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| **Upper Key Stage 2 cooking skills** | | | | | | | | | | | | | | | | |  |
| **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 food using a serrated vegetable knife (eg onion) | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |  | √ | √ |  | √ |  | √ |
| With supervision, confidently peel harder food using a peeler (eg apple, potato) |  | √ |  |  | √ | √ |  |  |  |  |  | √ |  |  | √ |  | √ |
| With supervision, dice foods and cut them into evenly sized, fine pieces (eg garlic, vegetable batons, herbs) |  | √ | √ | √ | √ | √ | √ | √ | √ |  |  | √ |  |  | √ |  | √ |
| With supervision, finely grate foods (eg 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 (eg carrot) |  | √ | √ | √ | √ | √ | √ |  | √ |  |  | √ | √ | √ |  |  | √ |

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| **Upper Key Stage 2 cooking skills** | | | | | | | | | | | | | | | | |  |
| **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’ (eg cheese straws) |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |
| With supervision, whisk using an electric hand mixer (eg 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 (eg chickpeas for hummus or vegetables for soup) |  | √ |  |  | √ |  |  | √ |  |  |  |  |  |  |  |  |  |
| **Shaping and assembling** | | | | | | | | | | | | | | | | | |
| Use hands to shape mixtures in to evenly sized pieces (eg burgers) |  |  | √ |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |
| Use a rolling pin to roll out dough to an accurate size and thickness (eg pizza) |  |  |  |  |  |  |  |  |  | √ | √ |  | √ |  |  | √ |  |

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| **Upper Key Stage 2 cooking skills** | | | | | | | | | | | | | | | | |  |
| **Shaping and assembling** | | | | | | | | | | | | | | | | | |
| Assemble, arrange and layer more advanced dishes, (eg 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 (eg burgers, soup) |  | √ | √ | √ | √ | √ | √ |  | √ | √ |  |  |  |  |  |  | √ |
| Although pupils will not be putting in or removing food from the grill or oven they should understand how to use the grill and 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 | √ |  |  |  |  |  |  | √ | √ | √ | √ |  | √ | √ |  | √ |  |

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| **Upper Key Stage 2 cooking skills** | | | | | | | | | | | | | | | | |  |
| **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 (eg soup) |  | √ |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cut food into equal sized portions for the number being served (eg 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 (eg pizza and salad, soup and bread rolls) | √ | √ | √ | √ | √ | √ | √ | √ | √ |  | √ | √ | √ |  |  |  | √ |

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| **Upper Key Stage 2 cooking and nutrition skills** | | | | | | | | | | | | | | | | | |
| **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 (eg media, peer pressure, ethics) | √ | √ | √ | √ | √ | √ | √ | √ | √ |  | √ | √ | √ |  | √ |  | √ |

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| **Upper Key Stage 2 cooking and nutrition skills** | | | | | | | | | | | | | | | | | |
| **Food safety and hygiene** | | | | | | | | | | | | | | | | | |
| Are able to independently get ready to cook:   * 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 (eg keep raw meats away from other food) | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Know, and can follow, food safety rules and understand their purpose | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Can independently follow procedures for clearing up | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

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| **Upper Key Stage 2 cooking and nutrition skills** | | | | | | | | | | | | | | | | | |
| **Recipes and ingredients** | | | | | | | | | | | | | | | | | |
| Know an extensive range of ingredients and how these are grown (eg 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 versions of the same dish and identify how they would change the recipe next time | √ | √ | √ | √ | √ | √ | √ | √ |  |  | √ | √ | √ |  | √ |  | √ |
| Confidently read and follow a recipe | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |