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|  | **EYFS** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| **Healthy Eating** | Recognise that we all need to eat to grow and be healthy.Be aware that we need to eat more of some foods and less of others.With support, are able to eat socially with others.Recognise the importance of drinking water.Know the importance of brushing teeth twice daily. | Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foodsAre beginning to use the Eatwell GuideAre able to eat socially with othersUnderstand the importance of water and drinking water regularlyUnderstand the importance of regular meals and healthy snacksUnderstand the types of food that can affect the health of teeth. | Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances that the body needs to be healthy and active.Are able to use the Eatwell Guide.Understand the value of eating sociably.Understand the importance of keeping hydrated.Begin to understand appropriate portion sizes for regular meals and healthy snacks.Know the importance of a healthy breakfast.Understand how to keep teeth healthy. | Are able to make food choices taking into consideration the Eatwell Guide.Understand the main food groups and the different nutrients that are important for health.Know appropriate portion sizes and the importance of not skipping meals, including breakfast. |
| **Consumer Awareness** | Know which animals or plants some foods come from (eg. Milk from cows)Know that food can be grown or bought from shopsKnow some foods that are eaten on special occasions. | Know that all food comes from plants or animals and can identify some foods from each group and talk about how they are grown.Aware that some food packaging has labels giving information.Know some of the influences on the food we eat (eg. Celebrations, culture, preferences).Understand the importance of not wasting food and know how to recycle packaging. | Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat.Understand that people have different views on how food is produced and that this influences the food they buy.Begin to be able to read and understand food labels.Understand that there are a variety of influences on the food we choose to eat (season, cost, healthy, occasion).Know the importance of, and be able to, recycle food-related waste. | Understand some of the basic processes to get food from farm to plate.Understand some of the ethical dilemmas associated with the food people choose to buy.Are able to use information on food labels to inform choice.Understand social influences on the food we choose to eat (eg. Media, peer pressure ethics). |
| **Food safety and hygiene** | Understand that food that has been dropped on the floor, touched with dirty hands or has turned mouldy should not be eaten and can make people ill.Understand that some foods need to be washed before they are safe to eat (eg. Fruits and vegetables).With help and supervision, get ready to cook:* Tie back long hair
* Wash and dry hands
* Put on a clean apron

With help and supervision, take part in simple clearing up tasks, such as clearing and cleaning the tables. | Can follow basic food safety rules when preparing and cooking food.With supervision, take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor.With supervision, get ready to cook:* Tie back long hair
* Wash and dry hands
* Put on a clean apron

Understand how everyday foods are stored differently to ensure they are safe to eat (eg. Fridge or freezer). | Know and can follow basic food safety rules.Understand how bacteria in food can cause food poisoning or food to go mouldy.Know how to get ready to cook:* Tie back long hair
* Wash and dry hands
* Put on a clean apron
* Remove jewellery and nail varnish

With guidance, follow procedures for clearing up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away.Understand how a variety of foods are stored differently to ensure they are safe to eat (eg. Fridge, freezer, cupboard) | Are able to independently get ready to cook.Demonstrate good food safety practices when getting ready to store, prepare and cook food (eg. Keep raw meats away from other food).Know and can follow food safety rules and understand their purpose.Can independently follow procedures for clearing up. |
| **Recipes and ingredients** | Recognise some familiar ingredientsDescribe the taste of some familiar ingredients using simple words (eg. Salty, sweet, etc).Identify foods that they like and dislike.Understand that recipes provide instructions on how to make food. | Recognise a range of familiar ingredients (eg. Vegetables, dairy, eggs).Describe the taste of a range of ingredients.Identify what they like and dislike about the food they have cooked and how to improve its taste.Follow simple recipe instructions, either in simple sentences or using pictures. | Recognise and name a broad range of ingredients including cereals, meat and fish.Use simple food descriptors relating to smell, flavour, texture and appearance.Know where and how a variety of ingredients are grown.Identify what they would do differently next time to improve what they have made.Read and follow a simple recipe. | Know an extensive range of ingredients and how these are grown (eg. Beans, pulses).Identify how they would change a recipe to improve the food they have made.Use a range of food descriptors relating to smell, flavour, texture and appearance.Compare different versions of the same dish and identify how they would change the recipe next time.Confidently read and follow a recipe. |
| **Weighing and measuring** | Count the quantity of food needed using whole numbers (eg. 6 grapes)Measure using a spoon or cup. | Use measuring cups and spoons for liquids, solids and dry ingredients. | Begin to use a jug to measure liquids.Begin to use digital weighing scales. | Accurately use a jug to measure liquids.Accurately use weighing scales. |
| **Food preparation** | With close supervision, and physical guidance when necessary:* use the bridge hold to cut soft foods using a table knife (eg. Strawberries)
* crush or mash cold food in a bowl (eg. Biscuits, bananas etc)

Peel fruit using their handsTear food to divide it (eg. Lettuce leaves)Begin to drain away liquids from packaged foods using a sieve or colander (eg, tuna)Use cutlery to eat a mealUse a table knife for spreading. | With close supervision:* Use the bridge hold to cut harder foods using a serrated vegetable knife
* Use the claw grip to cut soft foods using a serrated vegetable knife
* Mash cooked food with a masher
* Peel soft vegetables using a peeler
* Cut food into evenly sized, largish pieces
* Use a melon baller to core an apple

With close supervision and physical guidance if necessary:* Peel harder food using a peeler
* Grate soft food using a grater

Use a lemon squeezerDrain away liquids from packaged food using a sieve or colander | With supervision:* Begin to use the claw grip to cut harder foods using a serrated vegetable knife
* Begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg. Onions)
* Use a masher to mash hot foot to a fairly smooth texture
* Begin to peel harder food (eg. Carrots or potatoes)
* Cut foods into evenly sized strips or cubes (eg. Cheese, peppers)
* Crush garlic using a garlic press
* Grate harder food using a grater (eg. Carrots)
 | With supervision:* Confidently use both the bridge hold and claw grip to cut the same food using a vegetable knife
* Confidently peel harder food using a peeler
* Dice foods and cut them into evenly sized, fine pieces
* Finely grate hard foods
* Confidently use the claw grip to cut harder foods using a vegetable knife.

With support, use a can opener and open ring-pull tins. |
| **Mixing and combining** | With help, sift and mix flour into a bowlMix, stir and combine a small amount of cold ingredients in a bowl (eg. Fruit salad) | Sift flour into a bowlMix, stir and combine liquid and dry ingredientsWith help:* Use hands to rub fat into flour
* Crack and egg and beat using a fork
 | Combine using a sieve, flour, raising agents and spices together into a bowl.Crack an egg and beat with a balloon whisk.Mix, stir and combine wet and dry ingredients uniformly (eg. To form a dough).Use hands to rub fat into flour.Cream fat and sugar together using a mixing spoon. | Sieve wet and dry ingredients with precision.Confidently crack an egg.With help, begin to separate eggs.Use finger tips to rub fat into flour to make fine ‘bread crumbs’.With supervision, whisk using an electric hand mixer.With supervision, cream fat and sugar together using an electric hand mixer.With supervision, use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food. |
| **Shaping and assembling** | With help, use hands to shape dough into simple shapes With supervision, use biscuit cutters to cut shapesWith help and supervision, put together cold ingredientsWith help, begin to use a rolling pin | With supervision, use a small table knife for spreading soft spreads onto bread.Use hands to shape dough into small balls or shapes.With help and supervision, assemble and arrange cold ingredients (eg. Sandwich)Use a rolling pin to flatten and roll out dough. | Knead and shape dough into aesthetically pleasing products.Use a rolling pin to roll out dough to a specific thickness.Use biscuit cutters accurately.Assemble and arrange ingredients for simple dishes.Coat food with ingredients such as beaten egg and breadcrumbs.Independently spread ingredients accurately onto foods.  | Use hands to shape mixtures into evenly sized pieces (eg. Burgers)Use a rolling pin to roll out dough to an accurate size and thicknessAssemble, arrange and layer more advanced dishes.Spread food evenly with a coating, paste or glaze. |
| **Heating** | Although children will not be cooking hot food, children should understand how hot food is cooked safely by observing adults using the hob, oven, toaster and/or microwaveBe able to prepare food for baking with help such as greasing a baking tray, putting cake cases into a bun tray | Although children will not be cooking hot food, children should understand how hot food is cooked safely by observing adults using the hob, oven, toaster and/or microwave.Be able to prepare food for baking such as adding oil to pans, greasing a baking tins. | With help and supervision, begin to use a toaster or microwave.With very close supervision, and physical guidance when necessary, handle hot food safely; once adults have removed food from the hob or oven.With very close supervision, and physical guidance when necessary, begin to cook food on the hob.Use oven gloves and a fish slice to remove food from baking trays. | With help and supervision, use the hob or electric saucepan to cook simple dishes.Understand how ovens and grills are used safely, by observing adults.With supervision, handle hot food safely using oven gloves to remove cooked food with a fish slice. |
| **Serving and garnishing** | With physical guidance, spoon cold food onto a plateWith help, sprinkle garnish on cold food (eg. Herbs or grated cheese) | With guidance, use a tablespoon to serve cold food into bowls or plates.With guidance, pour or drizzle dressing onto salads.Lightly sprinkle garnish on cold food (eg. Herbs) | Begin to recognise appropriate ingredients to garnish hot and cold food.With supervision, sprinkle garnish on hot dishes.With help and supervision, use jugs or spoons to serve equal portions of food or drinks into cups, plates or bowls.Begin to understand:* appropriate portion sizes when serving food,
* what types of food can be served together to make a balanced meal.
 | Be able to choose appropriate ingredients to garnish hot and cold dishes.With supervision, be able to use a spoon, ladle or jug to serve hot liquids, eg. Soup.Cut food into equal sized portions for the number of people being served.Understand appropriate portion sizes when serving food.Are able to plan and serve their own breakfast and a simple balanced cooked meal. |