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|  |  **Cooking & Nutrition in EYFS**  St Anne's Catholic Primary School |
|  | **3 and 4 year olds** | **Reception** | **Early Learning Goals** |
| **Expressive Arts & Design** | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.Explore different materials freely, in order to develop their ideas about how to use them and what to make.Develop their own ideas and then decide which materials to use to express them.Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. | **Creating with Materials**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. |
| **Physical** | Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. | Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  | **Fine Motor Skills**Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. |
| **PSED** | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. |  |  |
| **Understanding the world** | Explore how things work. |  |  |
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|  |  **KS1 Cooking and Nutrition: Food** St Anne's Catholic Primary School |
|  | **Essential 1** | **Essential 2** | **Knowledge 3** |
|  | Talk about what he/she eats at home and begin to discuss what healthy foods are. Say where some food comes from and give examples of food that is grown. Use simple tools with help to prepare food safely.  | Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or caught. Use a wider range of cookery techniques to prepare food safely.  | Work in a range of relevant contexts:Eg. school, gardens, playgrounds and the local community |

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|  **LKS2 Cooking and Nutrition: Food** St Anne's Catholic Primary School |
| **Essential 1** | **Essential 2** | **Knowledge 3** |
| Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.  | Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques.  | Work in a range of relevant contexts:Eg. school, leisure and culture. |

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|  **UKS2 Cooking and Nutrition: Food** St Anne's Catholic Primary School |
| **Essential 1** | **Essential 2** | **Knowledge 3** |
| Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. Select appropriate ingredients and use a wide range of techniques to combine them.  | Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Use information on food labels to inform choices. Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.  | Work in a range of relevant contexts:Eg. enterprise, industry and the wider environment. |

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