Design & Technology (Food), Progression of Skills: Hockering Primary Academy

Eden Federation

Discoverers: Year R/1/2

		2026/2027	2024/2025	2025/2026
		Soup	**Smoothies**	**Balanced Diet**
Skills	Design	• Designing a soup recipe as a class. • Designing soup packaging.	• Design a smoothie recipe. • Designing smoothie carton packaging by-hand.	• Design a wrap • Designing two wrap ideas based on a food combination which works well together. • Designing three wrap ideas based on a food combination which works well together.
	Make	• Chopping plasticine safely. • Chopping vegetables with support. • Chopping vegetables safely.	• Chopping vegetables with support. • Juicing fruits safely to make a smoothie. • Chopping fruit and vegetables safely to make a smoothie.	• Chopping vegetables with support. • Constructing a wrap that meets a design brief. • Snipping smaller foods instead of cutting. • Chopping foods safely to make a wrap. • Grating foods to make a wrap.
	Evaluate	• Tasting the soup and giving opinions. • Describing some of the following when tasting food: look, feel, smell and taste. • Choosing their favourite packaging design and explaining why. • Suggesting information to be included on packaging. •Evaluating food by giving a score.	• Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Choosing their favourite packaging design and explaining why. • Suggesting information to be included on packaging. • Comparing their smoothie with others'. •Evaluating food by giving a score.	• Describing some of the following when tasting food: look, feel, smell and taste. • Choosing their favourite packaging design and explaining why. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Comparing their wrap with someone else's. •Evaluating food by giving a score.
Knowledge		• To know that soup is ingredients (usually vegetables and liquid) blended together. • To know that vegetables are grown. • To recognise and name some common vegetables. • To know that different vegetables taste different. • To know that eating vegetables is good for us. • To discuss why different packages might be used for different foods. • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that 'ingredients' means the items in a mixture or recipe. • To understand what makes a balanced diet.	• To recognise and name some common fruit and vegetables. • To know that different fruit taste different. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. • To know that fruit and vegetables are grown. • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that 'ingredients' means the items in a mixture or recipe.	• To recognise and name some common vegetables. • To know that vegetables are grown. • To know that different vegetables taste different. • To know that eating vegetables is good for us • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). • To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To know that 'ingredients' means the items in a mixture or recipe. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.

*Year 1 and 2 only *Year 2 only

Design & Technology (Food), Progression of Skills: Hockering Primary Academy

Pioneers: Year 3/4/5/6

		2027/2028	2024/2025
		Eating seasonally	**Adapting a recipe**
Skills	Design	• Designing a recipe for a savoury tart.	• Designing a biscuit within a given budget, drawing upon previous taste testing judgements. • Designing packaging for a biscuit that targets a specific group.
	Make	• Following the instructions within a recipe. • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Cutting safely with a vegetable knife • Cooking safely, following basic hygiene rules. • Peeling ingredients safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Working to a given timescale. • Working safely and hygienically with independence	• Following a baking recipe, including the preparation of ingredients. • Mixing a biscuit pastry dough before rolling it out and using a pastry cutter. • Adapting a recipe to meet the requirements of a target audience. • Using a cuboid net to create packaging • Cooking safely, following basic hygiene rules. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Working to a given timescale. • Working safely and hygienically with independence
	Evaluate	• Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Taste testing and scoring final products. • Suggesting points for improvement when making a seasonal tart – then suggesting modifications to the recipe (e.g. This mixture has too much flour, and it is falling apart, so next time I will use less). • Describing the impact of the budget on the selection of ingredients. • Identifying the nutritional differences between different recipes. • Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Identifying and describing healthy benefits of food groups. • Evaluating health and safety in production to minimise cross contamination.	• Evaluating a recipe, considering: taste, smell, texture and appearance. • Describing the impact of the budget on the selection of ingredients. • Taste testing and scoring final products. • Suggesting points for improvement when making a biscuit – then suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). • Describing the impact of the budget on the selection of ingredients. • Identifying the nutritional differences between different recipes. • Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Identifying and describing healthy benefits of food groups. • Evaluating health and safety in production to minimise cross contamination.
Knowledge		• To know that not all fruits and vegetables are grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country.	• To know that cooking instructions are known as a 'recipe'. • To know that the appearance of food is as important as taste. • To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. • To understand the importance of budgeting while planning ingredients for biscuits.

	• To know that exported food is food which has been sent to another country. • To know that eating seasonal foods can have a positive impact on the environment. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. • To know that the appearance of food is as important as taste. • To know the following cooking techniques: measuring, stirring, cutting out and shaping. • To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that safety and hygiene are important when cooking. • To know that products often have a target audience. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).	• To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country. • To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that safety and hygiene are important when cooking. • To know that products often have a target audience. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).

*Year 4/5/6 only *Year 5/6 only *Year 6 only

Design & Technology (Food), Progression of Skills: Hockering Primary Academy

Pioneers: Year 3/4/5/6

		2025/2026	2026/2027
		Developing a recipe	**Come dine with me**
Skills	Design	• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Designing appealing packaging to reflect a recipe. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Researching existing recipes to inform ingredient choices.	• Writing a recipe, explaining the key steps, method and ingredients. • Including facts and drawings from research undertaken.
	Make	• Selecting ingredients. • Cutting safely with a vegetable knife • Cooking safely, following basic hygiene rules. • Peeling ingredients safely. • Using equipment safely, including hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe. • Working to a given timescale. • Working safely and hygienically with independence	• Following a recipe, with support. • Cutting safely with a vegetable knife • Cooking safely, following basic hygiene rules. • Peeling ingredients safely. • Using equipment safely, including hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a recipe, using the correct quantities of each ingredient. • Adapting a recipe based on research. • Working to a given timescale. • Working safely and hygienically with independence
	Evaluate	• Evaluating a recipe, considering: taste, smell, texture and appearance. • Taste testing and scoring final products. • Describing the impact of the budget on the selection of ingredients. • Suggesting points for improvement • Identifying the nutritional differences between different products and recipes. • Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Identifying and describing healthy benefits of food groups. • Suggesting and writing up points of improvements for others, and when evaluating their own throughout the planning, preparation and cooking process. • Evaluating health and safety in production to minimise cross contamination.	• Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Taste testing and scoring final products. • Describing the impact of the budget on the selection of ingredients. • Suggesting points for improvement • Identifying the nutritional differences between different products and recipes. • Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Identifying and describing healthy benefits of food groups. • Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. • Evaluating health and safety in production to minimise cross contamination.
Knowledge		• To know that cooking instructions are known as a 'recipe'. • To know that the appearance of food is as important as taste.	• To know that 'flavour' is how a food or drink tastes. • To know that many countries have 'national dishes' which are recipes associated with that country.

	• To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. • To understand the importance of budgeting. • To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that safety and hygiene are important when cooking. • To know that products often have a target audience. • To know that coloured chopping boards can prevent cross-contamination. • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To know that nutritional information is found on food packaging. • To know that food packaging serves many purposes. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).	• To know that 'processed food' means food that has been put through multiple changes in a factory. • To understand the importance of budgeting. • To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that safety and hygiene are important when cooking. • To know that products often have a target audience. • To know that coloured chopping boards can prevent cross-contamination. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).

*Year 4/5/6 only *Year 5/6 only *Year 6 only