sprinkle garnish on cold food (e.g. herbs, grated cheese)</li></ul>	<ul style="list-style-type: none"><li>• With guidance, use a tablespoon to serve cold food into bowls or plates</li><li>• With guidance, pour or drizzle dressing on to salads</li><li>• Lightly sprinkle garnish on cold food (e.g. herbs, grated cheese)</li></ul>



	LKS2	UKS2
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Are able to use the eatwell plate Understand the value of eating sociably</li> <li>• Understand the importance of keeping hydrated</li> <li>• Be.g.in to understand appropriate portion sizes for re.g.ular meals and healthy snacks</li> <li>• Know the importance of a healthy breakfast</li> <li>• Understand how to keep teeth healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Are able to make food choices taking in to consideration the eatwell plate</li> <li>• Understand the main food groups and the different nutrients that are important for health</li> <li>• Know appropriate portion sizes and the importance of not skipping meals, including breakfast</li> </ul>
<b>Consumer Awareness</b>	<ul style="list-style-type: none"> <li>• Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat Understand that people have different views on how food is produced and that this influences the food they buy</li> <li>• Be.g.in to be able to read and understand food labels</li> <li>• 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)</li> <li>• Know the importance of, and be able to, recycle food related waste</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some of the basic processes to get food from farm to plate</li> <li>• Understand some of the ethical dilemmas associated with the food people choose to buy</li> <li>• 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)</li> </ul>
<b>Food Safety &amp; Hygiene</b>	<ul style="list-style-type: none"> <li>• Know and can follow basic food safety rules</li> <li>• Understand how bacteria in food can cause food poisoning or food to go mouldy</li> <li>• Know how to get ready to cook:</li> </ul> <p>*Tie back long hair            *Wash and dry hands            *Put on a clean apron            *Remove jewellery</p> <ul style="list-style-type: none"> <li>• With guidance follow procedures for clearing up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish,</li> <li>• putting equipment away</li> </ul>	<ul style="list-style-type: none"> <li>• Are able to independently get ready to cook:</li> </ul> <p>*Tie back long hair            *Wash and dry hand            *Wear a clean apron            *Remove jewellery</p> <ul style="list-style-type: none"> <li>• Demonstrate good food safety practices when getting ready to store, prepare and cook food (e.g. keep raw meats away from other food)</li> <li>• Know, and can follow, food safety rules and understand their purpose</li> <li>• Can independently follow procedures for clearing up</li> </ul>



	<ul style="list-style-type: none"> <li>Understand how a variety of foods are stored differently to ensure they are safe to eat (e.g. fridge or freezer)</li> </ul>	
	<ul style="list-style-type: none"> <li>Recognise and name a broad range of ingredients (e.g. cereals, meat, fish)</li> <li>Use simple food descriptors relating to smell, flavour, texture and appearance</li> <li>Know where and how a variety of ingredients are grown</li> <li>Identify what they would do differently next time to improve what they have made</li> <li>Read and follow a simple recipe</li> </ul>	<ul style="list-style-type: none"> <li>Know an extensive range of ingredients and how these are grown (e.g. beans, pulses, tropical fruits and vegetables.</li> <li>Identify how they would change the recipe to improve the food they have made</li> <li>Use a range of food descriptors relating to smell, flavour, texture and appearance</li> <li>Compare different versions of the same dish and identify how they would change the recipe next time</li> <li>Confidently read and follow a recipe</li> </ul>
<b>Weighing and Measuring</b>	<ul style="list-style-type: none"> <li>Begin to use a jug to measure liquids</li> <li>Begin to use digital weighing scales</li> </ul>	<ul style="list-style-type: none"> <li>Accurately use a jug to measure liquids</li> <li>Accurately use weighing scales</li> </ul>
<b>Cutting and Knife Skills</b>	<ul style="list-style-type: none"> <li>With supervision, be.g.in to use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot)</li> <li>With supervision, be.g.in to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion)</li> <li>With supervision, use a masher to mash hot food to a fairly smooth texture</li> <li>With supervision, be.g.in to peel harder food (e.g. apple, potato)</li> <li>With supervision, cut foods into evenly sized strips or cubes (e.g. peppers, cheese)</li> <li>With supervision, crush garlic using a garlic press</li> <li>With supervision, grate harder food using a grater (e.g. apples, carrots)</li> </ul>	<ul style="list-style-type: none"> <li>With supervision, confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion)</li> <li>With supervision, confidently peel harder food using a peeler (e.g. apple, potato)</li> <li>With supervision, dice foods and cut them into evenly sized, fine pieces (e.g. garlic, vegetable batons, herbs)</li> <li>With supervision, finely grate hard foods (e.g. zesting, parmesan cheese)</li> <li>With support, use a can opener and open ring-pull tins</li> <li>With supervision, confidently use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot)</li> </ul>
<b>Shaping and Assembling</b>	<ul style="list-style-type: none"> <li>With physical guidance, spoon cold food on to a plate</li> <li>With help, sprinkle garnish on cold food (e.g. herbs, grated cheese)</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, use a tablespoon to serve cold food into bowls or plates</li> <li>With guidance, pour or drizzle dressing on to salads</li> <li>Lightly sprinkle garnish on cold food (e.g. herbs, grated cheese)</li> </ul>



<b>Heating</b>	<ul style="list-style-type: none"><li>• With help and supervision, be.g.in to use a toaster or microwave (e.g. scrambled e.g.g on toast)</li><li>• Although pupils will not be cooking food on the hob or in the oven, pupils should understand safe use by observing adults cooking on the hob and putting in and removing food from the oven</li><li>• With very close supervision, and physical guidance handle hot food safely; once adults have removed food from the hob or oven</li><li>• Use oven gloves and a fish slice to remove e.g. scones from the baking tray</li></ul>	<ul style="list-style-type: none"><li>• With help and supervision, be.g.in to use the hob or electric saucepan (wok or stock pot) to cook simple dishes (e.g. burgers, soup)</li><li>• Although pupils will not be putting in or removing food from the grill or oven, they should understand how to use the oven safely by observing adults</li><li>• With supervision, handle hot food safely, using oven gloves to carefully remove cooked food with a fish slice from a baking tray on to a cooling rack</li></ul>
<b>Serving &amp; Garnishing</b>	<ul style="list-style-type: none"><li>• Begin to recognise appropriate ingredients to garnish hot and cold food</li><li>• With supervision, sprinkle garnish on hot dishes (e.g. grated cheese on pasta)</li><li>• Use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls</li><li>• Be.g.in to understand appropriate portion sizes when serving food Be.g.in to understand what types of food can be served together to make a balanced meal</li></ul>	<ul style="list-style-type: none"><li>• Be able to choose appropriate ingredients to garnish hot and cold dishes</li><li>• With supervision, be able to use a spoon, ladle or jug to serve hot liquids (e.g. soup)</li><li>• Cut food in to equal sized portions for the number being served (e.g. slicing pizza into eighths)</li><li>• Understand appropriate portion sizes when serving food</li><li>• Are able to plan and serve their own healthy breakfast and a simple balanced cooked meal (e.g. pizza and salad, soup and bread rolls)</li></ul>