

Food Technology

Whole School Progression Framework

-Step 1

--Cooking

- [] Participate in handling food
- [] Observe adults preparing food
- [] Stir food with full support

--Safety

- [] Get ready for cooking with full support
- [] Understand that not everything is edible

--Diet

- [] Demonstrate a preference with support
- [] Participate in trying foods that have been made

-Step 2

--Cooking

- [] Assist in preparing a simple snack/drink
- [] Show interest in using the coloured kitchen utensils
- [] Show awareness of different textures; soft, hard, crispy etc

--Safety

- [] Identify different appliances using words, signs or symbols. E.g oven, fridge, kettle
- [] Demonstrate understanding (verbal or gesture) of hot food or drink could hurt us

--Diet

- [] Choose a preferred snack or drink when given the choice of two

-Step 3

--Cooking

- [] Help wash and put away equipment.
- [] Show an understanding of hot/cold food/drink.
- [] Observe adults using simple equipment (knives & forks) and copy those actions with support.

--Safety

- [] Follow instructions to get ready for cooking

--Diet

--[] Respond when asked if I like or dislike something

--[] Answer simple questions relating to work undertaken when using words, signs or symbols

-Step 4

--Cooking

--[] Choose the correct cutlery to use when eating

--[] Use a variety of simple equipment e.g. bowls, graters, boards with support

--[] Understand comparative words instructions e.g. up/down, wet/dry, on/off etc

--Safety

--[] Wash my hands independently and put on an apron

--[] Identify dangers in the room e.g. hot hob, sharp knife, hot oven

--Diet

--[] Identify sweet and savoury flavours

-Step 5

--Cooking

--[] Use a kettle fully supported – e.g fill line, on and off switch,

--[] Use a toaster fully supported – e.g toast dial, defrost, on and off switch

--[] Follow simple requests collect equipment by looking at pictures

--Safety

--[] Demonstrate an understanding of safety whilst in the FT room – e.g no running

--[] Use utensils with support – hand over hand

--Diet

--[] Classify foods based on basic taste and texture e.g. sweet, sour, hard, soft, runny, etc – when giving a choice of two words / symbols

--[] Indicate if food comes from a plant or an animal

-Step 6

--Cooking

--[] Use key words to describe what I have done – e.g Mix, chop, spread

--[] Find the necessary equipment using its correct name

--[] Operate a kettle safely and independently

--[] Operate a toaster safely and independently

--Safety

- []Recognise and describe why something could be a hazard in the FT room.
- []Talk through basic hygiene rules and get myself ready for cooking independently
- []Demonstrate good personal hygiene practice, hand washing, aprons, hair tied

--Diet

- []Indicate/state why fruit and vegetables are good for me
- []Use adjectives to describe the taste and texture of various foods
- []Talk about foods that can be grown at home or at school

-Step 7

--Cooking

- []Follow simple instructions to prepare food
- []Recall knowledge from previous work
- []Match a picture of equipment to its purpose and use

--Safety

- []Use a variety of utensils independently – including electric ones.
- []Use the hob with support demonstrating elements of safety - e.g on/ off differences gas/elec
- []State why foods should be stored in different places and identify said places
- []Understand the need for colour coded chopping boards

--Diet

- []Identify some of the main food groups
- []State what type of food is what e.g. chicken is meat, and apple is fruit, etc
- []Say why we have different food for different meals (balanced diet)

-Step 8

--Cooking

- []Ask questions about the meal I am preparing
- []Consider an idea for a healthy meal and suggest how it could be achieved
- []Plan a celebration meal – 3 course with support
- []Write a step-by-step recipe for something I have made

--Safety

- []Drain food safely using a variety of processes
- []Discuss the process of leaving every part of the kitchen sanitised and tidy after use
- []Apply knowledge of colour coded chopping boards

--Diet

--[]Talk about 'staple foods' - eg pasta, rice

-Step 9

--Cooking

--[]Follow a recipe using pictures as guidelines of support

--[]Prepare all my ingredients before cooking – with support

--[]Lay out all the utensils that I will need to cook my dish

--Safety

--[]Place my used equipment somewhere safely and tidily as each piece is used

--[]Place my dish in the oven and remove it safely – with support

--[]Wash, dry and store utensils used after preparation is complete

--Diet

--[]Identify at least one of the food groups of my completed dish – carbs, protein, vegetables, etc – with support

--[]Talk about a different dish using the same/similar ingredients

--[]Talk about ideas for a dessert

-Step 10

--Cooking

--[]Follow a recipe using words – instead of pictures

--[]Prepare all my ingredients before cooking – independently

--[]Lay out all the utensils that I will need to cook my dish - independently

--Safety

--[]Put my used equipment somewhere safely and tidily as each piece is used – independently

--[]Place my dish in the oven and remove it safely – independently

--[]Wash, dry and store utensils used after preparation is complete - independently

--Diet

--[]Identify the elements of my completed dish – carbs, protein, vegetables, etc – independently

--[]Suggest possible improvements to the dish I have cooked

--[]Talk about what a complimentary dessert would look like

-Step 11

--Cooking

--[] Identify and explore a variety of herbs

--[] Identify and explore a variety of spices

--[] Recall and name different herbs and spices used in a dish you have prepared.

--**Safety**

--[] Say why everything used to prepare a dish must be thoroughly cleaned after used

--[] Clean a hob safely

--[] Clean a fridge thoroughly

--**Diet**

--[] Tell if food has gone off on sight

--[] Talk about the dangers of eating anything that is out of date

-**Step 12**

--**Cooking**

--[] Independently measure food using scales

--[] Independently measure liquids using a jug

--[] Prepare a basic stock from cubes

--[] Prepare a basic stock from ingredients

--**Diet**

--[] Identify fats in our diet

--[] Explain why we need some fats in our diet

-**Step 13**

--**Cooking**

--[] Select appropriate equipment based on the task

--[] Identify what has worked well when cooking a dish

--[] Identify what has not worked well when cooking a dish

--**Safety**

--[] Use a knife safely and confidently

--**Diet**

--[] Name different types of food in each food group

--[] Name foods that are carbohydrates

--[] Name foods that are proteins

--[] Talk about why protein is a necessary part of a healthy diet

-Step 14

--Cooking

- [] Make choices to cook certain dishes when given options
- [] Answer questions about what I am doing as I prepare a dish
- [] Use appropriate vocabulary to describe what I am doing

--Safety

- [] Say why water and electricity never mix
- [] Demonstrate how to save power in the kitchen
- [] Identify safety features in the FT room – e.g. first aid kit, fire blanket, fire exit, fire extinguisher

--Diet

- [] Discuss how food changes as it cooks and why it does so
- [] Name different types of shops to buy certain foods in
- [] Develop a 'taste test' to compare foods and consumer preferences

-Step 15

--Cooking

- [] Independently follow a recipe
- [] Consider & produce a chosen meal
- [] Discuss & describe the order of tasks

--Safety

- [] Understand date markings on meals
- [] Understand the difference between 'use by' & 'best before'
- [] Demonstrate appropriate food safety & understand cross contamination

--Diet

- [] State how different dietary needs can be met
- [] Place most foods in their correct food groups
- [] Demonstrate a strong awareness of healthy eating & assess if a meal is balanced or not

-Step 16

--Cooking

- [] Evaluate my recipe plans & suggest how they can be modified
- [] Design several ideas for a dish e.g. a pasta dish
- [] Describe the value of seasoning food & which seasonings suit various dishes

--Safety

- []State ways to prevent cross-contamination
- []Discuss food labels and what they mean
- []Explain why kitchen hygiene is paramount

--Diet

- []Consider dietary needs & describe how to prepare alternative meals
- []Design a daily menu that is varied & balanced
- []Understand the benefits of various vitamins and minerals

-Step 17

--Cooking

- []Present food well
- []State the differences of various types of cooking e.g. roasting, , boiling, frying

--Safety

- []Describe how to ensure hygiene within the kitchen
- []State how particular areas of the kitchen can be kept hygienic e.g. surfaces, floors, fridges, ovens, etc
- []Act as a role model for kitchen safety

--Diet

- []Design menus based on dietary needs for specific health reasons
- []Appreciate religiously diverse foods e.g. Halal, Jewish, etc
- []Clear understanding of vegan/vegetarian/non-vegetarian food options