



## Woolgrove Curriculum Skills and Knowledge

### Area of the Curriculum –

## Life Skills- Food Technology

	Skills	Knowledge
<b>EYFS</b>	<p>Develop fine and gross motor skills to be able to use tools, equipment and food. Such as cutlery, knives, graters, mashers, spoons, jugs etc.</p> <p>To experience different food and develop confidence to try new foods and textures.</p> <p>Beginning to show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Explore through sensory experiences.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Begins to use a knife to cut, chop and spread.</p> <p>Begins to roll, grate and using alternative resources to cut.</p> <p>Be able to make choices.</p>	<p>To know what food they like and don't like.</p> <p>To know the names and identify ingredients.</p> <p>Knows vocabulary related to texture, e.g. hard and soft, instructions e.g. mix, pour and equipment, e.g. spoon, fork.</p> <p>To know how to use equipment safely.</p> <p>To know that different ingredients, when mixed together, change and develop the vocabulary to talk about the changes.</p> <p>Knows about how things can be measured.</p> <p>Knows about recipes and how these tell us how to make something.</p>
<b>Pre-Formal</b>	Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, social and Emotional Development) the Life skills and Sensory curriculum	
<b>Semi-Formal 1</b>		
<b>Semi-Formal 2</b>	<p>Uses cutlery for desired effect.</p> <p>Mixes ingredients using a bowl and spoon with good control and skill.</p> <p>Cut out a shape using a cutter with increasing confidence e.g applying pressure, using twist actions, control when peeling food away from cutter to lift.</p> <p>Shows increasing control in holding and using jugs to pour.</p> <p>I can use a sharper knife to cut with good control.</p> <p>Identify some unhealthy and healthy foods.</p>	<p>Knows about and can use vocabulary liquid, solid, change to describe ingredients and talk about changes.</p> <p>Knows where equipment is stored and is beginning to be able to get the equipment they need to use.</p> <p>Knows different food groups, carbohydrates, sugars, protein, etc.</p> <p>Knows that some foods are good for you and some foods are not good for you.</p>
<b>Formal</b> <b>NC KS1 Science (2019)</b>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping and finishing].</p> <p>Select from and use a wide range of materials and components and ingredients.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>To be able to identify common food groups.</p> <p>Can plan, design and then evaluate their final product with some support.</p>	<p>Know where items are in the kitchen and how to use all of them.</p> <p>Knows and can talk about processes using correct vocabulary e.g the chocolate will melt if it is put in the microwave.</p> <p>Knows how to use tools and equipment and how to stay safe within the kitchen.</p> <p>Knows how electrical appliances work in the kitchen. e.g can boil a kettle or can turn a hob on to correct number.</p> <p>Knows the components of a balanced diet.</p>