

 Design and Technology Progression Document				Cooking and Nutrition					
		EYFS		Key Stage 1		Key Stage 2			
		Can you make a healthy snack for yourself?	Can you make a healthy meal for your class?						
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Fruit kebabs	Vegetable soup	Fruit and vegetables Smoothies	A Balanced Diet Healthy wrap	Eating Seasonally Savoury tart	Adapting a recipe Biscuits	What could be healthier? Adapting a traditional recipe	Come Dine with me. Writing and making a recipe.
Previous Skills Taught	End Product								
	Design brief	To design and make a healthy fruit kebab. It must be appealing and have a minimum of 3 different fruits.	To design and make a healthy soup. It must include a minimum of 3 different vegetables.	To design and make a healthy smoothie using fruit and vegetables. To design a carton on the computer and give your smoothie a name.	To design and make a wrap for a target audience. It must be healthy, should include a protein, vegetable or fruit and a dairy product. The wrap should be tasty but not expensive.	To make a tart from seasonal vegetables. The tart must include 3 vegetables. The vegetables must compliment each other, be easy to cut and cook quickly. The tart must include cheese.	To adapt a biscuit recipe. They need to create a biscuit that will sell in shops for £1.99. The children need to create a group name, product name and logo, a unique selling point or special ingredients, a target audience and design the packaging.	To adapt a traditional bolognese recipe. The children need to think about the nutritional value of the sauce and the food groups. They will design a package for their sauce.	To design and make a 3 course meal. The child must follow a recipe, using the correct quantity of each ingredient, adapting if necessary based on research and explain where certain foods come from before they reach the supermarket.

	Design	Design your fruit kebab – cutting and sticking pictures of fruits into the order they will be placed on the kebab stick.	Design a soup carton to package your soup.	• Designing smoothie carton packaging by-hand or on ICT software CAD	• Designing a healthy wrap based on a food combination which work well together	• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish	• Designing a biscuit within a given budget, drawing upon previous taste testing	• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients • Writing an amended method for a recipe to incorporate the relevant changes to ingredients • Designing appealing packaging to reflect a recipe	• Writing a recipe, explaining the key steps, method and ingredients • Including facts and drawings from research undertaken
	Make	Naming and describing fruit. Chopping fruit.	Naming and describing vegetables. Chopping vegetables. Beginning to develop an understanding of where vegetables come from.	• Chopping fruit and vegetables safely to make a smoothie • Identifying if a food is a fruit or a vegetable • Learning where and how fruits and vegetables grow	• Slicing food safely using the bridge or claw grip • Constructing a wrap that meets a design brief	• Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination • Following the instructions within a recipe	• Following a baking recipe • Cooking safely, following basic hygiene rules • Adapting a recipe	• Cutting and preparing vegetables safely • Using equipment safely, including knives, hot pans and hobs • Knowing how to avoid cross-contamination • Following a step by step method carefully to make a recipe	• Following a recipe, including using the correct quantities of each ingredient • Adapting a recipe based on research • Working to a given timescale • Working safely and hygienically with independence
	Evaluation Evaluate against the design brief	Tasting fruits and talking about likes and dislikes. Describing fruits – colour, taste, size.	Tasting and evaluating the vegetable soup. Do you like the soup? Why? Why not? Tasting and describing raw and cooked vegetables. Evaluating the difference between raw	• Tasting and evaluating different food combinations • Describing appearance, smell and taste • Suggesting information to be included on packaging	• Describing the taste, texture and smell of fruit and vegetables • Taste testing food combinations and final products • Describing the information that should be included on a label • Evaluating which grip was most effective	• Establishing and using design criteria to help test and review dishes • Describing the benefits of seasonal fruits and vegetables and the impact on the environment • Suggesting points for improvement when making a seasonal tart	• Evaluating a recipe, considering: taste, smell, texture and appearance • Describing the impact of the budget on the selection of ingredients • Evaluating and comparing a range of products • Suggesting modifications	• Identifying the nutritional differences between different products and recipes • Identifying and describing healthy benefits of food groups	• Evaluating a recipe, considering: taste, smell, texture and origin of the food group • Taste testing and scoring final products • Suggesting and writing up points of improvements in productions • Evaluating health and safety in production to

			and cooked vegetables. (describing change in texture, taste, colour and smell).						minimise cross contamination
	Technical Knowledge	Naming fruits. Understanding that fruits are a healthy choice of snack. Beginning to understand the terms 'sometimes foods' and 'everyday foods'.	Naming vegetables. Understanding why vegetables are important to a healthy balanced diet.	- Understanding the difference between fruits and vegetables - To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber) - To know that a blender is a machine which mixes ingredients together into a smooth liquid - To know that a fruit has seeds and a vegetable does not - To know that fruits grow on trees or vines - To know that vegetables can grow either above or below ground - To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber)	- To know that 'diet' means the food and drink that a person or animal usually eats - To understand what makes a balanced diet - To know where to find the nutritional information on packaging - To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar - To understand that I should eat a range of different foods from each food group, and roughly how much of each food group - To know that nutrients are substances in food that all living things need to make energy, grow and develop - To know that 'ingredients' means the items in a mixture or recipe - To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy - To know that many food and drinks we do not	- To know that not all fruits and vegetables can be grown in the UK - To know that climate affects food growth - To know that vegetables and fruit grow in certain seasons - To know that cooking instructions are known as a 'recipe' - To know that imported food is food which has been brought into the country - To know that exported food is food which has been sent to another country - To understand that imported foods travel from far away and this can negatively impact the environment - To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre - To understand that vitamins, minerals and fibre are important for	- To know that the amount of an ingredient in a recipe is known as the 'quantity' - To know that it is important to use oven gloves when removing hot food from an oven - To know the following cooking techniques: sieving, creaming, rubbing method, cooling - To understand the importance of budgeting while planning ingredients for biscuits	- To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues - To know that I can adapt a recipe to make it healthier by substituting ingredients - To know that I can use a nutritional calculator to see how healthy a food option is - To understand that 'cross-contamination' means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects	- To know that 'flavour' is how a food or drink tastes - To know that many countries have 'national dishes' which are recipes associated with that country - To know that 'processed food' means food that has been put through multiple changes in a factory - To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides - To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork)

					expect to contain sugar do; we call these 'hidden sugars'	energy, growth and maintaining health • To know safety rules for using, storing and cleaning a knife safely To know that similar coloured fruits and vegetables often have similar nutritional benefits.			
--	--	--	--	--	---	--	--	--	--