C1	C2	C3	C4	C5	C6	C7	C8	С9	C10
Healthy Eating									
	need for a variety of	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	Are able to use the "Eat well plate"	Understand the value of eating sociably: Prepare a healthy mea to gather family and friends
						Know importance of healthy breakfast	Begin to understand appropriate portion sizes for regular meals and healthu snacks		
Consumer awareness							neuting shacks		
	Begin to develop a food	Know that food has to be	Follow a pre written	Write a shopping list from	1	Understand that food is caught or	Know the importance of, and be able	Pagin to be able to road	Understand that people have
Within play, is willing to handle and try new foods with a variey of different textures and consistencies.	Begin to develop a tood vocbulary using taste, smell, sweet, sour, texture and feel.	farmed, grown elswhere (e.g. home or caught)	shopping list of ingredients in the supermarket.	a recipe		Understand that tood is caught or farmed and changed to make it safe and palatable, tasty to eat	to, recycle food - related waste	Begin to be able to read and understand food lables	different views on how food is produced and that influences the food they buy
and dislikes		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								
ood safetty and hygine	sensory garden								
roba saretty and nygine	Handle food items hygenically		Prepare food safetly and hygienically	Understand how to prepare and cook a variety of predominantly savory dishes safetly and hugenically.	Using knowledge and skills to prepare and cook a variety of predominatly savory dishes safetly and hugenically.	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	Understand how bacteria in food can cause food poisoning or food to go mouldy	Understand how a variety of food 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				Know and can follow basic food safety rules		
			hygenically. 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 independentlu	Find everything they need to coo as independent as possible
Weghing and measuring								Ingredients independentig	
	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 to use digital scales for other purpose (eg. measuring accurately liquids)	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	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 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					Crush garlic using a press garlic	Peel garlic and onion using a peeling knife ( cut tips and	Cut small food like garlic into

Mix paint, water (coloured), playdough (two different coloured)	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 ingredient 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 hab and oven at a sofe 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		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.	(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.