

Cooking Overview – St White's

	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6
EYFS	Mini pitta appetizers	Salt dough (not for eating)	Jacket potato	Bruschetta with tomato and basil topping	Sardine dip	Fruit salad
	Project 1		Project 2		Project 3	
KS1 Year A	Seasonal apple salad		Quick cheese pizza		Rock buns	
KS1 Year B	Mashed potatoes		Tzatziki		Cinnamon toast crunch	
LKS2 Year A	Apple crumble		Scrambled eggs		Fish cakes	
LKS2 Year B	Lentil soup		Quick bread rolls		Yoghurt and banana biscuits	
UKS2 Year A	Tomato and carrot soup		Beef burgers		Cheese straws	
UKS2 Year B	Apple sponge pudding		Pizza		Caribbean fruit salad	

Skills breakdown

EYFS	1	2	3	4	5	6
	Mini pizza appetizers	Salt dough (not for eating)	Jacket potato	Bruschetta with tomato and basil topping	Sardine dip	Fruit salad
Weighing and measuring						
Count the quantity of food needed using whole numbers (e.g. 6 grapes, 2 carrots)	✓	✓		✓	✓	✓
Measure using a spoon	✓		✓	✓	✓	
Food preparation						
With close supervision, and physical guidance where necessary, use the bridge hold to cut soft foods using a table knife (e.g. strawberries)	✓			✓		✓
With close supervision and physical guidance, crush or mash a cold food in a bowl (e.g. biscuits, sardines, bananas)					✓	
Peel fruit using their hands						✓
Tear food to divide it (e.g. lettuce leaves, fresh herbs)	✓			✓		
Begin to drain away liquids from packaged food using a sieve or colander (e.g. tuna or sweetcorn)					✓	
Are able to use cutlery to eat a meal	✓		✓	✓	✓	✓
Use a table knife for spreading (e.g. butter on toast)			✓			
Mixing and combining						
With help, sift and mix flour into a bowl		✓				
Mix, stir and combine a small amount of cold ingredients in bowl (e.g. fruit salad)		✓		✓	✓	✓
Shaping and assembling						
With help, use hands to shape dough into simple shapes (e.g. salt dough)		✓				
With supervision, use biscuit cutters to cut shapes		✓				
With help and supervision, put together cold ingredients	✓					✓
With help being to start using a rolling pin		✓				
Heating						
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		✓	✓	✓		
Be able to prepare food for baking with help such as greasing a baking tray putting cakes cases into a bun tray		✓				
Serving and garnishing						
With physical guidance, spoon cold food onto a plate					✓	✓
With help, sprinkle garnish on cold food (e.g. herbs, grated cheese)				✓	✓	

EYFS	1	2	3	4	5	6
	Mini pizza appetizers	Salt dough (not for eating)	Jacket potato	Bruschetta with tomato and basil topping	Sardine dip	Fruit salad
Healthy eating						
Recognise that we all need to eat to grow and be healthy	✓		✓	✓	✓	✓
Be aware that we need to eat more of some foods and less of others	✓		✓	✓		✓
With support are able to eat sociably with others	✓		✓	✓	✓	✓
Recognise the importance of drinking water	✓		✓	✓	✓	✓
Know the importance of brushing teeth twice a day						✓
Consumer awareness						
Know which animals or plants some foods come from (e.g. milk from cows and tomatoes from plants)	✓		✓	✓	✓	✓
Know that food can be grown or bought from shops	✓		✓	✓	✓	✓
Know some special foods that are eaten on special occasions	✓		✓	✓	✓	✓
Food safety and hygiene						
Understand that food that has been dropped on the floor, touched with dirty hands or has turned mouldy should not be eaten and can make people ill	✓		✓	✓	✓	✓
Understand that some foods need to be washed before they are safe to eat (e.g. fruit and vegetables)	✓		✓	✓		✓
With help and supervision get ready to cook: <ul style="list-style-type: none"> • Tie back long hair • Wash and dry hands • Put on a clean apron 	✓	✓	✓	✓	✓	✓
With help and supervision, take part in simple clearing up tasks such as clearing and cleaning tables	✓	✓	✓	✓	✓	✓
Recipe and ingredients						
Recognise some familiar ingredients (e.g. fruits)	✓		✓	✓	✓	✓
Describe the taste of some familiar ingredients, using simple words (e.g. sweet, salty)	✓		✓	✓	✓	✓
Identify foods that they like and dislike	✓		✓	✓	✓	✓
Understand that recipes provide instructions on how to make food	✓	✓	✓	✓	✓	✓

KS1	A1	A2	A3	B1	B2	B3
	Seasonal apple salad	Quick cheese pizza	Rock buns	Mashed potatoes	Tzatziki	Cinnamon toast crunch
Weighing and measuring						
Use measuring spoons for liquids, solids and dry ingredients	✓	✓	✓	✓	✓	✓
Food preparation						
With close supervision, use the bridge hold to cut harder food using a serrated vegetable knife (e.g. apple pieces)	✓	✓		✓		✓
With close supervision, use the claw grip to cut soft foods using a serrated vegetable knife (e.g. tomato)		✓			✓	
With close supervision, mash cooked food (e.g. potatoes with a masher)				✓		
With close supervision, peel soft vegetables, using a peeler (e.g. cucumber)					✓	
With close supervision, cut food into evenly sized largish pieces (e.g. potatoes)	✓			✓		
With close supervision, and physical guidance if necessary, peel harder foods (e.g. apple, potato)	✓			✓		
With close supervision, use a melon baller to core an apple	✓					
With close supervision, grate soft food using a grater (e.g. cheese)		✓		✓		
Drain away liquids from packaged food using a sieve or colander (e.g. tuna or sweetcorn)						
Use a lemon squeezer	✓				✓	
Mixing and combining						
Sift flour into bowl		✓	✓			
Mix, stir and combine liquid and dry ingredients (e.g. muffins)		✓	✓			
With help, use hands to run fat into flour (e.g. rock buns)		✓	✓			
With help, crack an egg and beat using a fork		✓	✓			
Shaping and assembling						
With supervision, use a small table knife for spreading soft spreads on to bread						✓
Use hands to shape dough in to small balls or shapes			✓			
With help and supervision, assembly and arrange cold ingredients (e.g. sandwich, fruit kebabs, bruschetta)	✓					✓
Use a rolling pin to flatten and roll out dough		✓				
Heating						
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		✓	✓	✓		✓
Be able to prepare food for baking and frying such as greasing baking tins and adding oil to frying pans/saucepans		✓	✓			
Serving and garnishing						
With guidance, use a tablespoon to serve cold food into bowls or plates	✓				✓	
With guidance, pour or drizzle dressing on to salads	✓					

KS1	A1	A2	A3	B1	B2	B3
	Seasonal apple salad	Quick cheese pizza	Rock buns	Mashed potatoes	Tzatziki	Cinnamon toast crunch
Lightly sprinkle garnish on cold food (e.g. herbs, grated cheese)	✓				✓	
Healthy eating						
Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods	✓	✓	✓	✓	✓	✓
Are beginning to use the Eatwell Guide	✓	✓	✓	✓	✓	✓
Are able to eat sociably with others	✓	✓	✓	✓	✓	✓
Understand the importance of water and drinking water regularly	✓	✓	✓	✓	✓	✓
Understand the importance of regular meals and healthy snacks	✓	✓	✓	✓		✓
Understand the types of food that can affect the health of teeth	✓		✓		✓	✓
Consumer awareness						
Know that all food comes from plants or animals and can identify some foods from each group and understand how they are grown	✓	✓	✓	✓	✓	✓
Aware that some food packaging has labels giving information		✓				
Know some of the influences on the food that we eat (e.g. celebrations, preferences)	✓	✓	✓	✓	✓	✓
Understand the importance of not wasting food and know how to recycle packaging	✓	✓	✓	✓	✓	✓
Food safety and hygiene						
Can follow basic food safety rules when preparing and cooking food	✓	✓	✓	✓	✓	✓
With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor	✓	✓	✓	✓	✓	✓
With supervision, get ready to cook: <ul style="list-style-type: none"> • Tie back long hair • Wash and dry hands • Put on a clean apron 	✓	✓	✓	✓	✓	✓
Understand how everyday foods are stored differently to ensure they are safe to eat (e.g. fridge or freezer)	✓	✓		✓	✓	
Recipes and ingredients						
Recognise a range of familiar ingredients (e.g. vegetables, dairy, eggs)	✓	✓	✓	✓	✓	✓
Describe the taste of a range of ingredients	✓	✓	✓	✓	✓	✓
Identify what they like and dislike about the food they have cooked and how to improve its taste	✓	✓	✓	✓	✓	✓
Follow simple recipe instructions, either in simple sentences or pictures	✓	✓	✓	✓	✓	✓

LKS2	A1	A2	A3	B1	B2	B3
	Apple crumble	Scrambled eggs	Fish cakes	Lentil soup	Quick bread rolls	Yoghurt and banana biscuits
Weighing and measuring						
Begin to use a jug to measure liquids		✓		✓		
Begin to use digital weighing scales	✓			✓	✓	✓
Food preparation						
With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot)	✓		✓	✓		
With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (e.g. onion)	✓		✓	✓		✓
With supervision, use a masher to mash hot food to a fairly smooth texture			✓			✓
With supervision, begin to peel harder food (e.g. apple, potato)	✓		✓	✓		
With supervision, cut foods into evenly sized strips or cubes (e.g. peppers, cheese)	✓			✓		
With supervision, crush garlic using a garlic press				✓		
With supervision, grate harder food using a grater (e.g. apples, carrots)			✓			
Mixing and combining						
Combine using a sieve, flour, 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 (e.g. to form a dough)					✓	✓
Use hands to rub fat into flour (e.g. scones, apple crumble)	✓					
Cream fat and sugar together using a mixing spoon						✓
Shaping and assembling						
Knead and shape dough into aesthetically pleasing products					✓	
Use a rolling pin to flatten and roll out dough to specific thickness (e.g. scones)					✓	✓
Use biscuit cutters accurately						✓
Assemble and arrange ingredients for simple dishes (e.g. apple crumble, scrambled egg on toast)	✓	✓				
Coat food with ingredients such as beaten egg and breadcrumbs for fish cakes			✓			
Independently spread ingredients accurately onto foods					✓	
Heating						
With help and supervision, begin to use a toaster or microwave (e.g. scrambled eggs)		✓				
With very close supervision, and physical guidance where necessary, handle hot food safely once adults have removed food from the hob or oven	✓	✓	✓	✓	✓	✓

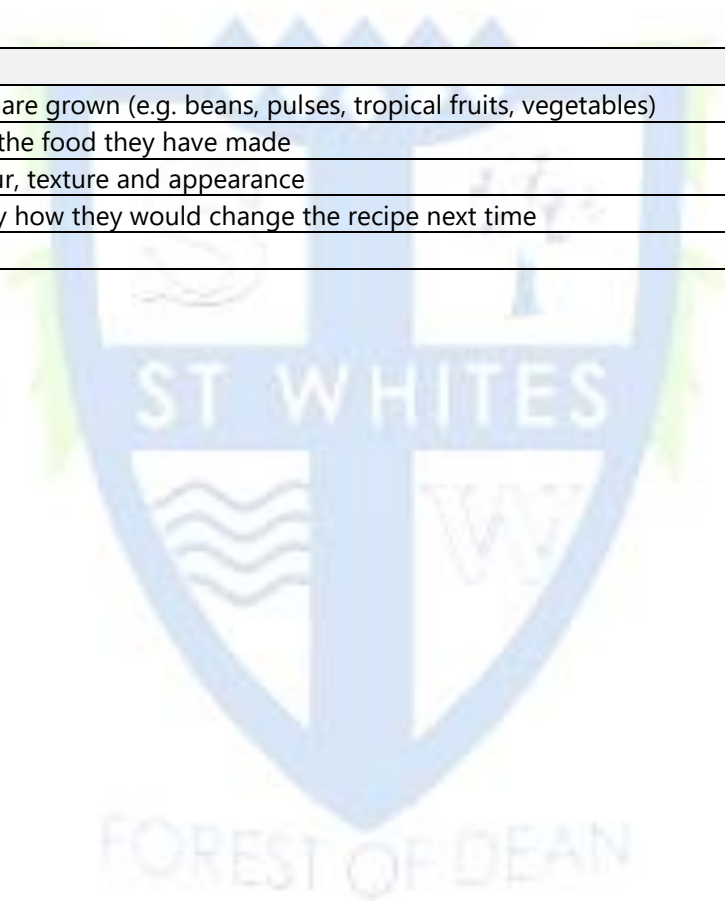
LKS2	A1	A2	A3	B1	B2	B3
	Apple crumble	Scrambled eggs	Fish cakes	Lentil soup	Quick bread rolls	Yoghurt and banana biscuits
Although pupils will not be cooking food on the hob or in the oven, pupil should understand how to use them safely by observing adults cooking on the hob and putting in and removing food from the oven	✓	✓	✓	✓	✓	✓
Use oven gloves and a fish slice to remove food (e.g. scones) from the baking tray					✓	✓
Serving and garnishing						
Begin to recognise appropriate ingredients to garnish hot and cold food			✓			
With supervision, sprinkle garnish on hot dishes (e.g. 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	✓	✓	✓	✓	✓	
Healthy eating						
Understand what makes a healthy and balanced diet and that different food and drinks provide different substances that the body needs to be healthy and active	✓	✓	✓	✓	✓	✓
Are able to use the Eatwell Guide	✓	✓	✓	✓	✓	✓
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 change 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 (e.g. who we are with, season, cost, 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:	ü	✓	✓	✓	✓	✓

LKS2	A1	A2	A3	B1	B2	B3
	Apple crumble	Scrambled eggs	Fish cakes	Lentil soup	Quick bread rolls	Yoghurt and banana biscuits
<ul style="list-style-type: none"> • Tie back long hair • Wash and dry hands • Put on a clean apron • Remove jewellery and nail varnish 						
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	✓	✓	✓	✓	✓	✓
Understand how a variety of foods are stored differently to ensure that they are safe to eat (e.g. fridge or freezer)		✓	✓	✓		✓
Recipes and ingredients						
Recognise and name a broad range of ingredients (e.g. cereals, meat, fish)	✓	✓	✓	✓	✓	✓
Use simple food descriptors relating to flavour, texture and appearance	✓	✓	✓	✓	✓	✓
Know where and how a variety of ingredients are grown	✓	✓	✓	✓	✓	✓
Identify what they would do differently next time to improve what they have made	✓	✓	✓	✓	✓	✓
Read and follow a simple recipe	✓	✓	✓	✓	✓	✓

UKS2	A1	A2	A3	B1	B2	B3
	Tomato and carrot soup	Beef burgers	Cheese straws	Apple sponge pudding	Pizza	Caribbean fruit salad
Weighing and measuring						
Accurately use a jug to measure liquids	✓				✓	
Accurately use weighing scales			✓	✓	✓	
Food preparation						
With supervision, confidently use both the bridge hold and claw grip to cut the same good using a serrated vegetable knife (e.g. onion)	✓	✓		✓	✓	✓
With supervision, confidently peel harder food using a peeler (e.g. apple, potato)	✓			✓		✓
With supervision, dice foods and cut them into evenly sized, fine pieces (e.g. garlic, vegetable batons, herbs)	✓	✓		✓		✓
With supervision, finely grate foods (e.g. zest, parmesan cheese)		✓	✓			✓
With support, use a can opener and open ring-pull tins	✓					
With supervision, confidently use the claw grip to cut harder foods using a serrated vegetable knife (e.g. carrot)	✓	✓			✓	✓
Mixing and combining						
Sieve wet and dry ingredients with precision			✓	✓	✓	
Confidently crack an egg		✓	✓	✓		
With help, begin to separate eggs			✓			
Use finger tips to rub fat into flour to make fine 'bread crumbs' (e.g. cheese straws)			✓			
With supervision, whisk using an electric hand mixer (e.g. eggs)				✓		
With supervision, cream fat and sugar together using an electric hand mixer				✓		
With supervision, use a food processor or electric hand blender to mash, blend or puree hard ingredients or hot food (e.g. chickpeas for hummus or vegetables for soup)	✓					
Shaping and assembling						
Use hands to shape mixtures into evenly sized pieces (e.g. burgers)		✓				
Use a rolling pin to roll out dough to an accurate size and thickness (e.g. pizza)			✓		✓	
Assemble, arrange and layer more advanced dishes (e.g. apple sponge pudding, shepherd's pie)				✓		
Spread food evenly with a coating, glaze or sauce					✓	
Heating						
With help and supervision, begin to use the hob or electric saucepan (wok or stock pot) to cook simple dishes (e.g. burgers, soup)	✓	✓				

UKS2	A1	A2	A3	B1	B2	B3
	Tomato and carrot soup	Beef burgers	Cheese straws	Apple sponge pudding	Pizza	Caribbean fruit salad
Although pupils will not be putting in or removing food from the grill or oven, they should understand how to use the grill or oven safely by observing adults			✓	✓	✓	
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		✓	✓		✓	
Serving and garnishing						
Be able to choose appropriate ingredients to garnish hot and cold dishes		✓				
With supervision, be able to use a spoon, ladle or jug to serve hot liquids (e.g. soup)	✓					
Cut food into equal sized portions for the number being served (e.g. slicing pizza into eighths)				✓	✓	
Understand appropriate portion sizes when serving food	✓			✓	✓	✓
Are able to plan and serve their own breakfast and a simple balanced cooked meal (e.g. pizza and salad, soup and bread rolls)	✓	✓			✓	✓
Healthy eating						
Are able to make food choices taking in to consideration the Eatwell Guide	✓	✓	✓	✓	✓	✓
Understand the main food groups and the different nutrients that are important for health	✓	✓	✓	✓	✓	✓
Know appropriate portion sizes and the importance of not skipping meals, including breakfast	✓	✓	✓	✓	✓	✓
Consumer awareness						
Understand some of the basic processes to get food from farm to plate	✓	✓	✓	✓	✓	✓
Understand some of the ethical dilemmas associated with the food people choose to buy	✓	✓				
Are able to use information on food labels to inform choice	✓	✓	✓		✓	✓
Understand social influences on the food we choose to eat (e.g. media, peer pressure, ethics)	✓	✓		✓	✓	✓
Food safety and hygiene						
Are able to independently get ready to cook: <ul style="list-style-type: none"> • Tie back long hair • Wash and dry hands • Wear a clean apron • Remove jewellery and nail varnish 	✓	✓	✓	✓	✓	✓
Demonstrate good food safety practices when getting ready to store, prepare and cook food (e.g. keeping raw meats away from other food)	✓	✓	✓	✓	✓	✓
Know, and can follow, food safety rules and understand their purpose	✓	✓	✓	✓	✓	✓
Can independently follow procedures for clearing up	✓	✓	✓	✓	✓	✓

UKS2	A1	A2	A3	B1	B2	B3
	Tomato and carrot soup	Beef burgers	Cheese straws	Apple sponge pudding	Pizza	Caribbean fruit salad
Recipes and ingredients						
Know an extensive range of ingredients and how these are grown (e.g. beans, pulses, tropical fruits, vegetables)	✓	✓			✓	✓
Identify how they would change the recipe to improve the food they have made	✓	✓	✓	✓	✓	✓
Use a range of food descriptors relating to smell, flavour, texture and appearance	✓	✓	✓	✓	✓	✓
Compare different version of the same dish and identify how they would change the recipe next time	✓			✓	✓	✓
Confidently read and follow a recipe	✓	✓	✓	✓	✓	✓



National Curriculum Objectives

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- ♣ use the basic principles of a healthy and varied diet to prepare dishes
- ♣ understand where food comes from.

Key stage 2

- ♣ understand and apply the principles of a healthy and varied diet
- ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

