

## Subject Lead Progression Maps

The Subject Progression Maps outline the content that is taught in each subject within our Inspire Curriculum. They provide clear progression and sequencing within individual subjects for each year group. The knowledge and skills have been mapped out to ensure previous learning is built upon progressively each year.

Growing, Cooking and Nutrition Progression Map		
Topic	Year Group	Content
Growing	Year 1	<ul style="list-style-type: none"> <li>To understand that all food comes from plants or animals</li> <li>Sort a number of foods into plant or animal groups</li> <li>Give examples of foods from animal sources</li> <li>Give examples of foods from plant sources</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Explain how animals are farmed</li> <li>Explain how plants are farmed</li> <li>Describe how people can grow their own food at home</li> <li>Describe how food changes from farm to fork to make it safe to eat for some basic foods</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Name the sources of common ingredients found in meals</li> <li>Name some foods produced in the UK and name some foods produced outside the UK</li> <li>Explain the climate and conditions affect when and where food is produced</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Name the sources of common ingredients found in meals and be able to identify them into families i.e. meat, plant</li> <li>Name some foods produced in the UK. To name some foods produced outside the UK</li> <li>Explain what climate and conditions affect when and where food is produced</li> <li>Look at expiry dates, that foods do not last and that some last longer than others</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Explain that food goes through basic processes before it reaches us</li> <li>Explain how that at home we process food to make it edible and safe</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Describe how food is processed on a large scale in places such as restaurants and factories to make it edible and safe to eat</li> </ul>
Cooking	Year 1	<ul style="list-style-type: none"> <li>Recognise a range of basic ingredients</li> <li>Explain that ingredients are available from different shops, markets, or grown at home</li> </ul>

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		<ul style="list-style-type: none"> <li>Explain that some ingredients need to be prepared before they can be eaten</li> <li>Explain that some equipment has a special job and know what that special job is, e.g. colander, peeler</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Use a range of simple equipment</li> <li>Use basic cooking skills to make a dish</li> <li>Identify that different foods need to be stored differently</li> <li>Explain the hygiene and safety rules, which need to be followed before, during and after cooking</li> <li>Explain that people eat different food and meals according to the time of day, who they are and the occasion</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Know that there is a vast range of ingredients used around the world</li> <li>Understand that diets around the world are based on similar food groups</li> <li>Know and find out that food is prepared in different ways due to a number of factors, including country, culture, custom and religion</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Know that there is a vast range of ingredients used around the world</li> <li>Understand that diets around the world are based on similar food groups</li> <li>Know and find out that food is prepared in different ways due to a number of factors, including country, culture, custom and religion</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Write and follow recipes</li> <li>Weigh and measure accurately</li> <li>Select and use the most appropriate ingredients and equipment to plan and cook a range of dishes</li> <li>Modify existing recipes</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Demonstrate an extended range of food skills and techniques</li> <li>Describe how food can spoil and decay due to the action of microbes, insects and other pests</li> <li>Explain how to use date marks and food storage instructions on food packaging</li> <li>Demonstrate good personal hygiene when cooking</li> <li>Demonstrate good food safety and hygiene when cooking</li> </ul>
Nutrition	Year 1	<ul style="list-style-type: none"> <li>Understand that food is a basic requirement of life</li> <li>Understand that we need food to grow, be active and maintain health</li> <li>Talk about foods they like and dislike with reasons</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Sort a selection of foods into the eat-well food groups</li> <li>Recognise the 5 groups from the eat-well plate</li> <li>Put together a balanced meal by choosing foods from different food groups</li> <li>Know that everyone should eat at least 5 portions of fruit and vegetables every day</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Use the eat-well plate and consider the needs of different people when planning and cooking food</li> </ul>

Growing, Cooking and Nutrition Progression Map		
Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>Suggest and demonstrate healthier ways to prepare and cook foods</li> <li>Read and interpret basic nutrition information on food packaging when making choices</li> <li>Research, plan and prepare food appropriate for a range of different occasions</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Use the eat-well plate and consider the needs of different people when planning and cooking food</li> <li>Suggest and demonstrate healthier ways to prepare and cook foods</li> <li>Read and interpret basic nutrition information on food packaging when making choices</li> <li>Research, plan and prepare food appropriate for a range of different occasions</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>Understand that different types of food provide different amounts of energy</li> <li>Demonstrate how different amounts of food, known as portions, provide different amounts of energy</li> <li>Explain that all food and drink provide nutrients</li> <li>Explain that other nutrients include vitamins and minerals, which are needed to keep the body healthy</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>Describe how some foods also provide fibre but the body doesn't digest this</li> <li>Recognise that the amount of energy and nutrients provided by food depends on the portion eaten</li> <li>Understand that energy is provided by the nutrients, carbohydrates fat and protein</li> <li>Understand the functions of different nutrients</li> <li>Recognise the nutrients provided by each section of the eat-well plate</li> </ul>
Food	Year 1	<ul style="list-style-type: none"> <li>Combine fruits or vegetables according to their sensory characteristics</li> <li>Talk about a range of fruit and vegetables</li> <li>Identify a wide variety of fruit and vegetables available which can be grouped and individually named</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Recognise that fruit and vegetables may require treatment before being eaten and know what the treatment is</li> <li>Use basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions</li> <li>Explain that fruit and vegetables have nutritional value and are an important part of our diet</li> <li>Consider that food processing can affect appearance, texture, odour and taste of food</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Combine fresh, precooked and processed foods according to their sensory characteristics</li> <li>Consider that people have different preferences</li> <li>Explore databases that are useful for holding survey information</li> <li>Divide food into different groups</li> <li>Recognise foods that form a healthy diet</li> <li>Explore different combinations of ingredients</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Identify the taste and texture of the product</li> <li>Use appropriate language related to food products</li> </ul>

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Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>• Explain the importance of hygienic food preparation and storage</li> <li>• Recognise that combinations of ingredients, preparation and cooking can affect the end product</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Adapt a recipe by adding or substituting an ingredient</li> <li>• Change ingredients by using a heat source</li> <li>• Recognise that there is a wide variety of food products from different cultural traditions</li> <li>• Recognise that different food products are an important part of a balanced diet</li> <li>• Investigate and evaluate bread products according to their characteristics</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary to describe different food products</li> <li>• Compare the processes involved in making different food products – commercial and domestic</li> <li>• Recognise that ingredients have different characteristics</li> <li>• Know that the proportion of ingredients will affect the product</li> <li>• Apply the rules for basic food hygiene and other safe practices</li> </ul>
Enjoying Food	Year 1	<ul style="list-style-type: none"> <li>• Explain the important social aspects of food and how families in the past ate</li> <li>• Identify lots of food ingredients that are used around the world</li> <li>• Show a deeper understanding of the country they are studying, their food and customs</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Experience food from a different culture and explain their opinion</li> <li>• Explain the part that food plays in special social occasions</li> <li>• Understand that a family sitting and eating together is a good thing and that taking part in what they eat at home is fun</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Understand the important social aspects of food and how families in the past used to eat</li> <li>• Explain that lots of food ingredients are used around the world</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Experience food from a different culture and comment on their opinions</li> <li>• Recognise that diets around the world are based on the 5 food groups</li> <li>• Use their prior skills to create food for special occasions</li> </ul>
	Year 5	<ul style="list-style-type: none"> <li>• Recognise that food around the world is prepared in different ways, sometimes because of culture, customs and religion</li> <li>• Know about a country and how its customs and culture can affect the food people eat</li> </ul>
	Year 6	<ul style="list-style-type: none"> <li>• Recognise that food around the world is prepared in different ways, sometimes because of culture, customs and religion</li> <li>• Know about a country and how its customs and culture can affect the food people eat</li> </ul>
Evaluate	Year 1 and 2	<ul style="list-style-type: none"> <li>• Assess a healthy plate and improve, explaining their choices</li> <li>• Explain their likes and dislikes and explain why</li> <li>• Make food choices that are based on a number of factors, such as health, event, hygiene, growing</li> </ul>
	Year 3 and 4	<ul style="list-style-type: none"> <li>• Assess how well their recipe/meal works in relation to the purpose</li> <li>• Explain how they could change their recipe to make it better</li> </ul>

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Topic	Year Group	Content
		<ul style="list-style-type: none"> <li>Assess how well their meal/recipe works in relation to the design criteria and the intended purpose</li> <li>Explain how they could improve their recipe and how their improvement would affect the original outcome</li> </ul>
	Year 5 and 6	<ul style="list-style-type: none"> <li>Evaluate food based on its purpose, i.e. for exercise</li> <li>Explain why food is important beyond health and nutrition and make choices for this</li> </ul>

Growing, Cooking and Nutrition Key Vocabulary		
Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>make, farm, planting, animals, growth, ingredients, cooking, equipment, diet, texture, healthy lifestyle, taste, fruit, vegetables, traditions, hygiene, safety, occasion, clean, active, balanced, portion, appearance, smell, country, culture, custom</p> <p><i>*equipment language and skill language will be specific to what you are making.</i></p>	<p>diet, hygiene, contamination, meals, produce, fresh foods, nutrition, carbohydrates, protein, sugars, eat well, processed foods, variety, preparation, food groups, healthy lifestyle, farming, demonstrate, prepare, interpret, package, appropriate, raw, availability, seasons pre-cooked, processed fresh, planning cooking</p> <p><i>*equipment language and skill language will be specific to what you are making.</i></p>	<p>hygiene, processed foods, nutrition (protein, carbohydrates, protein, sugars, fats, sodium, fibre), diet, cross contamination, large scale production, manufacturing, factory production, commercial production, domestic production, events, occasions, catering, vitamins, minerals, storage, traditions, equipment, products, adding, substituting, variety, proportion</p> <p><i>*equipment language and skill language will be specific to what you are making.</i></p>