

Learning Progression: Design & Technology  
Cooking

	<b>EYFS</b>			<b>Year One</b>			<b>Year Two</b>		
<b>Topics</b> Autumn Term Spring Term Summer Term	<b>Ourselves</b> Day & Night Space Homes and Buildings Growing Habitats			<b>Islands</b>  <b>Toys</b>  <b>Traditional Tales</b>			<b>Time Travellers</b>  <b>Eggs (What came first?)</b>  <b>Explorers</b>		
<b>Vocabulary</b> Here is a selection of key vocabulary. Focus words can be chosen according to need.	Knife, fork, spoon Sieve frying pan, wok kettle, toaster plate, bowl, cup, saucer greengrocer Names of fruit e.g. apple, orange, pineapple, banana, orange Names of vegetables e.g. Tomato, cucumber, Lettuce, broccoli, carrot, onion	Water – pour Spread Chop slice stir fry small medium large wash-up taste smell	Decorate Sandwich bread white & brown ham, cheese, jam	England Ireland Wales Scotland United Kingdom traditional Shortbread Soda Bread Scones ingredient recipe method weigh stir texture soft sticky smooth flour butter sugar buttermilk bicarbonate of soda	ginger raisin eyes buttons oven cook combine roll rolling pin flatten smooth thick cutter healthy unhealthy baking sheet sweet savoury		supermarket pizza country, Italy dough base pepperoni onion cheese tomato pitta, flatbread, wrap weigh scales no-rise mix, stir slice shred grater names of vegetables to be used ingredients	climate names of countries of origin of vegetables grow crops	
<b>Key knowledge and Skills</b>	<b>EYFS ELGs</b>  <b>Physical Development</b>  <b>Fine Motor Skills</b>  Use a range of small tools including cutlery.  <b>Personal, Social and Emotional Development</b>  <b>Managing Self</b>  Manage their own basic hygiene and understand the importance of healthy food choices.			<b>KS1</b> Use the basic principles of a healthy and varied diet to prepare dishes.  To understand where food comes from.					

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Activities		<p><b>AUTUMN TERM – ISLANDS Traditional Baked Food</b></p> <ul style="list-style-type: none"> <li>• Make a range of traditional oven-baked food linked to countries of the UK.</li> <li>• Baked food is part of a balanced diet which should include a balance of sweet foods.</li> <li>• Learn that every country around the world has traditional foods.</li> <li>• Look at shop bought products such as scones and taste.</li> <li>• <b>Make Soda Bread from Ireland for class to taste.</b></li> <li>• <b>Make shortbread from Scotland for class to taste.</b></li> <li>• Understand that a recipe has be followed carefully to achieve the required result.</li> <li>• Discuss the prepared ingredients.</li> <li>• Wash hands before cooking.</li> <li>• Learn to stir, sieve, mix, shape mixture.</li> <li>• Discuss appearance and texture as it changes including when it is cooked.</li> <li>• Taste the cooked product and discuss it as part of a healthy diet.</li> <li>• Make and design their own gingerbread man.</li> <li>• Experience combining ingredients by kneading with hands.</li> <li>• Use a rolling pin to flatten the dough.</li> <li>• Use a shaped cutter to cut out the gingerbread man.</li> <li>• Discuss the place of biscuits in a balanced diet.</li> </ul>	<p><b>SUMMER TERM – EXPLORERS PIZZA</b></p> <ul style="list-style-type: none"> <li>• Understand where our food comes from.</li> <li>• Visit a supermarket (Asda) to look at a range of fruit and vegetables.</li> <li>• <b>Make a no-rise pizza, a traditional food of Italy.</b></li> <li>• Learn about where the ingredients grow e.g. country of origin, tomatoes need sun.</li> <li>• Follow a recipe and weigh out their own ingredients.</li> <li>• Follow basic hygiene – washing hands, not touching face etc.</li> <li>• Look at a range of breads that can be used as a pizza base e.g. pitta, wraps etc.</li> <li>• Learn to grate cheese using a grater.</li> <li>• Select some toppings of choice.</li> <li>• Taste and say what they like about the finished pizza.</li> <li>• Would they choose the same toppings again?</li> <li>• Design a flat wrap around package for their pizza.</li> <li>• What would the label need? – name, photo, ingredients.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Indoor (Nursery &amp; Reception)</b> Home corner containing a kitchen unit and a variety of resources to support exploration of cooking through role play e.g. cutlery, utensils, crockery, pretend food items such as fruit and vegetables.</li> <li>• <b>Outdoor (Nursery &amp; Reception)</b> Mud-kitchen to explore natural materials such as sticks, leaves and role play using a range of baking kitchen equipment. of varying sizes.</li> <li>• Through role play children learn the vocabulary and skills of cooking e.g. stir, chop.</li> <li>• Through role play learn to use equipment safely.</li> <li>• Daily routines at snack and lunchtime allow children to understand hygiene e.g. wash hands before eating.</li> <li>• Eat a range of fruit and vegetables at snack time and talk about healthy food.</li> <li>• Talk about the food they eat at home in relation to healthy and unhealthy diet.</li> </ul> <p><b><u>Nursery – Examples of Adult-led cooking activities</u></b></p> <ul style="list-style-type: none"> <li>• Stir Fry (Chinese New Year) – wash hands- choose &amp; discuss vegetables and noodles for adult to cook – taste food.</li> </ul> <p><b><u>Reception – Examples of Adult-led cooking activities</u></b></p> <ul style="list-style-type: none"> <li>• Make a healthy sandwich for the Tiger who Came to Tea – wash hands – choose white or brown bread – spread butter – choose filling – cut sandwich up – use knife safely – is sandwich healthy.</li> <li>• Make a snack for my friend at snack time -make fruit salad – buy fruit from Greengrocer – name fruit – discuss appearance – wash fruit and hands – prepare and use senses for smell and appearance – use knife safely – taste at snack and ask friend if they like it.</li> </ul>		