



To develop an understanding of what a product is and who it is for. (a product in this context relates to a menu, meal or a dish) Background research.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can talk about likes and dislikes e.g. appearance	Can explore taste and talk about likes/dislikes.	Can name and identify where you may find a product.	Can explain how a product works.	Can express an opinion about a product.	Can explain how the properties of the materials have influenced their use.	Can explain how the use of the product has influenced its design.	Can discuss the relative cost of the product over time.
Can sort dishes into sweet and savoury.	Can sort dishes into breakfast, lunch, dinner and pudding.	Can identify the purpose and use of a product.	Can identify the materials used in a product.	Can identify who made the product and when it was made.	Can identify different products over time and talk about their innovation.	Can explore the impact on the environment of the materials used for the product.	Can explore the impact on the environment of the materials used for the product.
Can explore taste and talk about likes/dislikes.	Can talk about the basic components of a meal e.g. meat, vegetable, fruit, pasta/pulses.	Can explain how a product is made and the techniques involved.	Can express an opinion about a product.	Can explain how the properties of the materials have influenced their use.	Can explain how the use of the product has influenced its design.	Can discuss the relative cost of the product over time.	Can evaluate a product on design, appearance and use.



To develop handling skills for tools.		To develop technical skills.					
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can use one handed tools and equipment e.g. a knife for cutting.	Can begin to talk about where food comes from.	Can explain how food comes from plants and animals and that it can be grown, farmed or caught.		Can explain which foods are reared, caught or grown in the UK and across the globe. Can understand that the season can affect food production and availability.		Can explain which foods are caught, reared, grown or farmed.	
Can imitate in pretend play actions and events from everyday life, e.g. making and drinking tea.	Can use simple tools to effect changes to materials, e.g. mash a banana.	Can sort food into five groups and relate this to the Eat Well plate.		Can explain how recipes can be changed by adding or taking away ingredients.		Can explain how some ingredients need to be processed before being used, e.g. de-feathering a chicken.	
Can explore how to change textures e.g. adding water	Can handle tools, objects and malleable materials safely and with increasing control, e.g. cutting/slicing a banana	Can explain the role of hygiene for hands, cooking equipment and food storage.		Can explain how food and drink are needed to provide energy for a healthy and active lifestyle.		Can explain how recipes can be adapted to change the appearance, taste and aroma of a dish.	
Can take turns in shared cooking experiences.	Can show some understanding of good practices with regard to exercise, eating and hygiene.	Can prepare a simple dish without a heat source.		Can prepare simple dishes hygienically and safely using a heat source when needed.		Can explain how food and drink provide certain nutritional and health benefits.	
Can begin to talk about where food comes from.	Can stir, mix, pour and blend ingredients.	Can use cutting, peeling and grating. (make reference to the “food a fact of life” website for techniques)		Can use cutting, slicing, peeling, grating, spreading and kneading.		Can use cutting, slicing, peeling, grating, spreading, mixing and kneading.	