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|  | **Fruit salad 1 hat** | **Sardine Dip1 hat** | **Cream cheese dip 1 hat** | **Moroccan carrot salad, 1 hat** | **Jacket potato 1hat** | **Traffic light salad 1 hat** | **Oats with fresh fruit and yoghurt 1 hat** | **Bruschetta with tomato and basil topping 1 hat** | **Mini pitta appetizers 1 hat** | **Salt dough (not for eating) 1 hat** |
| **Early Years cooking skills** |
| **Weighing and measuring** |
| Count the quantity of food needed using whole numbers (eg 6 grapes, 2 carrots) | √ | √ | √ | √ |  | √ | √ | √ | √ | √ |
| Measure using a spoon |  | √ | √ | √ | √ |  | √ | √ | √ |  |
| **Food preparation** |
| With close supervision, and physical guidance when necessary, use the bridge hold to cut soft foods using a table knife (eg strawberries) | √ |  |  |  |  |  | √ | √ | √ |  |
| With close supervision and physical guidance, crush or mash cold food in a bowl (eg biscuits, sardines, bananas) |  | √ |  |  |  |  |  |  |  |  |
| Peel fruit using their hands | √ |  |  |  |  |  | √ |  |  |  |
| Tear food to divide it (eg lettuce leaves, fresh herbs) |  |  |  |  |  |  |  | √ | √ |  |
| Begin to drain away liquids from packaged food using a sieve or colander (eg tuna or sweet corn) |  | √ |  |  |  |  |  |  |  |  |

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| **Early Years cooking skills** |
| **Food preparation** |
| Are able to use cutlery to eat a meal | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |
| Use a table knife for spreading (eg 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 (eg fruit salad) | √ | √ | √ | √ |  |  | √ | √ |  | √ |
| **Shaping and assembling** |
| With help, use hands to shape dough into simple shapes (eg salt dough) |  |  |  |  |  |  |  |  |  | √ |
| With supervision, use biscuit cutters to cut shapes |  |  |  |  |  |  |  |  |  | √ |
| With help and supervision, put together cold ingredients | √ |  |  |  |  | √ |  |  | √ |  |
| With help begin to start using a rolling pin |  |  |  |  |  |  |  |  |  | √ |

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| **Early Years cooking skills** |
| **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 on to a plate | √ | √ | √ | √ |  | √ | √ |  |  |  |
| With help, sprinkle garnish on cold food (eg herbs, grated cheese) |  | √ |  |  |  |  |  | √ |  |  |

**hat 1**

**salad Fruit**

**hat**

**Dip1**

**Sardine**

**hat 1**

**dip**

**cheese Cream**

**salad, carrot**

**Moroccan1**

**hat**

**1hat**

**potato Jacket**

**hat 1**

**salad light**

**Traffic**

**yoghurt and**

**fruit**

**fresh with**

**hat**

**Oats1**

**and**

**tomato**

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**topping Bruschettabasil**

**hat 1**

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**Cooking skills**

**Heating**

**Serving and garnishing**

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| **Early Years cooking and nutrition skills** |
| **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 (eg 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 | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |

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| **Early Years cooking and nutrition skills** |
| **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 (eg fruits and vegetables) | √ |  |  | √ | √ | √ | √ | √ | √ |  |
| With help and supervision get ready to cook:* 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 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| **Recipes and ingredients** |
| Recognise some familiar ingredients (eg fruits) | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |
| Describe the taste of some familiar ingredients, using simple words (eg sweet, salty) | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |
| Identify foods that they like and dislike | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |
| Understand that recipes provide instructions on how to make food | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |