



THRUPP PRIMARY SCHOOL: Progression of skills in Cooking and Nutrition (Year B) for EYFS, KS1 and KS2

		Kestrels	Hawks	Buzzards	Eagles	Owls
		(YR) Soup	(Y2) Making Wraps	(Y3) Eating Seasonally	(Y5) What could be healthier?	Research WW1 meals and make
Skills	Design	EYFS • I can design a soup recipe as a class. • I can design soup packaging. Y1 I can design soup packaging by-hand.	Y1 I can design wrap packaging by-hand. Y2 • I can design three wrap ideas based on a food combination which work well together.	Y3 • I can design a recipe for a savoury tart. Y4 I can design a recipe within a given budget, drawing upon previous taste testing judgements.	Y4 I can design a recipe within a given budget, drawing upon previous taste testing judgements. Y5 • I can adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • I can write an amended method for a recipe to incorporate the relevant changes to ingredients. • I can design appealing packaging to reflect a recipe. • I can research existing recipes to inform ingredient choices.	Y5 • I can adapt a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • I can write an amended method for a recipe to incorporate the relevant changes to ingredients. • I can design appealing packaging to reflect a recipe. • I can research WW1 recipes. Y6 • I can write a recipe, explaining the key steps, method and ingredients. • I can include facts and drawings from research undertaken.
	Make	EYFS • I can chop plasticine safely. • I can chop vegetables with support. Y1 • I can chop vegetables safely to make a soup.	Y1 • I can chop vegetables safely to make a wrap. Y2 • I can chop foods safely to make a wrap. • I can construct a wrap that meets a design brief. • I can grate foods to make a wrap. • I can snip smaller foods instead of cutting.	Y3 • I can follow the instructions within a recipe. • I can taste seasonal ingredients. • I can select seasonal ingredients. • I can peel ingredients safely. • I can cut safely with a vegetable knife. Y4 • I can follow a recipe, including the preparation of ingredients.	Y4 • I can follow a recipe, including the preparation of ingredients. • I can cook safely, following basic hygiene rules. • I can adapt a recipe to meet the requirements of a target audience. Y5 • I can cut and prepare vegetables safely.	Y5 • I can cut and prepare vegetables safely. • I can use equipment safely, including knives, hot pans and hobs. • I know how to avoid cross-contamination. • I can follow a step by step method carefully to make a recipe. Y6

				• I can cook safely, following basic hygiene rules. • I can adapt a recipe to meet the requirements of a target audience.	• I can use equipment safely, including knives, hot pans and hobs. • I know how to avoid cross-contamination. • I can follow a step by step method carefully to make a recipe.	• I can follow a recipe, including using the correct quantities of each ingredient. • I can adapt a recipe based on research. • I can work to a given timescale. • I can work safely and hygienically with independence.
	Evaluate	EYFS • I can taste the soup and give opinions. • I can describe some of the following when tasting food: look, feel, smell and taste. • I can choose my favourite packaging design and explaining why. Y1 • I can taste and evaluate different food combinations. • I can describe the appearance, smell and taste. • I can suggest information to be included on packaging.	Y1 • I can taste and evaluate different food combinations. • I can describe the appearance, smell and taste. • I can suggest information to be included on packaging. Y2 • I can describe the taste, texture and smell of fruit and vegetables. • I can taste test food combinations and final products. • I can describe the information that should be included on a label. • I can evaluate food by giving a score.	Y3 • I can establish and use design criteria to help test and review dishes. • I can describe the benefits of seasonal fruits and vegetables and the impact on the environment. • I can suggest points for improvement when making a seasonal tart. Y4 • I can evaluate a recipe, considering: taste, smell, texture and appearance. • I can describe the impact of the budget on the selection of ingredients. • I can evaluate and compare a range of food products. • I can suggest modifications to a recipe	Y4 • I can evaluate a recipe, considering: taste, smell, texture and appearance. • I can describe the impact of the budget on the selection of ingredients. • I can evaluate and compare a range of food products. • I can suggest modifications to a recipe Y5 • I can identify the nutritional differences between different products and recipes. • I can identify and describe healthy benefits of food groups.	Y5 • I can identify the nutritional differences between different products and recipes. • I can identify and describe healthy benefits of food groups. Y6 • I can evaluate a recipe, considering: taste, smell, texture and origin of the food group. • I can taste test and score final products. • I can suggest and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. • I can evaluate health and safety in production to minimise cross contamination.
Knowledge		EYFS • I know that soup is ingredients (usually vegetables and liquid) blended together. • I know that vegetables are grown. • I recognise and name some common vegetables. • I know that different vegetables taste different. • I know that eating vegetables is good for us.	Y1 • I know that vegetables can grow either above or below ground. • I know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). Y2 • I know that 'diet' means the food and drink that a person or animal usually eats.	Y3 • I know that not all fruits and vegetables can be grown in the UK. • I know that climate affects food growth. • I know that vegetables and fruit grow in certain seasons. • I know that cooking instructions are known as a 'recipe'. • I know that imported food is food which has been brought into the country.	Y4 • I know that the amount of an ingredient in a recipe is known as the 'quantity.' • I know that safety and hygiene are important when cooking. • I know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. • I understand the importance of budgeting while planning ingredients for a recipe. • I know that products often have a target audience.	Y5 • I understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • I know that recipes can be adapted to suit nutritional needs and dietary requirements. • I know that I can use a nutritional calculator to see how healthy a food option is.

	• I discuss why different packages might be used for different foods. Y1 • I know that a blender is a machine which mixes ingredients together into a smooth liquid. • I know that vegetables can grow either above or below ground. • I know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	• I understand what makes a balanced diet. • I know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • I understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • I know that 'ingredients' means the items in a mixture or recipe	• I know that exported food is food which has been sent to another country.. • I know that eating seasonal foods can have a positive impact on the environment. • I know that similar coloured fruits and vegetables often have similar nutritional benefits. • I know that the appearance of food is as important as taste. Y4 • I know that the amount of an ingredient in a recipe is known as the 'quantity.' • I know that safety and hygiene are important when cooking. • I know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. • I understand the importance of budgeting while planning ingredients for a recipe. • I know that products often have a target audience.	Y5 • I understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • I know that recipes can be adapted to suit nutritional needs and dietary requirements. • I know that I can use a nutritional calculator to see how healthy a food option is. • I understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • I know that coloured chopping boards can prevent cross-contamination. • I know that nutritional information is found on food packaging. • I know that food packaging serves many purposes.	• I know that nutritional information is found on food packaging. • I know that food packaging serves many purposes. I know the types of meals that people ate in WW1 I know the ingredients used for recipes in WW1 I know that food was rationed in WW1 Y6 • I know that 'flavour' is how a food or drink tastes. • I know that many countries have 'national dishes' which are recipes associated with that country. • I know that 'processed food' means food that has been put through multiple changes in a factory. • I understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • I understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork). I know the types of meals that people ate in WW1 I know the ingredients used for recipes in WW1 I know that food was rationed in WW1
--	--	--	---	--	---