

DT progression – Cooking and Nutrition

| Knowledge | | | | | | |
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| EYFS (Porridge and pancakes) | Year 1 (Fruit salad) | Year 2 (Fairy cakes/biscuits) | Year 3 (Pizza) | Year 4 (Vegetable kebab) | Year 5 (Curry and naan bread) | Year 6 (Healthy meal) |
| <ul style="list-style-type: none"> - To know that you can use large and small motor skills to create food, - To know that you use a bowl to contain and mix ingredients. - To know that ingredients change when you do something to it (e.g. cook, cool, mix). -To know that knives, forks and spoons are used when cooking. | <ul style="list-style-type: none"> -To know that food choice is important to health. -To know what healthy and unhealthy foods are. -To know different ways food is produced, e.g. farming. -To know that handwashing is important to prevent the spread of germs. -To know that food ingredients can be combined (mixed) to create a product. | <ul style="list-style-type: none"> -To know that the most appropriate tools should be selected, eg. bowls, scales when making a product - To know that scales are used to measure and weigh ingredients. -To know that we should think about the purpose/user when making a product. -To know that food comes from plants and animals. -To know that there are five main food groups. -To know the importance of hygiene when cooking. | <ul style="list-style-type: none"> -To know that food is grown and made in different countries. -To know that a healthy meal must include a variety of all 5 food groups. -To know that cleaning equipment after use is important for hygiene. - To know that you use a knife to cut, chop and spread an ingredient. - To know that pizzas can have different toppings to suit the user. | <ul style="list-style-type: none"> -To know that food is grown, reared and caught. - To know that a recipe requires multiple steps. -To know that you need to handle equipment safely. -To know that cleaning hands and equipment is an essential part of cooking and hygiene. -To know that vegetables are a source of nutrition. - To know that you use a grater to grate an ingredient. | <ul style="list-style-type: none"> -To know that the seasons and climate can affect food availability. -To know that you should maintain hygiene when completing cooking activities. -To know that spices and seasonings can affect taste. -To know that there are a wide range of dietary requirements that people can have. - To know that you use your hands or a machine when kneading. | <ul style="list-style-type: none"> -To know that food is processed into ingredients that can be eaten or used in cooking. -To know that eating healthily is an important part in leading a healthy lifestyle (food and drink). - To know that you can use a range of techniques to make one meal. |
| Skills | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <u>Birth to three years</u> <ul style="list-style-type: none"> - Use large and small motor skills to do things independently. - Explore different materials and tools. <u>3 and 4 year olds</u> <ul style="list-style-type: none"> - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Talk about what they see, using a wide | <ul style="list-style-type: none"> -To know that food can come from a farm. -To talk about healthy and unhealthy foods. - To know that we should wash our hands before cooking. - To mix foods in cooking with supervision (e.g. make a fruit salad). <p>Summary: Farm food, healthy and unhealthy foods. Mixing food.</p> | <ul style="list-style-type: none"> - To know that food comes from plants and animals. -To know that there are five main food groups. - To explain why we should wash our hands before cooking. -To measure, weigh and mix ingredients in cooking (e.g. making fairy cakes). <p>Summary: Where food comes from, the five main food groups. Measuring, weighing and combining</p> | <ul style="list-style-type: none"> -To identify where some of the food they eat comes from (e.g. different countries). -To know that a healthy diet must combine a variety of all five food groups. -To know that it is important to clean equipment after use when cooking. - To cut, mix and combine ingredients ready for | <ul style="list-style-type: none"> - To know that food is grown, reared and caught. -To explain why we should clean equipment after cooking. -To know the importance of fresh fruit and vegetables in a healthy diet. -To use the techniques of slicing, chopping, grating and mixing to make a savoury dish | <ul style="list-style-type: none"> -To know that the seasons and climate can affect food availability. -To be able to explain that to be active and healthy, we need to eat a balanced diet. -To know how to maintain hygiene when completing cooking activities. -To use the techniques of chopping, grating, mixing, spreading and kneading when cooking (e.g. making bread). | <ul style="list-style-type: none"> -To know how food is processed into ingredients that can be eaten or used in cooking. -To be able to explain in detail that to be active and healthy, we need to eat a balanced diet (food and drink). -To explain why we should maintain good hygiene when cooking. - To use previously taught techniques to design a healthy meal (possibly in a group). |

N.B : Some of these objectives will be taught through the Science and/or Geography curriculum.

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| <p>vocabulary.</p> <ul style="list-style-type: none"> - Talk about the differences between materials and changes they notice. <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> | | <p><i>ingredients to make a product.</i></p> | <p>cooking a savoury dish (e.g. making pizzas).</p> <p>Summary: Imported food, healthy diet is varied, cutting and combining ingredients to make a savoury dish.</p> | <p>(e.g. making a salad/vegetable kebab).</p> <p>Summary: Origin of food (e.g. reared, caught, grown. Slicing, chopping, grating and mixing ingredients to create a vegetable savoury dish.</p> | <p>Summary: Season and climate. Combining previously taught techniques plus kneading.</p> | <p>Summary: Processed ingredients, healthy and balanced meal combining previously taught skills.</p> |
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