| C1 | c2 | C3 | C4 | C5 | c6 | C7 | c8 | c9 | C10 |
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| Healthy Eating |  |  |  |  |  |  |  |  |  |
|  | Start to think about the need for a variety of different foods in a diet | Sort food items into two groups - healthy and not healthy |  | Understand how to name and sort foods into the five groups 'The Eat Well Plate' |  | Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active | Understand the importance of keeping hydrated | re able to use the "Eat well plate" | Understand the value of eating sociably: Prepare a healthy meal to gather family and friends |
|  |  |  |  |  |  | Know importance of healthy breakfast | Begin to understand appropriate portion sizes for regular meals and healthy snacks |  |  |
| Consumer awareness |  |  |  |  |  |  |  |  |  |
| Within play, is willing to handle and try new foods with a variey of different textures and consistencies. | Begin to develop a food vocbulary using taste, smell, sweet, sour, texture and feel. | Know that food has to be farmed, grown elswhere (e.g. home or caught) | Follow a pre written shopping list of ingredients in the supermarket. | Write a shopping list from a recipe |  | Understand that food is caught or farmed and changed to make it safe and palatable. tasty to eat | Know the importance of, and be able to, recycle food - related waste | Begin to be able to read and understand food lables | Understand that people have different views on how food is produced and that influences the food they buy |
| Communicates food likes and dislikes | Begin to understand that all food comes from plants or animals | Use food vocabulary to describe taste, smell, texture and feel. | Understand the food is grown reared and cought in the UK, Europe and wider world | Beging to understand the concept of food miles and the impack on the envronment. |  |  |  | Understand that there are a variety of influences on the food we choose to eat (eg who wea re with, season, health, occasion) |  |
|  | Harvest food from the sensory garden |  |  |  |  |  |  |  |  |
| Food safetty and hygine |  |  |  |  |  |  |  |  |  |
|  | Handle food items hygenically |  | Prepare food safetly and hygienically | Understand how to prepare and cook a variety of predominantly savory dishes safetly and hygenically. | Using knowledge and skills to prepare and cook a variety of predominatly savory dishes safetly and hygenically. | Know how to get ready to cook: Tie back long hair. - Put on a clean apron. - Wash and dry hands | With guidance follow procedures for cleaning up such as washing and drying utensils., clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away | $\begin{array}{\|c} \text { f } \begin{array}{c} \text { Understand how bacteria in } \\ \text { food can cause food } \\ \text { poisoning or food to go } \\ \text { mouldy } \end{array} \end{array}$ | Understand how a variety of foods are stored differently to ensure they are safe to eat (eg fridge or freezer) |
|  |  |  | Assemble ingredients to prepare food using simple tools to cut, peeler grate safetly and hygenically. |  |  |  | Know and can follow basic food safety rules |  |  |
|  |  |  | Safely and independently make toast, spread a topping and cut for breakfast each day. |  |  |  |  |  |  |
| Recipes and ingredients |  |  |  |  |  |  |  |  |  |
|  |  | Collect ingredients for cooking from a selection provided. |  | Begin to follow a simple recipe, . | Follow a makaton recipe, using approprate utincils and measuring ingredients to the nearest gram accurately in order to prepare food. | Recognise and name a broad range of ingredients (eg cereals, meat, fish...) | Use a simple food descriptors relating to flavour, texture and appearance | Read and follow a simple recipe | Identify what they would do differently next time to improve what they have made |
|  |  |  |  |  |  |  | Begin to travel to different parts of the kitchen to find the correct equipment | Begin to travel to different parts of the kitchen to find ingredients independently | Find everything they need to cook as independent as possible |
| Weghing and measuring |  |  |  |  |  |  |  |  |  |
|  | Pour liquids from a jug to a bowl. | Independently pour cereal and milk into a bowl. |  | Use approprate utensils and measuring skills to prepare savory food. | Scale up or down a recipe, having accurately calculated ratios of carefully measured ingredients. | Begin to use a jug to measure liquids | Know how to use a jug independently to measure liquids | $\begin{aligned} & \text { Begin to use digital scales } \\ & \text { for other purpose (eg. } \\ & \text { measuring accurately } \\ & \text { liquids) } \end{aligned}$ | Beginning to time length of cooking/baking |
|  |  |  |  | Use digital scales to weigh out ingredients. | Independently min=xing up juice, using the correct ratios. |  |  |  |  |
|  |  |  |  | Use doubling and halving to change quantities in recipes |  |  |  |  |  |
| Cutting and knife skills |  |  |  |  |  |  |  |  |  |
| Half the the wooden velcro food | Use wooden knives to cut wooden toy food. | Beging to devlop children's peeling, grating and chopping skills. | Use teniques such as cutting (blunt knives), peeling and grating | Beging to use the dog knives for cutting. | Be independent in the skills ofpeeling, chopping, slicing, grating, mixing, and kneading | With supervision, begin to use the claw grip to cut harder foods using a safe serrated vegetable knife | With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife and finger guard | Cut foods into evenly sized chunks or cubes | Cut foods into evenly sized strips, slices, and bias cut |
|  |  | Independently spread butter/jam onto toast and cut in half |  |  |  |  | Crush garlic using a press garlic | Peel garlic and onion using a peeling knife ( cut tips and peel) | Cut small food like garlic into evenly slices |
| Mixing |  |  |  |  |  |  |  |  |  |


| $\begin{array}{\|l\|} \hline \text { Mix paint, water } \\ \text { (coloure,), playdough } \\ \text { (two different coloured) } \end{array}$ | With adult support, mix ready weighed ingredients | Use a wooden spoon to mix/cream |  | Developing skills including mixing, kneading and baking. |  | Crack an egg and beat with a pump whisk | Sieve flour, raising agents and spices together into a bowl | Mix and combine wet and dry ingredients uniformly (eg to form a dough) | Cream fat and sugar together using a spoon |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | Beat an egg with a balloon whisk |  | With supervision, cream fat and sugar together using a manual whisk |
| Shaping and assembling |  |  |  |  |  |  |  |  |  |
| Use hands to roll, squash, push, pull etc (playdough) | Use a rolling pin to roll out dough | Knead dough to form |  |  |  | With supervision, use biscuit cutter | Use a rolling pin to flatten and roll oput dough (eg scones) | Knead and shape dough into evenly sized shapes | Assemble and arrange ingredients for simple dishes (eg apple crumble, scramble eeg on toast) |
|  | Use pastry cutters to make shapes in dough. |  |  |  |  |  | Coat food with breadcrumbs or similar like cinnamon, sesame, poppy seeds (egg bread, fish, meat) | Coat food with eggs and breadcrums (eg fish cakes, chicken kiev) |  |
| Heating |  |  |  |  |  |  |  |  |  |
|  | Begin to have an understanding of hot and cold |  |  | Be able to observe adults using the hob and oven at a safe distance. | Be able to observe adults using the hob and oven at a safe distance. Know that you need oven gloves to remove items for the oven and pan handels need to be truned inwards to avid accidents. | With help and supervision begin to use the toaster and sandwich maker | With help and supervision begin to use the microwave for warming up and melting | With very close supervision, and physical guidance when necessary handle hot food safely: Once adults have removed food from the hob or oven use oven gloves and a fish slice to remove scones from the baking tray | Begin to handle hot food :Open oven door, using oven gloves to take trays out and hold saucepan handles. Hold pan handle while stiring food |
|  | Know not to touch hot things. |  |  |  |  |  |  |  | Use a trivet to move the pan and saucepan from stove |
| Serving and garnishing |  |  |  |  |  |  |  |  |  |
|  | With support walk my meal back to my seat without dropping anything. | Independently walk my meal back to my seat without dropping anything moving around others if needed. | Set a place at the table (knife, fork and spoon) | Set the table for a meal, (knife, fork, spoon and condiments) | Set the table for a meal including cup and jug with water without spilling | Begin to recognise appropriate ingredients to garnish hot and cold food. | With supervision sprinkle granish on hot dishes (e.g grated cheese on pasta.) | Use spoons or jugs to serve equal portions of food and drink into cups, plates or bowls for family or friends | Begin to understand what types of food can be served together to make a balanced meal. |
|  |  |  |  |  |  |  |  |  | Begin to understand appropriate portion sizes when serving food. |

