Food teaching progression chart (age 5-11 years)

What should primary school pupils know about healthy eating, cooking and where food comes from?



A progression chart of knowledge and skills for pupils aged 5-11 years to support teaching and learning about healthy eating, cooking and where food comes from across the UK.

This progression chart has been developed by the British Nutrition Foundation to support food teaching in the UK. The chart is based on the key learning objectives from the *Food - a fact of life* website (but, to support progression, provides a more detailed breakdown of the stages of learning) and is linked to primary school curricula in England, Northern Ireland, Scotland and Wales. Consideration is also given to the *Core competences for children and young people aged 5-16 years* (2016) and other food teaching guidance documents, and bodies, from around the UK, e.g. *Food teaching in primary schools: A framework of knowledge and skills* (Public Health England, 2015), *Characteristics of good practice in teaching food and nutrition education in primary schools* (2020).

The statements in **bold** font provide a summary of the learning which will be delivered by the 'I can/know' statements.

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This framework has been adapted for use in Swanton Morley VC Primary School.

Cooking progression chart

Cooking	4-5 years	5-6 years	6-7 years	7-8 years	8-9 years	9-10 years	10-11 years
Ingredients		**There are a variety of ingredients that can be used for cooking in the UK and around the world.**					
	I can recognise and name a basic range of fruits E.g. • Strawberries • Bananas • Oranges • Apples • Raspberries	I can recognise and name a basic range of ingredients. E.g. • Cheese • Flour • Spread • Eggs • Milk • Tomatoes • Sugar		I can recognise and name an increasing range of ingredients. E.g. • Onions • Peppers • Herbs – basil, coriander • Tomato passata • Courgettes • Oats • Dried fruit – raisins, apricots • Yeast		I know that there are a vast range of ingredients used around the world and I can name some of these. E.g. • Bean sprouts • Sweet potato • Noodles	
	I can name what some fruit grows on e.g. tree, bush.	I can give examples of ingredients that come from shops, markets and can be grown at home.		I can explain where to find different ingredients in a shop. E.g. • Cheese, milk, yogurt – in a refrigerator or chilled area • Canned peaches, bread, dried pasta – shelves • Frozen peas or fish – freezers			
	I can recognise how some ingredients need to be prepared before they are eaten. • Apple - washed • Banana, Satsuma- peeled	I can give examples of how ingredients need to be prepared before they are eaten. E.g. • Potato – peeled, chopped and cooked • Tomatoes, peppers, courgettes – washed, chopped then cooked • Onion – peeled and chopped then cooked				I know that ingredients are prepared differently depending on culture, county, custom and religion. E.g. • Sushi - fish prepared and eaten raw • Chinese stir fries - cooked in a hot wok • Hindu – no beef • Muslim religion – no pork	
Tasting	I am willing to taste different ingredients.	I am willing to taste different ingredients and say what I think of them.		I am willing to taste different ingredients and can describe them using sensory vocabulary. E.g. • Aroma (smell) –fruity		I try ingredients purposefully to determine which is most appropriate for the dish I am making. I use increasing descriptive sensory vocabulary to	

			• Taste – sweet • Texture - bumpy	describe the ingredients I taste. • Aroma (smell) – savoury • Taste – bitter • Texture – flaky
Equipment		**There are lots of different pieces of equipment used in cooking, some of which have special jobs.**		
		I can name a <u>basic range</u> of cooking equipment and explain what it does. E.g. • Bowl (mixing) • Spoon (mixing) • Fork • Muffin tray • Knife (butter/table) • Rolling pin • Cutters • Weighing scales • Chopping board • Grater • Whisk	I can name an <u>increasing range</u> of cooking equipment and explain what it does. E.g. • Baking tray • Peeler • Vegetable knife • Measuring spoons • Blender • Colander • Sieve • Saucepan	I can name an <u>extended range</u> of cooking equipment which I may not have used before and explain its function and how it is designed for its purpose. E.g. • Palette knife • Fish slice • Wok/Frying pan • Pastry brush I can select the most appropriate equipment for what I am making.
		I can <u>use a basic range</u> of equipment.	I can <u>use an increasing range</u> of equipment.	I can <u>use an extended range</u> of cooking equipment with growing accuracy and confidence.
Skills		**There are a number of basic food skills which enable us to cook a variety of dishes.**		
		I can name and use a range of basic cooking skills with support. E.g. • Peel (with a peeler) • Mix (with increasing thoroughness) • Spread (soft ingredients) • Measure (with measuring spoons) • Grate (soft foods like cheese) • Shape • Crush (soft fruit with a potato masher) • Cut out with cutters • Spoon ingredients (in to different containers) • Arrange • Crack an egg • Thread (soft foods onto a cocktail stick, e.g. strawberries, satsuma segments) • Sift (flour into a bowl) • Cut (soft foods with a table knife progressing to firmer foods with a vegetable knife) using:	I can name and use a range of cooking skills with increasing competence. E.g. • Peel (with a peeler) • Mix (thoroughly) • Spread (evenly over food) • Measure (with measuring jug, scales) • Grate (firmer foods like carrots) • Shape (with greater precision) • Cut out with cutters (positioning carefully to avoiding wasting ingredients) • Spoon ingredients (using two spoons) • Arrange (in an attractive way) • Cut (soft foods with table knife progressing to firmer food with a vegetable knife) using: -Fork secure -Claw grip -Bridge hold	I can name and use a range of cooking skills with confidence and accuracy to prepare increasingly challenging ingredients. E.g. • Peel (to create ribbons, e.g. carrots, courgettes) • Mix (fold ingredients together e.g. flour into a mixture) • Measure accurately (using digital scales, analogue scales, measuring jug) • Grate (with greater control and skill, e.g. zest from a lemon, nutmeg) • Cut (firm and other foods with a vegetable knife) using: -Fork secure -Claw grip -Bridge hold

		-Fork secure -Claw grip -Bridge hold		
Hygiene and safety		**It is important to store, prepare and cook food safely and hygienically.**		
		I can get ready to cook with some help. • Tie back long hair • Roll up long sleeves • Remove any jewellery, including watches • Put on an apron • Wash my hands	I can get myself ready to cook and remember what I need to do. • Tie back long hair • Roll up long sleeves • Remove any jewellery, including watches • Put on an apron • Wash my hands	I can get myself ready to cook and talk about and demonstrate what I should do during and after I cook. E.g. • Keep my work space tidy • Avoid touching my face and hair • Wash up the equipment • Clean the surfaces
		I can give some examples of foods which should be kept in the fridge, cupboard or freezer.	I know that there are storage instructions on most food packaging, and I can identify and use these.	I know that there are date marks ('use by' and 'best before') on foods and I can identify and use these.
			I know that different food should be stored in different places in the fridge to keep it at its best and prevent cross contamination E.g. • Lettuce, cucumber - salad draw to keep it crisp • Raw meat and fish – bottom shelf • Cheese, yogurt, ready cooked food – top shelves to keep them away from the juices of raw foods.	
			I know that leftover food must be covered and stored correctly and eaten in an appropriate time frame.	
			I can explain that foods not stored correctly can spoil and decay due to the action of micro-organisms, insects and other pests.	
		When planning to cook we need to consider current healthy eating advice, the needs of different people and occasions.		
Planning to cook		I can give examples of foods which might be eaten at different mealtimes or occasions and talk about why, *e.g. cereal at breakfast time.* I can explain some of the reasons why not all people eat the same foods. I know that if I am making food for other people I need to think about their needs.		I can discuss modifications to a recipe: - make it healthier based on *The Eatwell plate* and by suggesting healthier cooking techniques. - make it suitable for different people.
Recycling		I try to minimise waste, recycle packaging and compost appropriate food waste when I am cooking.		
Making		I can make a simple dish with support.	I can make a dish with supervision.	I can follow a recipe and make a dish with some guidance.
Eating		I can eat sociable with others and behave appropriately.		