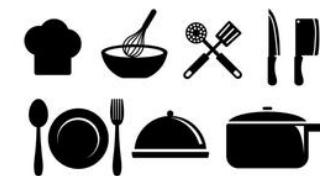


# Progression Framework – Food Technology



## Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

Autumn - <b>Me and My World</b>	Spring - <b>The Wider World</b>	Summer - <b>Action and Adventure</b>
Year 1		
<i>All About Me</i>	<i>Come Fly with Me</i>	<i>Pirates</i>
Year 2		
<i>Help is at Hand</i>	<i>Going Wild</i>	<i>Time Travel</i>
Year 3		
<i>Unity in the Community</i>	<i>Global Warning</i>	<i>To Infinity and Beyond</i>
Year 4		
<i>Law and Order</i>	<i>Under the Sea</i>	<i>Superheroes</i>

The Food Technology curriculum is broken down into the following key areas:

- Healthy Eating
- Hygiene and Safety
- Cooking
- Where does food come from

When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn and progress in all areas and this should be clearly referenced in medium term plans.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<b>Healthy Eating</b>						
<p><b>HE.1.1</b> - To begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p><b>HE.1.2</b> - Have basic hygiene awareness.</p>	<p><b>We need food and drink to stay alive.</b></p> <p><b>HE.2.1</b> - Know that people need food and drink to stay alive.</p> <p><b>HE.2.2</b> - Know that food and drink help them to grow, be active and stay healthy.</p> <p><b>HE.2.3</b> - Know we need more of some foods than others.</p> <p><b>HE.2.4</b> - Know that everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p><b>HE.2.5</b> - Discuss foods they like and dislike and explain why.</p> <p><b>HE.2.6</b> - Know that we eat different foods depending on the time of day, occasion and our lifestyle.</p>	<p><b>We need a variety and balance of food (and drinks) to stay healthy, as depicted in the Eatwell Guide</b></p> <p><b>HE.3.1</b> - Recognise the Eatwell Guide as a model which shows us how to eat healthily.</p> <p><b>HE.3.2</b> - Sort a selection of foods into the five Eatwell Guide food groups.</p> <p><b>HE.3.3</b> - Put together a simple, balanced meal (and include a drink) by choosing foods from the Eatwell Guide.</p> <p><b>HE.3.4</b> - Know that different people eat or avoid certain foods for different reasons and can give some of these reasons, e.g. allergy, intolerance, religious belief.</p>	<p><b>People around the world choose and combine different foods and drinks to make meals and snacks.</b></p> <p><b>HE.4.1</b> - Know that what people around the world eat depends on reasons such as availability, preference, resources, time, culture and religion.</p> <p><b>HE.4.2</b> - Know that what is eaten in different countries around the world can look different but it usually includes combinations of foods from the same the Eatwell Guide groups.</p> <p><b>HE.4.3</b> - Know that the word 'diet' means the amount and range of food eaten.</p> <p><b>HE.4.4</b> - Know that a variety and balance of food and drink is needed to make a healthy diet.</p> <p><b>HE.4.5</b> - Know that they need to have 6-8 drinks a day and more if it is hot or they are active.</p>	<p><b>We need to eat foods in the proportions shown by the Eatwell Guide (as well as eating a variety of foods from within the groups) to have a healthy diet.</b></p> <p><b>HE.5.1</b> - Understand that the different proportions of the Eatwell Guide reflect the proportions of foods which should be eaten from each group.</p> <p><b>HE.5.2</b> - Identify and classify ingredients in composite dishes according to the Eatwell Guide food groups.</p> <p><b>HE.5.3</b> - Use the Eatwell Guide model and messages to help them make healthy choices and plan healthy meals and menus for themselves and others.</p> <p><b>HE.5.4</b> - Know that different factors can affect our food choices and can give some examples of these. e.g. availability, cost, advertising, pressure.</p>	<p><b>Food (and some drinks) provide energy for the body so we can be active and stay healthy.</b></p> <p><b>HE.6.1</b> - Know that different types of food provide different amounts of energy.</p> <p><b>HE.6.2</b> - Know that energy provided by food and drink is measured in kilojoules (metric) and kilocalories (imperial).</p> <p><b>HE.6.3</b> - Know that different amounts of food (portions) provide different amounts of energy.</p> <p><b>HE.6.4</b> - Know that it is important to be aware of portion size when choosing food and drinks.</p> <p><b>HE.6.5</b> - Know that different amounts of energy are needed by the body for different activities.</p> <p><b>HE.6.6</b> - Know that different people need different amounts of energy.</p> <p><b>HE.6.7</b> - Know that to be healthy, energy balance should be achieved (over a period of time).</p>	<p><b>Nutrients, water and fibre are needed for health and are acquired by eating a variety of foods.</b></p> <p><b>HE.7.1</b> - Understand that they need the nutrients - carbohydrate, protein, fat, vitamins and minerals - as well as fibre and water to be healthy.</p> <p><b>HE.7.2</b> - Know that energy is provided by the nutrients carbohydrate, protein and fat.</p> <p><b>HE.7.3</b> - Know that all food and drink provide nutrients. Know that most foods and drinks contain a main nutrient but they will also contain other nutrients in smaller amounts.</p> <p><b>HE.7.4</b> - Know that some foods provide fibre which is not digested but helps to keep the digestive system healthy.</p> <p><b>HE.7.5</b> - Know that the body needs water to stay alive and that this can be found in drinks and in foods.</p> <p><b>HE.7.6</b> - Know that the amount of energy and nutrients provided by food or drink depends on the amount (portion) eaten.</p> <p><b>HE.7.7</b> - Explain the basic function of each nutrient (carbohydrate, protein, fat, vitamins and minerals). Identify the main nutrient/s provided by each Eatwell Guide food group.</p> <p><b>HE.7.8</b> - Identify and interpret the nutrition panel on food packaging and use it to help them make food choices.</p>

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<b>Hygiene and Safety</b>						
	<p><b>HS.2.1</b> - Get ready to cook with some help.</p> <ul style="list-style-type: none"> <li>• Tie back long hair</li> <li>• Roll up long sleeves</li> <li>• Remove any jewellery, including watches</li> <li>• Put on an apron</li> <li>• Wash hands</li> </ul> <p><b>HS.2.2</b> - Give some examples of foods which should be kept in the fridge, cupboard or freezer.</p>	<p><b>HS.3.1</b> - Get ready to cook and remember what they need to do.</p> <ul style="list-style-type: none"> <li>• Tie back long hair</li> <li>• Roll up long sleeves</li> <li>• Remove any jewellery, including watches</li> <li>• Put on an apron</li> <li>• Wash my hands</li> </ul>	<p><b>HS.4.1</b> - Know that there are storage instructions on most food packaging, and identify and use these.</p> <p><b>HS.4.2</b> - Understand that leftover food must be covered and stored correctly and eaten in an appropriate time frame</p>	<p><b>HS.5.1</b> - Know that different food should be stored in different places in the fridge to keep it at its best and prevent cross contamination</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Lettuce, cucumber - salad drawer to keep it crisp</li> <li>• Raw meat and fish – bottom shelf</li> <li>• Cheese, yogurt, ready cooked food – top shelves to keep them away from the juices of raw foods.</li> </ul> <p><b>HS.5.2</b> - Explain that foods not stored correctly can spoil and decay due to the action of micro-organisms, insects and other pests.</p>	<p><b>HS.6.1</b> - Get ready to cook and talk about and demonstrate what they should do during and after they cook.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Keep work space tidy</li> <li>• Avoid touching face and hair</li> <li>• Wash up the equipment</li> <li>• Clean the surfaces</li> </ul> <p><b>HS.6.2</b> - Know that there are date marks ('use by' and 'best before') on foods and identify and use these.</p>	<p><b>HS.7.1</b> - Get ready to cook and talk about and demonstrate what they should do during and after they cook and explain the reasons why</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Cross contamination</li> <li>• Danger of sharp objects</li> </ul> <p><b>HS.7.2</b> - Know that there are date marks ('use by' and 'best before') on foods and identify and use these, and explain the difference between them</p>

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<b>Cooking: Ingredients</b>						
<p><b>CI.1.1</b> - To begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p><b>CI.1.2</b> - Have basic hygiene awareness.</p>	<p><b>CI.2.1</b> - Recognise and name a basic range of ingredients. E.g.</p> <ul style="list-style-type: none"> <li>• Cheese</li> <li>• Flour</li> <li>• Bread</li> <li>• Spread</li> <li>• Eggs</li> <li>• Milk</li> <li>• Yogurt</li> <li>• Fruit - bananas, strawberries, peaches</li> <li>• Salad - lettuce, cucumber, tomato</li> </ul> <p><b>CI.2.2</b> - Give examples of ingredients that come from shops, markets and can be grown at home.</p>	<p><b>CI.3.1</b> - Give examples of how ingredients need to be prepared before they are eaten. E.g.</p> <ul style="list-style-type: none"> <li>• Apple - washed</li> <li>• Banana, Satsuma-peeled</li> <li>• Potato – peeled and cooked</li> </ul>	<p><b>CI.4.1</b> - Recognise and name an increasing range of ingredients. E.g.</p> <ul style="list-style-type: none"> <li>• Onions</li> <li>• Peppers</li> <li>• Herbs - basil</li> <li>• Tomato puree</li> <li>• Pulses – kidney beans, chickpeas</li> <li>• Apricots</li> <li>• Courgettes</li> <li>• Baking powder</li> </ul>	<p><b>CI.5.1</b> - Explain where to find different ingredients in a shop. E.g.</p> <ul style="list-style-type: none"> <li>• Cheese, milk, yogurt – in a refrigerator or chilled area</li> <li>• Canned peaches, bread, dried pasta – shelves</li> <li>• Frozen peas or fish – freezers</li> </ul> <p><b>CI.5.2</b> - Describe (and demonstrate) how to grow some foods. E.g.</p> <ul style="list-style-type: none"> <li>• Cress</li> <li>• Potatoes</li> <li>• Tomatoes</li> </ul>	<p><b>CI.6.1</b> - Know that there are a vast range of ingredients used around the world and name some of these. E.g.</p> <ul style="list-style-type: none"> <li>• Lemon grass</li> <li>• Papaya</li> <li>• Bean sprouts</li> <li>• Plantain</li> <li>• Lentils</li> <li>• Gram flour</li> <li>• Coconut</li> </ul>	<p><b>CI.7.1</b> - Know that ingredients are prepared differently depending on culture, county, custom and religion. E.g.</p> <ul style="list-style-type: none"> <li>• Sushi - fish prepared and eaten raw</li> <li>• Jewish dietary law – not to prepare or eat dairy products or meat in together</li> <li>• Chinese stir fries - cooked in a hot wok</li> </ul>

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<b>Cooking: Tasting</b>						
<p><b>CT.1.1</b> - To begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p><b>CT.1.2</b> - Have basic hygiene awareness.</p>	<p><b>CT.2.1</b> - Taste different ingredients and say what they think of them.</p>		<p><b>CT.4.1</b> - Taste different ingredients and describe them using sensory vocabulary. E.g.</p> <ul style="list-style-type: none"> <li>• Aroma (smell) –fruity</li> <li>• Taste – sweet</li> <li>• Texture - bumpy</li> </ul>			<p><b>CT.6.1</b> - Try ingredients purposefully to determine which is most appropriate for the dish they are making.</p> <p>Use increasing descriptive sensory vocabulary to describe the ingredients I taste.</p> <ul style="list-style-type: none"> <li>• Aroma (smell) – savoury</li> <li>• Taste – bitter</li> <li>• Texture – flaky</li> </ul>

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<b>Cooking: Equipment</b>						
<p><b>CE.1.1</b> - To begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p><b>CE.1.2</b> - Have basic hygiene awareness.</p>	<p><b>CE.2.1</b> -Use symbols and photographs to name a <u>basic range</u> of cooking equipment. E.g.</p> <ul style="list-style-type: none"> <li>• Bowl</li> <li>• Spoon</li> <li>• Fork</li> <li>• Knife</li> <li>• Rolling pin</li> <li>• Cutters</li> <li>• Weighing scales</li> <li>• Chopping board</li> <li>• Grater</li> <li>• Saucepan</li> <li>• Cake tin</li> </ul> <p><b>CE.2.2</b> -_Begin to use a basic range of equipment.</p>	<p><b>CE.3.1</b> - Name a <u>basic range</u> of cooking equipment and explain what it does. E.g.</p> <ul style="list-style-type: none"> <li>• Bowl (mixing)</li> <li>• Spoon (mixing)</li> <li>• Fork</li> <li>• Knife (butter/table)</li> <li>• Rolling pin</li> <li>• Cutters</li> <li>• Weighing scales</li> <li>• Chopping board</li> <li>• Grater</li> <li>• Saucepan</li> <li>• Cake tin</li> </ul> <p><b>CE.3.2</b> - Confidently use a basic range_of equipment.</p>	<p><b>CE.4.1</b> - Name an <u>increasing range</u> of cooking equipment E.g.</p> <ul style="list-style-type: none"> <li>• Baking tray</li> <li>• Muffin tray</li> <li>• Garlic press</li> <li>• Peeler</li> <li>• Vegetable knife</li> <li>• Whisk</li> <li>• Measuring spoons</li> <li>• Blender</li> <li>• Colander</li> <li>• Sieve</li> </ul> <p><b>CE.4.2</b> - Begin to use an increasing range of equipment.</p>	<p><b>CE.5.1</b> - Name an <u>increasing range</u> of cooking equipment and explain what each does E.g.</p> <ul style="list-style-type: none"> <li>• Baking tray</li> <li>• Muffin tray</li> <li>• Garlic press</li> <li>• Peeler</li> <li>• Vegetable knife</li> <li>• Whisk</li> <li>• Measuring spoons</li> <li>• Blender</li> <li>• Colander</li> <li>• Sieve</li> </ul> <p><b>C.5.2</b> -_Confidently use an increasing range of equipment.</p>	<p><b>CE.6.1</b> - Name an <u>extended range</u> of cooking equipment which they may not have used before E.g.</p> <ul style="list-style-type: none"> <li>• Palette knife</li> <li>• Fish slice</li> <li>• Wok</li> <li>• Pastry brush</li> <li>• Icing pipe/bag</li> <li>• Bread maker</li> </ul>	<p><b>CE.7.1</b> - Name an <u>extended range</u> of cooking equipment which they may not have used before and explain its function and how it is designed for its purpose. E.g.</p> <ul style="list-style-type: none"> <li>• Palette knife</li> <li>• Fish slice</li> <li>• Wok</li> <li>• Pastry brush</li> <li>• Icing pipe/bag</li> <li>• Bread maker</li> </ul> <p><b>CE.7.2</b> - Select the most appropriate equipment for what they are making.</p>

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<b>Cooking: Skills</b>						
<p><b>CS.1.1</b> - To begin to understand some of the tools, techniques and processes involved in food preparation.</p> <p><b>CS.1.2</b> - Have basic hygiene awareness.</p>	<p><b>CS.2.1</b> - Name and use a range of basic cooking skills with support.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Peel (with a peeler)</li> <li>• Mix (with increasing thoroughness)</li> <li>• Spread (soft ingredients)</li> <li>• Measure (with measuring spoons)</li> <li>• Snip with kitchen scissors</li> <li>• Grate (soft foods like cheese)</li> <li>• Shape</li> <li>• Crush (soft fruit with a potato masher)</li> <li>• Juice (juicer)</li> <li>• Cut out with cutters</li> <li>• Spoon ingredients (in to different containers)</li> <li>• Arrange</li> <li>• Thread (soft foods onto a cocktail stick, e.g. strawberries, satsuma segments)</li> <li>• Sift (flour into a bowl)</li> <li>• Cut (soft foods* with a table knife progressing to firmer foods with a vegetable knife) using:               <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>-Bridge hold</li> </ul> </li> </ul> <p>*canned peaches, fresh strawberries, banana, sticks of pepper</p>	<p><b>CS.4.1</b> - Name and use a range of cooking skills with increasing competence.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Peel (with a peeler)</li> <li>• Mix (thoroughly)</li> <li>• Spread (evenly over food)</li> <li>• Measure (with measuring jug, scales)</li> <li>• Snip with kitchen scissors (with greater control)</li> <li>• Grate (firmer foods like carrots)</li> <li>• Shape (with greater precision)</li> <li>• Press (garlic press)</li> <li>• Cut out with cutters (positioning carefully to avoiding wasting ingredients)</li> <li>• Spoon ingredients (using two spoons)</li> <li>• Arrange (in an attractive way)</li> <li>• Thread (medium resistance foods onto a kebab stick, e.g. mushrooms, courgettes)</li> <li>• Crack an egg</li> <li>• Cut (soft foods with table knife progressing to firmer foods** with a vegetable knife) using:               <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>Bridge hold</li> </ul> </li> </ul> <p>**tomatoes, celery, apple</p>	<p><b>CS.6.1</b> - Name and use a range of cooking skills with confidence and accuracy to prepare increasingly challenging ingredients.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Peel (to create ribbons, e.g. carrots, courgettes)</li> <li>• Mix (fold ingredients together e.g. flour into a mixture)</li> <li>• Measure accurately (using digital scales, analogue scales, measuring jug)</li> <li>• Grate (with greater control and skill, e.g. zest from a lemon, nutmeg)</li> <li>• Thread (firmer foods onto kebab sticks, e.g. onions)</li> <li>• Cut (firm*** and other foods with a vegetable knife) using:               <ul style="list-style-type: none"> <li>-Fork secure</li> <li>-Claw grip</li> <li>-Bridge hold</li> </ul> </li> </ul> <p>*** potatoes, carrots</p>			

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<b>Where Does Food Come From: All food comes from plants or animals</b>						
	<p><b>WFF.2.1</b> - Know all food comes from plants and animals.</p> <p><b>WFF.2.2</b> - Give examples of foods from plant and animal sources.</p>	<p><b>WFF.3.1</b> - Sort a number of foods into plant or animal groups</p>	<p><b>WFF.4.1</b> - Name the sources of common ingredients found in different dishes and meals.</p> <p>E.g. Pizza</p> <ul style="list-style-type: none"> <li>• Bread- base made with flour from wheat</li> <li>• Tomato sauce from tomatoes</li> <li>• Ham from a pig</li> <li>• Cheese made with milk from a dairy cow</li> </ul>		<p><b>WFF.6.1</b> - Find out about the ingredients used in different dishes, where those ingredients come from and how they are produced.</p> <p>E.g. Apple pie</p> <ul style="list-style-type: none"> <li>• Apples – apple trees</li> <li>• Sugar – from sugar beat</li> <li>• Flour – from wheat</li> <li>• Butter – from cream</li> </ul>	

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<b>Where Does Food Come From: Plants and animals produce food in different ways</b>						
	<p><b>WFF.2.3</b> - Name foods which grow above ground (on bushes, trees and vines) and those which grow below ground.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Underground – carrots, parsnips</li> <li>• Above ground – asparagus, strawberries</li> </ul> <p><b>WFF.2.4</b> - Give examples of some foods made by animals.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Hens lay eggs</li> <li>• Dairy cows produce milk</li> </ul>		<p><b>WFF.4.2</b> - Identify which part of a plant different foods come from.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Celery is the stem of a plant</li> <li>• Apples are the fruit of a plant</li> <li>• Carrots and parsnips the roots of a plant</li> <li>• Potatoes are tubers which is part of the root of a plant.</li> </ul> <p><b>WFF.4.3</b> - Give examples of foods from different animals.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Mince beef from a beef bull</li> <li>• Sausages from a pig</li> <li>• Lamb chops from a lamb</li> <li>• Fish fingers from a cod</li> <li>• Venison from a deer</li> </ul>		<p><b>WFF.6.2</b> - Know that foods from animals can come from different parts of the animal.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Chicken wings</li> <li>• Chicken breast or thigh</li> <li>• Pork ribs</li> <li>• Shoulder of lamb</li> <li>• White crab meat from the claws and legs</li> <li>• Eggs laid by hens</li> <li>• Milk produced by dairy cows</li> </ul> <p><b>WFF.6.3</b> - Identify where a wide range of foods come from (plant or animal) and describe how the foods are produced.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Bread – from flour – from wheat</li> <li>• Yogurt – from milk – from a dairy cow</li> </ul>	

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<b>Where Does Food Come From: Food is produced all around the world</b>						
	<p><b>WFF.2.5</b> - Name some foods which come from the area where I live.</p>	<p><b>WFF.3.2</b> - Give some examples of foods that grow in different seasons in the UK and talk about why.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Spring – cauliflower</li> <li>• Summer – strawberries</li> <li>• Autumn – pumpkin</li> <li>• Winter - sprouts</li> </ul>	<p><b>WFF.4.4</b> - Name foods which are produced in the UK.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Apples in Warwickshire</li> <li>• Turkeys in Norfolk</li> <li>• Cheddar cheese in Somerset</li> <li>• Beef in Yorkshire</li> </ul>	<p><b>WFF.5.1</b> - Give examples of foods which grow in different places due to climate and conditions.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Rice</li> <li>• Oranges</li> </ul>	<p><b>WFF.6.4</b> - I can name foods which are produced outside of the UK.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Watermelon</li> <li>• Yam</li> <li>• Plantain</li> <li>• Bananas</li> <li>• Lemons</li> </ul>	<p><b>WFF.6.5</b> - I can name foods which are produced outside of the UK and explain why they grow elsewhere</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Watermelon</li> <li>• Yam</li> <li>• Plantain</li> <li>• Bananas</li> <li>• Lemons</li> </ul>