

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Most children will be able to: Able to name and use a range of cooking skills with growing competence to prepare ingredients with supervision.</p>	<p>Most children will be able to: Able to name and use a range of cooking skills with growing competence to prepare ingredients with supervision.</p>	<p>Able to name and use a range of cooking skills with growing competence to prepare ingredients with supervision.</p>	<p>Able to name and use a range of cooking skills with growing competence to prepare ingredients with supervision.</p>	<p>Most children will be able to: Able to name and use a range of cooking skills with growing competence to prepare ingredients with supervision.</p>	<p>Most children will be able to: Able to name and use a range of cooking skills with growing competence to prepare ingredients with supervision.</p>
<p>Year 1 has started to learn how cut soft fruits using a bridge method, e.g strawberries, grapes and bananas</p>	<p>Year 2 has started to use scissors for cutting and snipping. They are more confident to use bridge method for cutting soft fruits.</p>	<p>Year 3 has started to be more secure for using a bridge knife technique for soft foods e.g. strawberries Bridge knife technique for harder foods e.g. apple Started to use scissors for snipping e.g. herbs with scissors.</p>	<p>Year 4 has become more secure for using a bridge knife technique for variety of foods e.g. strawberries, peaches. Children are more competent to use a bridge knife technique for harder foods e.g. apples, tin pineapples. Snipping (with guidance) e.g. herbs with scissors and spring onions</p>	<p>In Year 5 children are beginning to snip with kitchen scissors e.g. herbs, spring onions and other herbs more often. Beginning to peel (with a peeler). Begin to grate (firmer foods like carrots). Bridge knife techniques for harder foods e.g. apple and carrots. Claw knife technique harder foods e.g. Carrot, apples.</p>	<p>In Year 6 children are more confident to snip with kitchen scissors e.g. herbs, spring onions and other herbs more often. More confident to peel (with a peeler). Begin to grate (firmer foods like carrots). More secure with bridge knife techniques for harder foods e.g. apple and carrots. Claw knife technique harder foods e.g. Carrot, apples.</p>

Progression sheet

<p>Year 1 are being introduced to use measuring spoons.</p>	<p>Year has 2 started to use Use measuring spoons and jugs and Use balance scales with some support. Children have started to use measuring jugs with support.</p>	<p>In year 3 children have started to use measuring spoons and cups Using a measuring jug to measure liquids Using digital scales or balance scales</p>	<p>In year 4 children are getting more confident to use measuring spoons and cups. Children use a measuring jug to measure liquids and Use digital scales or balance scales with some support.</p>	<p>In Year 5 children Use measuring spoons and cups more often. Using a measuring jug to measure liquids with a minimum support Using digital scales or balance scales with minimum support.</p>	<p>In Year 6 children Use measuring spoons and cups confidently. Children use measuring jugs to measure liquids confidently Using digital scales or balance scales confidently.</p>
<p>In Year 1 children have started to learn how to mash soft fruits. How to thread fruits with support and started to spread with table knife.</p>	<p>In Year 2 children have started to learn thread soft food with very little support. Children can spread with little support and children can mash soft fruits with little support.</p>	<p>In Year 3 children are getting more secure with spreading using a table knife e.g, butter, tomato puree. Children are learning more about arranging ingredients/toppings. Children use blenders with support. Children can write recipe instructions with support. Children can Evaluate the recipe with support. Children are able to explain the importance of eating healthy food with support.</p>	<p>In Year 4 children are getting more secure with spreading using a table knife e.g, butter, tomato puree. Children are learning more about arranging ingredients/toppings. Children use blenders with minimum support. Children can write recipe instructions with minimum support. Children can Evaluate the recipe with support. Children are able to explain the importance of eating healthy food with minimum support.</p>	<p>In Year 5 Children are using Spreading with the back of a spoon e.g. pizza topping more often. Children use Spreading with a table knife technique e.g. butter/tomato puree. Children are more able in arranging ingredients/toppings. Children Use a lemon squeezer with little support. Children are confident in Threading and mashing soft foods. Children are beginning to use the hob to boil liquids Begin to learn how use the grill to make toast Begin to learn how to use the oven</p>	<p>In Year 6 Children are more confident in spreading with the back of a spoon e.g. pizza topping, spreading with a table knife e.g. butter/tomato puree. Children can Arrange ingredients/toppings with little support. Children use minimum support to use a lemon squeezer. Children can threading and mash soft foods. Children use the hob to boil liquids with support and guidance. Children can use the grill to make toast with support. Children can use the oven with support.</p>

Progression sheet

				<i>Writing the recipe cards and managing group work with guidance. Children can explain the nutritional information of recipes with some guidance. Children are being able to differentiate between the healthy and unhealthy food.</i>	<i>Writing the recipe cards and managing group work with very little guidance. Working together in a group Being able to explain the nutritional information of recipes Being able to differentiate between the healthy and unhealthy food.</i>
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