

Extract from Islington's Primary Schools Cooking Guidance

Here are a few pages from our new cooking guidance that we have developed for primary schools. If you would like a full copy of the guidance this can be purchased from us at a cost of £50. Please email Angela Moodie for further details: angela.moodie@islington.gov.uk

We have included pages on:

- Planning your curriculum to ensure effective learning and skill development.
- Cooking and food skills by age
- Example of suggested recipes – Lower KS2

Good food education – making a difference

Teaching children about cooking and food can make a real difference to the quality of their lives; it equips them with the confidence to make healthy food choices as well as teaching them how to enjoy their food. Learning to cook from an early age can contribute to maintaining a healthy weight, improving oral health and general health and wellbeing.

Cooking is also a perfect tool for teachers to captivate and stimulate children's interest and enjoyment of food as well as building their self-confidence so they are always proud of the dishes they have made.

In primary schools food education, including cooking and food skills is a statutory part of the primary curriculum within design and technology and science. Elements of healthy eating, especially the social aspects, should also be taught within PSHE.

Cooking and food can be taught through particular topics, be a topic itself, provide a focus for literacy, numeracy and link to growing. Learning cooking and food skills also prepares pupils for transition to secondary school where they will be taught more formal food technology with opportunities to further develop their skills.

About Islington Healthy Schools

To be recognised as a Maintaining or Enhancing Healthy School in Islington: 'Practical food education must be included in the curriculum (in the Early Years, Key Stage 1, 2 and 3), with pupils having opportunities to learn age-appropriate cooking skills and food safety knowledge.'

In Islington we encourage our primary schools to provide a minimum of three cooking opportunities for all pupils in each year group, every year.

Schools ensure that:

- They have an up-to-date food policy, which includes the school's provision for the teaching of cooking skills
- pupils have opportunities to learn about healthy eating, including:
 - a balanced diet (using the eatwell plate)
 - oral health
 - planning and budgeting(through food technology, science, PSHEE and other subject areas)
- There is provision of appropriate professional development for staff relating to healthy eating, including practical food education, diet, nutrition, food safety and hygiene

Teaching pupils to cook is an important part of a whole school approach to health and wellbeing. It can support schools to play their part in reducing childhood obesity, supporting 'healthy weight, healthy lives', and a healthy enjoyment of food.

Planning your curriculum to ensure effective learning and skill development

Where to include cooking and food skills lessons in the curriculum needs to be decided carefully to ensure success, enjoyment and effective teaching and learning.

Mapping the recipes to the whole school curriculum can ensure that there is progression of skills and knowledge.

The cooking and food curriculum can be planned in different ways:

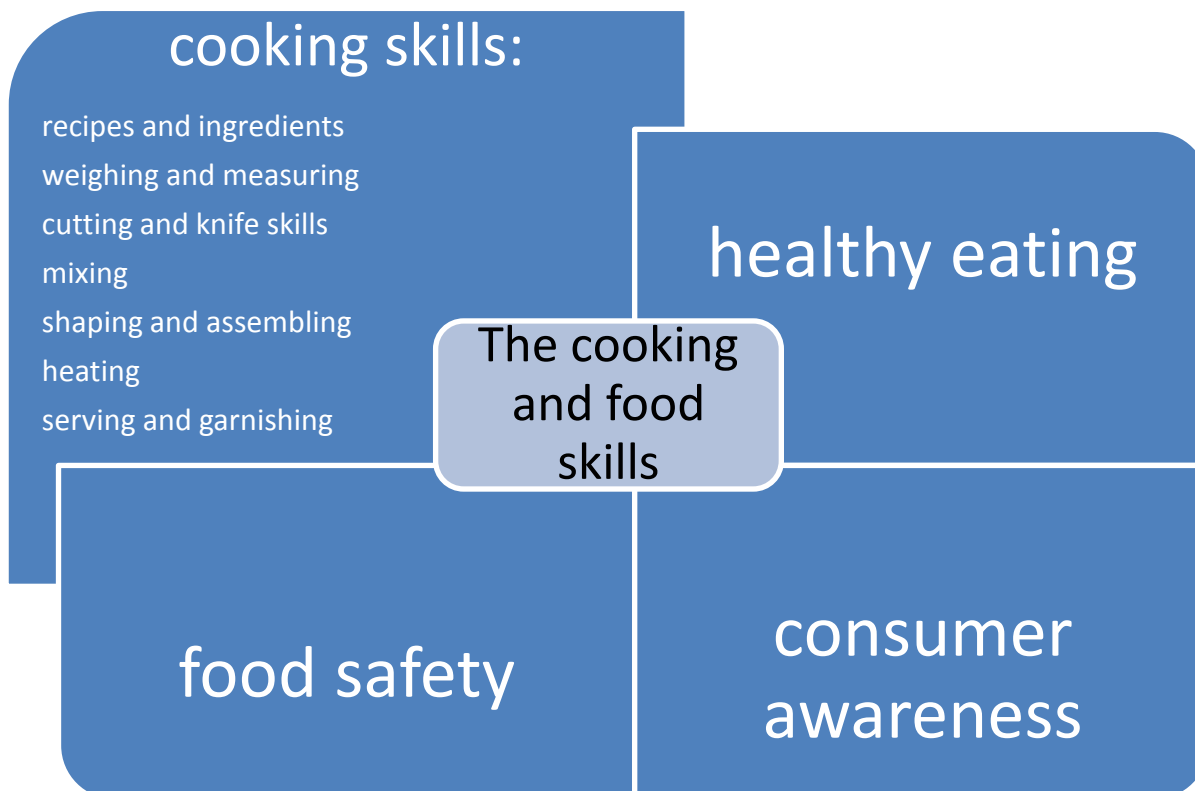
- As part of topics or themes
- Stand-alone lessons
- Within design and technology projects - specific design and make tasks
- During a focus week (eg international, sports)

Schools may choose to use one or a combination of approaches

Once a decisive plan has been agreed the cooking opportunities (and associated recipes and skills) should be incorporated into schemes of work to ensure that teachers have clear guidance about the learning that is to take place

Teaching cooking and food skills at the appropriate level

To support teachers to understand what pupils need to learn in each key stage we have developed cooking and food skills for different aged pupils: for Early Years, Key Stage 1, lower Key Stage 2 and upper Key Stage 2.



Choosing recipes

The recipes that are used in cooking skills lessons should principally be chosen for the skills they help to develop; teachers will also want to consider any topic or project the cooking fits into and the preferences of the pupils in the class. It is important that recipes reflect healthy eating messages and the eatwell plate: cooking one cake or dessert each year is appropriate; cooking only sweet things will not help pupils to develop effective cooking skills and will contradict the school's role to promote health and wellbeing.

The cooking and food skills planning tool has been designed to ensure lessons enable the progression of skills and knowledge as pupils move up the school and take into account the age, development and experience of pupils.

We have also developed six recipes for each key stage that cover all the age-appropriate cooking and food skills; schools can choose to use these or choose their own recipes ensuring that all the skills are covered for each key stage. We have included Lower KS2 as an example most of the recipes come from Islington's "Get Cooking" Recipe book

Teaching about healthy eating

Teaching about healthy eating is an important part of the curriculum. It helps pupils understand the importance of having a healthy balanced diet and to develop healthy eating habits. The healthy eating area of Islington's cooking and food skills reflect the Government's healthy eating advice: the eatwell plate and healthy eating tips. Using this guidance helps to ensure that there are consistent messages about healthy eating through each key stage.

Healthy eating skills broadly cover:

- Understanding the importance of a balanced diet to keep healthy and active
- Understanding how to use the eatwell plate to make healthy food choices; eating more of some foods and less of others
- Understanding the value of the social aspects of food and how to enjoy food
- Recognising the importance of water and keeping hydrated
- Recognising the importance of eating regular meals including eating a healthy breakfast, having healthy snacks and understanding appropriate portion sizes
- Understanding about oral health and how to keep teeth healthy

Teaching about consumer awareness

This area is focused on developing pupil's attitudes and skills about food production, shopping and choosing food.

Consumer awareness skills broadly cover:

- Understanding where food comes from and how it can be produced or farmed
- Being able to read food labels and apply this when choosing food; eg shopping
- Recognising the importance of recycling food and food packaging and not wasting food
- Understanding that food choices can be influenced by a variety of factors; media, peers, family, occasions, ethics
- Understanding about the different attitudes and views about food production and how this influences food shopping

Cooking and food skills and the national curriculum

Cooking and food fit mainly into design and technology, which is a statutory part of the national curriculum. The knowledge, skills and understanding refer to working with generic materials (eg wood, paper, food stuffs)

Design and technology

2a KS1: Selecting and using appropriate tools and equipment

5b KS1: Developing food preparation techniques and cooking skills through focused practical tasks

4a KS2: understanding the working properties of food e.g how to use yeast in bread making

2b KS2: Suggest alternative ways for making a product e.g making simple adaptations to recipes

Specific references to food are also found in science and PSHE. Science makes reference to food as a main requirement for life, the importance of food and nutrition for health, activity, growth and repair. PSHE has similar links but is more focused on developing knowledge, skills and understanding about how to achieve a healthy lifestyle through making healthy food choices including the benefits of exercise and healthy eating.

Islington's New Cooking and Food Skills for Primary Pupils

This guidance and planning tool represents the skills and knowledge that pupils need to develop to learn how to choose, prepare, cook and eat healthily. The skills are progressive and have been written to support teachers to plan effective cooking skills lessons; ensuring that pupils learn useful and relevant skills and knowledge at the appropriate age through a well-planned curriculum.

The skills and knowledge in these tables have been taken and adapted from a number of sources; FSA (Food Standards Agency) Food Core Competences, The European Food Framework, Food for Life Partnership (cooking at school) and the Let's Get Cooking skills charts.

Early Years

Healthy Eating	Consumer Awareness	Food Safety and Hygiene	Recipes and Ingredients	Weighing and Measuring	Cutting and Knife Skills	Mixing	Shaping and Assembling	Heating	Serving and Garnishing
<p>Recognise that we all need to eat to grow and be healthy</p> <p>Be aware that we need to eat more of some foods and less of others</p> <p>With support ,are able to eat sociably with others</p> <p>Recognise the importance of drinking water</p> <p>Know the importance of brushing teeth twice a day</p>	<p>Know which animals or plants some foods come from (eg milk from cows and tomatoes from plants)</p> <p>Know that food can be grown or bought from shops</p> <p>Know some special foods that are eaten on special occasions</p>	<p>Understand that food that has been dropped on the floor, touched with dirty hand or has turned mouldy should not be eaten and can make people ill</p> <p>Understand that some foods need to be washed before they are safe to eat (eg fruits and vegetables)</p> <p>With help and supervision get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Put on a clean apron • Wash and dry hands <p>With help and supervision, take part in simple clearing up tasks such as clearing and cleaning the tables</p>	<p>Recognise some familiar ingredients (eg fruits)</p> <p>Describe the taste of some familiar ingredients, using simple words (eg sweet, salty)</p> <p>Identify foods that they like and dislike</p> <p>Understand that recipes provide instructions on how to make food</p>	<p>Count the quantity of food needed using whole numbers (eg 6 grapes, 2 carrots)</p>	<p>With close supervision, and physical guidance when necessary, use the bridge hold to cut soft foods using a serrated vegetable knife (eg strawberries)</p> <p>With close supervision and physical guidance, crush or mash cold food in a bowl (eg biscuits, sardines, bananas)</p> <p>Peel fruit using their hands</p> <p>Tear food to divide it (eg lettuce leaves, fresh herbs)</p> <p>Begin to drain away liquids from packaged food using a sieve or colander (eg tuna or sweet corn)</p>	<p>With help, sift flour into a bowl</p> <p>Mix, stir and combine a small amount of cold ingredients in bowl (eg fruit salad)</p>	<p>With help, use hands to shape dough in to simple shapes (eg salt dough)</p> <p>With supervision, use biscuit cutters to cut shapes</p> <p>With help and supervision, put together cold ingredients</p>	<p>Although children will not be cooking hot food, children should understand how hot food is cooked safely by observing adults using the hob, oven, toaster and / or microwave</p> <p>Be able to prepare food for baking with help, such as greasing a baking tray, putting cake cases into a bun tray</p>	<p>With physical guidance, spoon cold food on to a plate</p> <p>With help sprinkle, garnish on cold food (eg herbs, grated cheese)</p>

Key Stage 1									
Healthy Eating	Consumer Awareness	Food Safety and Hygiene	Recipes, Ingredients Evaluation	Weighing and Measuring	Cutting and Knife Skills	Mixing	Shaping and Assembling	Heating	Serving and Garnishing
<p>Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods</p> <p>Are beginning to use the eatwell plate</p> <p>Are able to eat sociably with others</p> <p>Understand the importance of water and drinking water regularly</p> <p>Understand the importance of not wasting food and know how to recycle packaging</p> <p>Understand the types of food that can affect the health of teeth</p>	<p>Know that all food comes from plants or animals and can identify some foods from each group</p> <p>Aware that some food packaging has labels giving information</p> <p>Know some of the influences on the food we eat (eg celebrations, preferences)</p> <p>Understand the importance of not wasting food and know how to recycle packaging</p>	<p>Can follow basic food safety rules when preparing and cooking food</p> <p>With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor</p> <p>With supervision get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Put on a clean apron • Wash and dry hands <p>Understand how everyday foods are stored differently to ensure they are safe to eat, (eg fridge or freezer)</p>	<p>Recognise a range of familiar ingredients (eg vegetables, dairy, eggs)</p> <p>Describe the taste of a range of ingredients</p> <p>Identify what they like and dislike about the food they have cooked and how to improve its taste</p> <p>Follow simple recipe instructions, either in simple sentences or using pictures</p>	<p>Use measuring spoons for liquids, solids and dry ingredients</p>	<p>With close supervision, use the bridge hold to cut harder foods using a serrated vegetable knife (eg apple)</p> <p>With close supervision, use the claw grip to cut soft foods using a serrated vegetable knife (eg tomato)</p> <p>With close supervision, mash cooked food (eg potatoes with a masher)</p> <p>With close supervision, peel soft vegetables using a peeler (eg cucumber)</p> <p>With close supervision, cut food into evenly sized largish pieces (eg potatoes)</p> <p>With close supervision, and physical guidance if necessary, peel harder food (eg apple, potato)</p> <p>With close supervision, use a melon baller to core an apple</p> <p>With close supervision, grate soft food, using a grater (eg cheese)</p> <p>Drain away liquids from packaged food using a sieve or colander (eg tuna or sweet corn)</p> <p>Use a lemon squeezer</p>	<p>Sift flour into bowl</p> <p>Mix, stir and combine liquid and dry ingredients (eg muffins)</p> <p>With help, use hands to rub fat into flour (eg rock buns)</p> <p>With help crack an egg and beat together using a fork</p>	<p>With physical guidance and supervision, use a small table knife for spreading soft spreads on to bread</p> <p>Use hands to shape dough in to small balls or shapes</p> <p>With help and supervision, assemble and arrange cold ingredients (eg sandwich, fruit kebabs, bruschetta)</p>	<p>Although children will not be cooking hot food, children should understand how hot food is cooked safely by observing adults using the hob, oven, toaster and/or microwave</p> <p>Be able to prepare food for baking and frying such as greasing baking tins and adding oil to frying pans / saucepans</p>	<p>With guidance, use a tablespoon to serve cold food into bowls or plates</p> <p>With guidance, pour or drizzle dressing on to salads</p> <p>Lightly sprinkle garnish on cold food (eg herbs, grated cheese)</p>

Lower Key Stage 2

Healthy Eating	Consumer Awareness	Food Safety and Hygiene	Recipes and Ingredients	Weighing Measuring	Cutting and Knife Skills	Mixing	Shaping Assembling	Heating	Serving Garnishing
<p>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</p> <p>Are able to use the eatwell plate</p> <p>Understand the value of eating sociably</p> <p>Understand the importance of keeping hydrated</p> <p>Begin to understand appropriate portion sizes for regular meals and healthy snacks</p> <p>Know the importance of a healthy breakfast</p> <p>Understand how to keep teeth healthy</p>	<p>Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat</p> <p>Understand that people have different views on how food is produced and that this influences the food they buy</p> <p>Begin to be able to read and understand food labels</p> <p>Understand that there are a variety of influences on the food we choose to eat (eg who we are with, season, health, occasion)</p> <p>Know the importance of, and be able to, recycle food-related waste</p>	<p>Know and can follow basic food safety rules</p> <p>Understand how bacteria in food can cause food poisoning or food to go mouldy</p> <p>Know how to get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Put on a clean apron • Wash and dry hands <p>With guidance follow procedures for clearing up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away</p> <p>Understand how a variety of foods are stored differently to ensure they are safe to eat (eg fridge or freezer)</p>	<p>Recognise and name a broad range of ingredients (eg cereals, meat, fish)</p> <p>Use simple food descriptors relating to flavour, texture and appearance</p> <p>Identify what they would do differently next time to improve what they have made</p> <p>Read and follow a simple recipe</p>	<p>Begin to use a jug to measure liquids</p> <p>Begin to use weighing scales</p>	<p>With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot)</p> <p>With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion)</p> <p>With supervision, use a masher to mash hot food to a fairly smooth texture</p> <p>With supervision, begin to peel harder food (eg apple, potato)</p> <p>With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese)</p> <p>With supervision, crush garlic using a garlic press</p> <p>With supervision, grate harder food using a grater (eg apples, carrots)</p>	<p>Sieve flour, raising agents and spices together in to a bowl</p> <p>Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough)</p> <p>Crack an egg and beat with balloon whisk</p> <p>Use hands to rub fat into flour (eg scones, apple crumble)</p> <p>Cream fat and sugar together using a mixing spoon</p>	<p>Knead and shape dough in to evenly sized shapes</p> <p>Use a rolling pin to flatten and roll out dough (eg scones)</p> <p>With supervision, use biscuit cutters</p> <p>Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast)</p> <p>Coat food with egg and breadcrumbs (eg fish cakes)</p>	<p>With help and supervision, begin to use a toaster or microwave (e.g beans on toast)</p> <p>With very close supervision, and physical guidance when necessary, handle hot food safely; once adults have removed food from the hob or oven use oven gloves and a fish slice to remove scones from the baking tray</p> <p>Although pupils will not be cooking food on the hob or in the oven, pupils should understand how to use them safely by observing adults cooking on the hob and putting in and removing food from the oven</p>	<p>Begin to recognise appropriate ingredients to garnish hot and cold food</p> <p>With supervision, sprinkle garnish on hot dishes (eg grated cheese on pasta)</p> <p>Use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls</p> <p>Begin to understand appropriate portion sizes when serving food</p> <p>Begin to understand what types of food can be served together to make a balanced meal</p>

Upper Key Stage 2									
Healthy Eating	Consumer Awareness	Food Safety and Hygiene	Recipes Ingredients	Weighing Measuring	Cutting and Knife Skills	Mixing	Shaping Assembling	Heating	Serving and Garnishing
<p>Are able to make food choices taking in to consideration the eatwell plate</p> <p>Understand the main food groups and the different nutrients that are important for health</p> <p>Know appropriate portion sizes and the importance of not skipping meals, including breakfast</p>	<p>Understand some of the basic processes to get food from farm to plate</p> <p>Understand some of the ethical dilemmas associated with the food people choose to buy</p> <p>Are able to use information on food labels to inform choice</p> <p>Understand social influences on the food we choose to eat (eg media, peer pressure, ethics)</p>	<p>Are able to independently get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Wear a clean apron • Remove nail varnish and jewellery • Wash and dry hands <p>Demonstrate good food safety practices when getting ready to store, prepare and cook food (eg keep raw meats away from other food)</p> <p>Know, and can follow, food safety rules and understand their purpose</p> <p>Can independently follow procedures for clearing up</p>	<p>Identify how they would change the recipe to improve the food they have made</p> <p>Use a range of food descriptors relating to flavour, texture and appearance</p> <p>Compare different versions of the same dish and identify how they would change the recipe next time</p> <p>Confidently read and follow a recipe</p>	<p>Accurately use a jug to measure liquids</p> <p>Accurately use weighing scales</p>	<p>With supervision, confidently use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot)</p> <p>With supervision, confidently use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion)</p> <p>With supervision, confidently peel harder food using a peeler (eg apple, potato)</p> <p>With supervision, dice foods and cut them into evenly sized, fine pieces (eg garlic, vegetable batons, herbs)</p> <p>With supervision, finely grate hard foods (eg zesting, parmesan cheese)</p> <p>With support, use a can opener and open ring-pull tins</p>	<p>Sieve wet and dry ingredients with precision</p> <p>Confidently crack an egg</p> <p>With help begin to separate eggs</p> <p>Use finger tips to rub fat into flour to make fine 'bread crumbs' (eg apple crumble)</p> <p>With supervision, whisk using an electric hand mixer (eg eggs)</p> <p>With supervision, cream fat and sugar together using an electric hand mixer</p> <p>With supervision, use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food (eg chickpeas for hummus or vegetables for soup)</p>	<p>Knead and shape dough in to a variety of shapes</p> <p>Use hands to shape mixtures in to evenly sized pieces (eg burgers)</p> <p>Use a rolling pin to roll out dough to a specific thickness (eg pizza)</p> <p>Use biscuit cutters accurately</p> <p>Assemble, arrange and layer more advanced dishes (eg apple sponge pudding, shepherd's pie)</p> <p>Spread food evenly with a coating, paste or glaze</p>	<p>With help and supervision, begin to use the hob or electric saucepan (wok or stock pot) to cook simple dishes (eg burgers, soup)</p> <p>Although pupils will not be putting in or removing food from the oven, they should understand how to use the oven safely by observing adults</p> <p>With supervision, handle hot food safely, using oven gloves to carefully remove cooked food with a fish slice from a baking tray on to a cooling rack</p>	<p>Be able to choose appropriate ingredients to garnish hot and cold dishes</p> <p>With supervision, be able to use a spoon, ladle or jug to serve hot liquids (eg soup)</p> <p>Cut food in to equal sized portions for the number being served (eg slicing pizza into eighths)</p> <p>Understand appropriate portion sizes when serving food</p> <p>Are able to plan and serve their own breakfast and a simple balanced cooked meal (eg pizza and salad, soup and bread rolls)</p>

Example of suggested recipes and cooking skills for lower Key Stage 2

This table shows the cooking and food skills that children at lower Key Stage 2 should be learning. We have given some suggestions of recipes that help to develop these skills; showing which recipes develop which skills. We have left some columns for teachers to use for their own recipes.

If, during Year 3 and Year 4, children learn to cook the six recipes in red they will have had the opportunity to practise all the cooking skills for lower Key Stage 2. Recipes labelled with (FFF) are referred to Islington Healthy Schools Fun, Food and Fitness teaching resource

Teachers should try to plan their cooking skills lessons and recipes used to ensure that all the cooking skills are covered.

Most of the recipes are from Islington Healthy Schools' Get Cooking Recipe Book, where indicated others are from Food for Life Partnership (FFLP), Food a Fact of Life (FaFoL), or new ones included in this guidance

		Muesli p28, 2 hats	Cous cous with fruit and Veggies P38, 1 hat	Lentil soup p50 , 2 hats	Fish cakes (new recipe), 2 hats	Pasta salad p65 , 2 hats	African vegetable stew P90, 2 hats (FFF)	Chilli bread p111, 2hats (FFF)	Carrot and banana muffins p108, 2 hats (FFF)	Scones p125 or p126 ,2 hats (FFF)	Stuff baked apples p149, 2 hats (FFF)	Quick bread rolls p122, 2 hats (FFF)	Spicy oven chips p68, 2 hats	Pea and potato curry p97, 2 hats	Turkish apricots p150, 2 hats (FFF)	Salad Nicoise p76, 2 hats	Apple crumble p138, 2 hats	Banana and date bread p106, 2 hats (FFF)	Scrambled eggs p33, 2 hats (FFF)	Yoghurt and banana biscuits (new recipe), 2 hats	
Cooking skills																					
Weighing and Measuring	Begin to use a jug to measure liquids		✓	✓			✓	✓		✓		✓			✓				✓		
	Begin to use weighing scales	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	
Cutting and Knife Skills	With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot)			✓	✓		✓	✓					✓	✓			✓				
	With supervision ,begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion)	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓		✓	✓	✓		✓	
	With supervision, use a masher to mash hot food to a fairly smooth texture				✓																✓
	With supervision, begin to peel harder food (eg apple, potato)			✓	✓		✓		✓					✓				✓			
	With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese)		✓	✓			✓	✓						✓	✓			✓			

		Muesli p28, 2 hats	Cous cous with fruit and Veggies P38, 1 hat	Lentil soup p50 , 2 hats	Fish cakes (new recipe), 2 hats	Pasta salad p65 , 2 hats	African vegetable stew P90, 2 hats (FFF)	Chilli bread p111, 2hats (FFF)	Carrot and banana muffins p108, 2 hats (FFF)	Scones p125 or p126 ,2 hats (FFF)	Stuff baked apples p149, 2 hats (FFF)	Quick bread rolls p122, 2 hats (FFF)	Spicy oven chips p68, 2 hats	Pea and potato curry p97, 2 hats	Turkish apricots p150, 2 hats (FFF)	Salad Nicoise p76, 2 hats	Apple crumble p138, 2 hats	Banana and date bread p106, 2 hats (FFF)	Scrambled eggs p33, 2 hats (FFF)	Yoghurt and banana biscuits (new recipe), 2 hats	
	With supervision, crush garlic using a garlic press			✓		✓	✓														
	With supervision, grate harder food using a grater (eg apples, carrots)							✓	✓	✓											
Mixing	Sieve four, raising agents and spices together in to a bowl							✓	✓	✓		✓						✓		✓	
	Crack an egg and beat with balloon whisk							✓										✓	✓	✓	
	Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough)							✓	✓	✓		✓						✓		✓	
	Use hands to rub fat into flour (eg scones, apple crumble)									✓							✓				
	Cream fat and sugar together using a mixing spoon																				✓
Shaping and Assembling	Knead and shape dough in to evenly sized shapes											✓									
	Use a rolling pin to flatten and roll out dough (eg scones)									✓		✓									✓
	With supervision, use biscuit cutters									✓											✓
	Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled eggs on toast)																✓		✓		
	Coat food with egg and breadcrumbs (eg fish cakes)				✓																
	With help and supervision, begin to use a toaster or microwave (eg scrambled eggs)														✓				✓		

		Muesli p28, 2 hats	Cous cous with fruit and Veggies P38, 1 hat	Lentil soup p50 , 2 hats	Fish cakes (new recipe), 2 hats	Pasta salad p65 , 2 hats	African vegetable stew P90, 2 hats (FFF)	Chilli bread p111, 2hats (FFF)	Carrot and banana muffins p108, 2 hats (FFF)	Scones p125 or p126 ,2 hats (FFF)	Stuff baked apples p149, 2 hats (FFF)	Quick bread rolls p122, 2 hats (FFF)	Spicy oven chips p68, 2 hats	Pea and potato curry p97, 2 hats	Turkish apricots p150, 2 hats (FFF)	Salad Nicoise p76, 2 hats	Apple crumble p138, 2 hats	Banana and date bread p106, 2 hats (FFF)	Scrambled eggs p33, 2 hats (FFF)	Yoghurt and banana biscuits (new recipe), 2 hats	
Heating	With very close supervision, and physical guidance when necessary, handle hot food safely; once adults have removed food from the hob or oven use oven gloves and a fish slice to remove scones from the baking tray	✓			✓			✓	✓	✓		✓	✓		✓			✓	✓	✓	
	Although pupils will not be cooking food on the hob or in the oven pupils should understand how to use them safely by observing adults cooking on the hob and putting in and removing food from the oven	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Serving and Garnishing	Begin to recognise appropriate ingredients to garnish hot and cold food				✓	✓	✓														
	With supervision, sprinkle garnish on hot dishes (eg grated cheese on pasta)				✓	✓															
	With help and supervision, use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls	✓	✓			✓	✓							✓		✓	✓	✓			
	Begin to understand appropriate portion sizes when serving food	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	
	Begin to understand what types of food can be served together to make a balanced meal	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓		✓	
Food skills																					
Healthy Eating	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Are able to use the eatwell plate	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		Muesli p28, 2 hats	Cous cous with fruit and Veggies P38, 1 hat	Lentil soup p50 , 2 hats	Fish cakes (new recipe), 2 hats	Pasta salad p65 , 2 hats	African vegetable stew P90, 2 hats (FFF)	Chilli bread p111, 2hats (FFF)	Carrot and banana muffins p108, 2 hats (FFF)	Scones p125 or p126 ,2 hats (FFF)	Stuff baked apples p149, 2 hats (FFF)	Quick bread rolls p122, 2 hats (FFF)	Spicy oven chips p68, 2 hats	Pea and potato curry p97, 2 hats	Turkish apricots p150, 2 hats (FFF)	Salad Nicoise p76, 2 hats	Apple crumble p138, 2 hats	Banana and date bread p106, 2 hats (FFF)	Scrambled eggs p33, 2 hats (FFF)	Yoghurt and banana biscuits (new recipe), 2 hats
	Understand the value of eating sociably	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Understand the importance of keeping hydrated	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Begin to understand appropriate portion sizes for regular meals and healthy snacks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Know the importance of a healthy breakfast	✓							✓											✓
	Understand how to keep teeth healthy	✓								✓	✓	✓			✓		✓	✓		✓
Consumer Awareness	Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Understand that people have different views on how food is produced and that this influences the food they buy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Begin to be able to read and understand food labels	✓		✓	✓	✓			✓	✓			✓	✓			✓	✓		✓
	Understand that there are a variety of influences on the food we choose to eat (eg who we are with, season, health, occasion)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Know the importance of, and be able to, recycle food-related waste	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Food Safety and Hygiene	Know and can follow basic food safety rules	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Understand how bacteria in food can cause food poisoning or food to go mouldy		✓		✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
	Know how to get ready to cook: <ul style="list-style-type: none"> Tie back long hair Put on a clean apron Wash and dry hands 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	With guidance follow procedures for clearing up such as washing and drying utensils,	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		Muesli p28, 2 hats	Cous cous with fruit and Veggies P38, 1 hat	Lentil soup p50 , 2 hats	Fish cakes (new recipe), 2 hats	Pasta salad p65 , 2 hats	African vegetable stew P90, 2 hats (FFF)	Chilli bread p111, 2hats (FFF)	Carrot and banana muffins p108, 2 hats (FFF)	Scones p125 or p126 ,2 hats (FFF)	Stuff baked apples p149, 2 hats (FFF)	Quick bread rolls p122, 2 hats (FFF)	Spicy oven chips p68, 2 hats	Pea and potato curry p97, 2 hats	Turkish apricots p150, 2 hats (FFF)	Salad Nicoise p76, 2 hats	Apple crumble p138, 2 hats	Banana and date bread p106, 2 hats (FFF)	Scrambled eggs p33, 2 hats (FFF)	Yoghurt and banana biscuits (new recipe), 2 hats
	clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away																			
	Understand how a variety of foods are stored differently to ensure they are safe to eat (eg fridge or freezer)		✓		✓	✓	✓			✓	✓			✓		✓			✓	✓
Recipes and Ingredients	Recognise and name a broad range of ingredients (eg cereals, meat, fish	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use simple food descriptors relating to flavour, texture and appearance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Identify what they would do differently next time to improve what they have made	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Read and follow a simple recipe	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓