



Abbotsweld Snack and Healthy Eating Progression of Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Organisation	Whole group snack teaching key skills		Move towards a hybrid of whole group and small group (adult led rolling – snack table open and managed by an adult for a set time, with targeted children supported in skills development during this time) snack supervised by adult Snack intervention group		Small group (rolling snack) predominantly with occasional whole group	
Physical Skills	Sit on a chair in front of a table when eating with feet on the floor	Starting to peel fruit, butter, toast, place straws into milk carton and pour from a small water jug into cups	Independently peel fruit, butter, toast, place straws into milk carton and pour from a small water jug into cups With direct teaching, begin to cut using child safe knives and use peelers and graters under close supervision		Use more complex tools like knives to cut, peelers and graters Develop fine motor skills with precision Understand concepts like "half".	
Social Skills	Adult modelled serve and return conversations. Modelling turn taking and use of manners when eating and conversing		Explicit teaching and practise of good manners: Using please & thank you words/gestures Eating with mouth closed		Take responsibility for clearing up, recycling food waste, and understanding the importance of food hygiene.	



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		Not speaking & eating Placing rubbish in a bin Getting out and tidying away resources Using tools safely and appropriately	To share conversations with peers	
Language Skills	Introduce scaffold using visual widgets of key language and communication skills: <ul style="list-style-type: none">Listen to othersSpeak when mouth is emptySaying please & thank you	Speaking in full sentences Serve & return conversations Sentence stems	Use complex sentences, discuss the origins of food, and talk about healthy eating habits	
Core Vocabulary	Please Thank you Healthy Unhealthy Like Dislike	Germ Hygiene Clean/wash hands Texture Taste Smell Clean Dirty	Grate Chop Cut Peel Spread More Less Full	Whole Halve Quarter Sweet Sour Bitter Enough
Key Questions	<ul style="list-style-type: none">What is your favourite?Could you tell me about...?I'd love to know if...?How would you know if...?			



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Resources	Bowls Plates Cups Cutlery Small jugs Washing up bowls/brushes etc Drying racks Table & chairs Relevant books Children's name cards Paper towels	Peelers Graters Scales Chopping boards Child friendly knives Colander Toaster (supervised)
Adult Role	<ul style="list-style-type: none">• Teach and model hygiene when using the snack area• Model and teach use of kitchen tools to chop, peel, grate, spread etc• Enable children to get out, use and tidy away resources independently after being taught• Provide visual prompts and sequences to support children to independently access area• Provide a healthy range of snacks that reflect different cultures & communities• Ensure milk and other temperature dependent foods are stored appropriately when not in use• Ensure fridges are clean and used safely and hygienically• Produce photographic information of people with allergies displayed close to eating area and know location of any medications required• High levels of supervision due to risk of choking – ensure staff all know appropriate first aid responses to choking and allergic reactions• Capture opportunities to engage in conversation developing speech, language and communication and promoting oracy	



Skills being developed over the year							
Washing	Sharing	Grating	Cutting	Chopping	Scraping	Peeling	Wiping
Weighing	Spreading	Estimating	Making choices		Socialising	Name recognition	
Decision making		Communicating	Measuring				

Examples of Snack Time Activities:

- **Setting the Table:**

Children can learn to count out the correct number of plates, cutlery, and napkins.

- **Preparing Snacks:**

Cutting fruit, pouring drinks, or making simple snacks (toast, crackers, sandwiches) can enhance fine motor skills.

- **Sharing and Discussing:**

Encourage children to talk about their snacks, share recipes, or discuss where their food comes from.

- **Hygiene:**

Reinforce handwashing, cleaning up spills, washing up plates & utensils and taking responsibility for food waste.

- **Composting:**

Children can learn about the recycling process by composting food waste, understanding the full cycle from food to compost.

- **Growing and Harvesting:**

Involve children in planting, growing, and harvesting herbs and vegetables, then using them in their snacks.



Top tips to ensure the smooth running of small group/rolling snack:

- Locate snack area near hand washing facilities or sink/water to aid washing up
- Display a menu to provide contextualised opportunities for reading & writing
- Encourage children to serve their own snack
- Make sure your snack table has a jug of water. Children should be encouraged to pour their own
- Tell children when the snack table is open and give them a 5 minute notice when the snack table is about to close
- Keep track of the children that have had snack. You could try having name cards on a table that children give to you when they sit at the snack bar
- If a child does not wish to eat a snack, encourage them to come to the snack bar for some water
- Promote good hygiene and remind children to wash their hands before eating
- Encourage children to tidy up after snack, e.g. placing bowls and cups in a washing up bowl
- Allocate one member of staff to manage the snack table. It should be their role to maintain good hygiene practices, promote self-service skills, promote language and communication development, make observations and keep track of the children who have and have not had snack
- Staff members should be encouraging and role- model eating and drinking during rolling snack
- Inform parents of the independent skills that children are learning in the snack area (chopping, peeling, grating) so that this can be continued and supported at home

Snack Developmental Stages:

1. Early Stages (Ages 2-3):

- **Physical Skills:** Begin with simple tasks like pouring drinks, using a spoon, or cutting fruit with adult support.



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- **Social Skills:** Learn to take turns, wait for their turn, and engage in simple conversations about the snack.
- **Language Skills:** Learn to say simple words like "milk," "fruit," or "more".

2. Developing Independence (Ages 3-4):

- **Physical Skills:** Increase independence with tasks like serving themselves, using cutlery with more precision, and learning about different food groups.
- **Social Skills:** Engage in more complex conversations, negotiate with peers, and learn to share.
- **Language Skills:** Use descriptive language to talk about the snack, explain what they like and dislike, and express their needs.

3. Advanced Skills (Ages 4-5):

- **Physical Skills:** Learn to use more complex tools like knives, develop fine motor skills with precision, and understand concepts like "half".
- **Social Skills:** Take responsibility for clearing up, recycling food waste, and understanding the importance of food hygiene.
- **Language Skills:** Use complex sentences, discuss the origins of food, and talk about healthy eating habits.



ABBOTSWELD
PRIMARY ACADEMY

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