



Saint Thomas More Catholic Primary School
Design and Technology Progression of Skills – Food Technology



EYFS	Key stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Begin to develop a food vocabulary using taste, smell, texture and feel. • Explore familiar food products e.g., fruit and vegetables. • Stir, spread, knead, and shape a range of food and ingredients. • Begin to work safely and hygienically. • Start to think about the need for a variety of foods in a diet. • Begin to measure and weigh food items, non-statutory measures e.g., spoons, cups. 	<ul style="list-style-type: none"> • Begin to understand that all food comes from plants or animals. • Start to understand how to name and sort foods into the five groups in (e.g., 'The Eat well plate') • Begin to know how to prepare simple dishes safely and hygienically, without using a heat source. • Begin to know how to use techniques such as cutting, peeling, and grating. • Begin to measure and weigh food items using non-standard measures (e.g., spoons and cups) 	<ul style="list-style-type: none"> • Understand that all food comes from plants or animals. • Develop understanding of where different foods come from • Understand how to name and sort foods into the five groups in ('The Eat well plate') • Recognise the need for a variety of food in a diet. • Prepare simple dishes safely and hygienically, without using a heat source. • Begin to know how to use techniques such as cutting, peeling, and grating. • Measure and weigh food items using non-standard measures (e.g., spoons and cups) 	<ul style="list-style-type: none"> • Start to know that food is grown, reared, and caught. Understand how to prepare and cook a variety of dishes including experience of using a heat source. • Begin to understand how to use a range of techniques (peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking). • Know how a healthy diet is made up from a variety and balance of different food and drink • Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. 	<ul style="list-style-type: none"> • Understand that food is grown, reared, and caught. • Understand how to prepare and cook a variety of predominantly savoury dishes including experience of using a heat source. • Know how to use a range of techniques (peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking). • Measure and weigh ingredients appropriately. • Explain why a healthy diet is important. Know that to be active and healthy, food and drink are needed to provide energy for the body. • Understand what to do to be hygienic and safe. 	<ul style="list-style-type: none"> • Understand that food is grown, reared, and caught. • Begin to understand that seasons may affect the food available. • Understand how food is processed into ingredients that can be eaten/used in cooking. • Show increasing confidence in how to prepare and cook a variety of predominantly savoury dishes including the use of a heat source. • Show increasing confidence in techniques (peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking). • Begin to understand that different food/drink contain different substances needed for health. • Describe what to do to be hygienic and safe. • Use appropriate tools and equipment, weighing and measuring with scales. 	<ul style="list-style-type: none"> • Explain how ingredients were grown, reared, and caught. • Understand that seasons may affect the food available. • Explain how food is processed into ingredients that can be eaten or used in cooking. • Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source. • Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking. • Know different food and drink contain different substances (nutrients, water, and fibre) that are needed for health. • Use appropriate tools and equipment, weighing and measuring with scales. • Plan a healthy meal. • Evaluate a meal and consider if it contributes towards a balanced diet.