

Food and Nutrition (technical skills and knowledge)

What does the progression of skills and knowledge look like?

| Phase | Progression objectives <i>*linked to Science objectives</i> | Vocabulary |
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| EYFS | <ul style="list-style-type: none"> - Mix pre-prepared ingredients with the support of an adult, safely and hygienically - Use a blunt knife to spread butter or jam (or alternative) on a cracker or bread. - Understand that fruit and vegetables grow, and which ones are grown in the UK. | <p>Tier 2 Basic sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp hard. make, clean, dirty, fruit, vegetable, knife, fork, spoon, plate, bowl.</p> <p>Tier 3 recipe, ingredient, cut, stir, mix, spread</p> |
| Key Stage 1 | <ul style="list-style-type: none"> - Cut soft foods safely and hygienically using an appropriate tool. - Measure using measuring cups and spoons. - Assemble ingredients to make a simple recipe. - Discuss what a healthy and varied diet should look like, naming and sorting using the five main groups.* - Know where a range of fruits and vegetables come from.* | <p>Tier 2 measure, weigh, combine, varied, healthy, unhealthy, source, seed, pip, squeezing, sensory vocabulary e.g. crisp, sour</p> <p>Tier 3 slicing, peeling, chop, food group, ingredient, peel, mixture, utensil, diet</p> |
| Lower Key Stage 2 | <ul style="list-style-type: none"> - Cut a range of foods safely and hygienically with an appropriate tool. - Measure ingredients using scales or jugs. - Follow recipes, starting to use techniques such as peeling, chopping, slicing, mixing, spreading, baking or kneading. - Cook using a pan or oven safely (with supervision and support). - Know where a wider range of foods come from. - Discuss the importance of a range of varied and nutritious foods.* - Discuss the importance of a balanced diet to provide energy for a healthy active lifestyle.* | <p>Tier 2 millilitres, litres, grams, kilograms, technique, variety, texture, taste, sweet, sour, hot, spicy, appearance, fresh, edible, varied diet</p> <p>Tier 3 hygienically, hygiene, bake, knead, rise, nutrition, energy, carbohydrate, protein, vitamins, fat, calcium, iron, sugar, salt, frozen, tinned, processed, sweet, savoury, grown, reared, caught, seasonal, harvested</p> |
| Upper Key Stage 2 | <ul style="list-style-type: none"> - Discuss why we need to store and handle food hygienically (micro-organisms).* - Measure ingredients with a degree of accuracy using an appropriate measuring device. - Scale recipes up or down accordingly. - Design their own simple savoury recipes and test them. - Use a range of baking and cooking techniques with increasing confidence (e.g. boiling, frying, baking, grilling, steaming, roasting, microwaving) - Begin to explain why a recipe or meal is healthy or not, giving reasons based on their understanding.* | <p>Tier 2 Micro-organism, organism, germ, accuracy, ratio, balance, dough, bran, flour, wholemeal, spice, herbs, allergy, intolerance, rotten, spoil,</p> <p>Tier 3 portion, yeast, gluten, dairy, shelf-life, use-by, sell-by</p> |
| Key Stage 3 | <ul style="list-style-type: none"> - Understand and apply their knowledge and understanding of food and nutrition; - Be competent in a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of sensory analysis to adapt and create recipes. - Apply their knowledge to make informed choices around seasonality and characteristics of ingredients; - Develop the creative, technical and practical expertise needed to perform everyday tasks confidently; | <p>Tier 2 grilling, grating, health, hygiene, hazards</p> <p>Tier 3 Browning, chopping, creaming. carbohydrate, cross contamination, dicing, fairtrade, fats, food choice, food safety, food groups, maillard reaction, roux, mixing, Nutrition, protein, recipes, simmer, rubbing in, sensory analysis, weighing,</p> |

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| | <ul style="list-style-type: none">- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;- Evaluate and test their ideas and products and the work of others. | |
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