



Food Technology Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Raw Foods	Cooked Fruit	Bread	Vegetables	Pasta	Protein
Where food comes from	<p>To know that all food comes from plants or animals.</p> <p>To know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p>	<p>To know that different food comes from different plants or animals.</p> <p>To know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>To know that certain crops are suited to growing in certain parts of the world E.g. Coconuts in hot, tropical climates.</p>	<p>To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK and the wider world.</p> <p>To know <i>that</i> food is processed into ingredients that can be eaten or used in cooking E.g Wheat into flour.</p>	<p>To know that foods that are grown can look different E.g. Plants, bushes, trees.</p> <p>To know that food is imported and exported all over the world.</p> <p>To know that food has a 'footprint': some foods are produced locally and some travel around the world to be on our plates.</p>	<p>To know how food is processed into ingredients that can be eaten or used in cooking.</p> <p>To know that seasons may affect the food available in different places.</p> <p>To know that some cuisines are associated with certain parts of the world E.g. Pasta/Italy Rice/China</p>	<p>To know that different meats come from different animals E.g. Pork/Pig Beef/Cow. (+ Secure in previous knowledge)</p>
Food Preparation	<p>To be able to name a range of basic equipment and explain what it does.</p> <p>I can use a range of equipment to peel, crush, mix and grate.</p>	<p>To be able to name a range of basic equipment and explain what it does (including equipment that measures ingredients)</p> <p>I can use a range of equipment to peel, crush, snip, mix and grate.</p> <p>I can use a knife (with supervision) to chop soft fruit.</p>	<p>To be able to name a range of basic equipment and explain what it does (including equipment that measures ingredients and time)</p> <p>I understand that some foods need to go through processes before being cooked (mixing, kneading, proving)</p>	<p>I understand that some foods need to go through processes before being cooked (marinating)</p> <p>I can use a safe technique to cut soft vegetables (Mushroom, Pepper, Eggplant)</p> <p>I can use a safe technique to cut firm vegetables (Potato, Carrot)</p>	<p>To be able to name a range of equipment and explain what it does (including equipment that measures ingredients, time and temperature)</p> <p>I understand that some foods need to go through processes before being cooked (resting)</p>	<p>To be able to name a wide range of equipment and explain what it does (including a range of different equipment that measures ingredients, time and temperature) and different items used to cook in different ways E.g. Oven, Hob, Slow Cooker etc.</p>
Food Cooking		<p>To know that heat can be used to change ingredients in different ways - (Batter into Cake [oven], Batter into Pancake [pan].</p>	<p>To know that variables (temperature and time) will have an impact on how somethings cooks.</p>	<p>To know that one thing (E.g. carrot, potato) can be cooked in a variety of ways. (Fry, boil, grill, roast) and that this will result in it tasting differently.</p>	<p>To know that some foods can be fresh or dried and that they will cook and taste different to each other,</p>	<p>To know that the way you cook a piece of protein (method, temperature and time) will impact on the way it tastes.</p>
Nutrition	<p>To name and sort foods into categories E.g. Fruit/Vegetable Healthy/Unhealthy.</p> <p>To know that it is healthy to eat 5 portions of fruits and/or vegetables a day.</p>	<p>To know that some foods can be unhealthy when you eat too much of them.</p>	<p>To know that certain foods give us certain types of nutrition. E.g Bread / Carbohydrates.</p>	<p>To understand that foods cooked in different ways will have different nutritional value. Some methods of cooking are considered healthier than others (E.g Steaming vs Deep Fat Frying)</p>	<p>To know that a balanced meal will require a range of ingredients working together. E.g. Pasta will need a sauce and often a protein and a bread.</p>	<p>To know that some foods can be dangerous if not fully cooked (Chicken) and some foods taste better when not fully cooked (Tuna, Steak).</p> <p>To understand that a 'meal' will often consist of a protein that works alongside other sources of nutrition (E.g. a vegetable, carbohydrate and</p>
Food Hygiene and Safety	<p>To know the importance of having clean hands and surfaces when chopping.</p>	<p>To know the importance of having clean hands, equipment and surfaces when cooking.</p> <p>To know the importance of using knives safely when chopping soft fruits.</p>	<p>To know that some people have intolerances and allergies that stop them from eating certain foods.</p>	<p>To understand that fresh foods such as vegetables can go rotten and moldy if left for too long or stored incorrectly.</p> <p>To know how to check certain vegetables are OK to cook and eat.</p>	<p>To understand that some foods lend themselves to being frozen, refrigerated and reheated at a later date.</p>	<p>To know that some foods can be dangerous if not fully cooked (Chicken) and some foods taste better when not fully cooked (Tuna, Steak).</p> <p>To know the importance of 'best before' dates and the importance of following guidance such as 'once opened eat within' and 'once opened store in a '.</p>

SVPS Curriculum Concepts

Diversity and Adversity	Children learn about the wide range of fruits and vegetables in the world.				Children learn about the origins of different cuisines from around the world.	
Change and Continuity						
Locality and Context				Children learn about the locality of food including food grown in the South West.		Children learn about the locality of food including food reared in the South West.