

# COOKING SKILLS PROGRESSION



	Healthy Eating	Consumer Awareness	Food Safety and Hygiene	Recipes, Ingredients Evaluation	Weighing and Measuring	Cutting and Knife Skills	Mixing	Shaping and Assembling	Heating	Serving and Garnishing
<p><b>Key Stage 1</b></p> <p><b>Mercury</b></p> <p><b>Venus</b></p> <p><b>Earth</b></p>	<p>Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods</p> <p>Are beginning to use the eatwell plate</p> <p>Are able to eat sociably with others</p> <p>Understand the importance of water and drinking water regularly</p> <p>Understand the importance of regular meals and healthy snacks</p> <p>Understand the types of food that can affect the health of teeth</p>	<p>Know that all food comes from plants or animals and can identify some foods from each group and understand how they are grown</p> <p>Aware that some food packaging has labels giving information</p> <p>Know some of the influences on the food we eat (eg celebrations, preferences)</p> <p>Understand the importance of not wasting food and know how to recycle packaging</p>	<p>Can follow basic food safety rules when preparing and cooking food</p> <p>With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor</p> <p>With supervision get ready to cook:</p> <ul style="list-style-type: none"> <li>• Tie back long hair</li> <li>• Wash and dry hands</li> <li>• Put on a clean apron</li> </ul> <p>Understand how everyday foods are stored differently to ensure they are safe to</p>	<p>Recognise a range of familiar ingredients (eg vegetables, dairy, eggs)</p> <p>Describe the taste of a range of ingredients</p> <p>Identify what they like and dislike about the food they have cooked and how to improve its taste</p> <p>Follow simple recipe instructions, either in simple sentences or using pictures</p>	<p>Use measuring spoons for liquids, solids and dry ingredients</p>	<p>With close supervision, use the bridge hold to cut harder foods using a serrated vegetable knife (eg apple pieces)</p> <p>With close supervision, use the claw grip to cut soft foods using a serrated vegetable knife (eg tomato)</p> <p>With close supervision, mash cooked food (eg potatoes with a masher)</p> <p>With close supervision, peel soft vegetables using a peeler (eg cucumber)</p> <p>With close supervision, cut food into evenly sized largish pieces (eg potatoes)</p> <p>With close supervision, and physical guidance if necessary, peel harder food (eg apple, potato) With close supervision, use a melon baller to core an apple</p>	<p>Sift flour into bowl Mix, stir and combine liquid and dry ingredients (eg muffins)</p> <p>With help, use hands to rub fat into flour (eg rock buns)</p> <p>With help crack an egg and beat together using a fork</p>	<p>With supervision, use a small table knife for spreading soft spreads on to bread Use hands to shape dough in to small balls or shapes</p> <p>With help and supervision, assemble and arrange cold ingredients (eg sandwich, fruit kebabs, bruschetta)</p> <p>Use a rolling pin to flatten and roll out dough</p>	<p>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</p> <p>Be able to prepare food for baking and frying such as greasing baking tins and adding oil to frying pans / saucepans</p>	<p>With guidance, use a tablespoon to serve cold food into bowls or plates</p> <p>With guidance, pour or drizzle dressing on to salads Lightly sprinkle garnish on cold food (eg herbs, grated cheese)</p>

			eat (eg fridge or freezer)			With close supervision, grate soft food, using a grater (eg cheese)  Drain away liquids from packaged food using a sieve or colander (eg tuna or sweet corn)  Use a lemon squeezer				
<b>Lower Key Stage 2</b>  <b>Mars Jupiter</b>	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 plate  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	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 (eg who we are with, season, cost, health, occasion)  Know the importance of, and be able to, recycle food related waste	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: <ul style="list-style-type: none"> <li>• Tie back long hair</li> <li>• Wash and dry hands</li> <li>• Put on a clean apron</li> <li>• Remove jewellery</li> </ul> With guidance follow procedures for clearing up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting	Recognise and name a broad range of ingredients (eg cereals, meat, 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	Begin to use a jug to measure liquids  Begin to use digital weighing scales	With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot)  With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion)  With supervision, use a masher to mash hot food to a fairly smooth texture  With supervision, begin to peel harder food (eg apple, potato)  With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese)  With supervision, crush garlic using a garlic press With supervision, grate harder food using a grater (eg apples, carrots)	Sieve flour, raising agents and spices together in to a bowl  Crack an egg and beat with balloon whisk  Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough)  Use hands to rub fat into flour (eg scones, apple crumble)  Cream fat and sugar together using a mixing spoon	Knead and shape dough in to aesthetically pleasing products  Use a rolling pin to roll out dough to a specific thickness (eg scones)  With supervision, use biscuit cutters  Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast)  Coat food in ingredients such as beaten egg and breadcrumbs for fish cakes  Independently spread ingredients accurately on to food	With help and supervision, begin to use a toaster or microwave (eg scrambled egg on toast)  Although pupils will not be cooking food on the hob or in the oven, pupils should understand safe use by observing adults cooking on the hob and putting in and removing food from the oven  With very close supervision, and physical guidance handle hot food safely; once adults have	Begin to recognise appropriate ingredients to garnish hot and cold food  With supervision, sprinkle garnish on hot dishes (eg grated cheese on pasta)  Use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls  Begin to understand appropriate portion sizes when serving food  Begin to understand what types of food can be served together to make a balanced meal

	of a healthy breakfast  Understand how to keep teeth healthy		equipment away  Understand how a variety of foods are stored differently to ensure they are safe to eat (eg fridge or freezer)						removed food from the hob or oven  Use oven gloves and a fish slice to remove eg scones from the baking tray	
<b>Upper Key Stage 2</b>  <b>Saturn Neptune Pluto</b>	Are able to make food choices taking in to consideration the eatwell plate  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	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)	Are able to independently get ready to cook: <ul style="list-style-type: none"> <li>• Tie back long hair</li> <li>• Wash and dry hands</li> <li>• Wear a clean apron</li> <li>• Remove jewellery</li> </ul> <p>Demonstrate good food safety practices when getting ready to store, prepare and cook food (eg keep raw meats away from other food)</p> <p>Know, and can follow, food safety rules and understand their purpose</p> <p>Can independently follow procedures for clearing up</p>	Know an extensive range of ingredients and how these are grown (eg beans, pulses, tropical fruits vegetables)  Identify how they would change the 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	Accurately use a jug to measure liquids  Accurately use weighing scales	With supervision, confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion)  With supervision, confidently peel harder food using a peeler (eg apple, potato)  With supervision, dice foods and cut them into evenly sized, fine pieces (eg garlic, vegetable batons, herbs)  With supervision, finely grate hard foods (eg zesting, parmesan cheese) With support, use a can opener and open ring-pull tins  With supervision, confidently use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot)	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' (eg cheese straws)  With supervision, whisk using an electric hand mixer (eg eggs)  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 (eg	Use hands to shape mixtures in to evenly sized pieces (eg burgers) Use a rolling pin to roll out dough to an accurate size and thickness (eg pizza)  Use biscuit cutters accurately  Assemble, arrange and layer more advanced dishes (eg apple sponge pudding, shepherd's pie)  Spread food evenly with a coating, paste or glaze	With help and supervision, begin to use the hob or electric saucepan (wok or stock pot) to cook simple dishes (eg burgers, soup)  Although pupils will not be putting in or removing food from the grill or oven, they should understand how to use the oven safely by observing adults  With supervision, handle hot food safely, using oven gloves to carefully remove cooked food with a fish slice from a baking tray	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 in to equal sized portions for the number being served (eg slicing pizza into eighths) Understand appropriate portion sizes when serving food  Are able to plan and serve their own healthy breakfast and a simple balanced cooked meal (eg pizza and salad, soup and bread rolls)

							chickpeas for hummus or vegetables for soup)		on to a cooling rack	
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