

## Progression of Skills and Understanding: Cooking and Nutrition

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>				
<p>Group food products according to similarities, e.g. fruit.</p> <p>Be introduced to the different food groups.</p> <p>Sort foods according to those which are most healthy and can be eaten frequently and those which should be eaten in small amounts and less regularly.</p> <p>Cut ingredients safely.</p> <p>Mix, stir, pour and roll out ingredients.</p>	<p>Explore the need for a healthy diet and some of the foods that this includes.</p> <p>Design a healthy dish.</p> <p>Prepare a dish which reflects the food groups needed for a healthy diet.</p> <p>Cut, peel, grate and chop a range of ingredients safely.</p>	<p>Explore the need for a healthy diet and which types of food and drink this includes</p> <p>Understand different cooking techniques and how this impacts on the healthiness of the food, e.g. frying, grilling, boiling, etc.</p> <p>Suggest a menu which involves healthy foods and healthy cooking techniques, e.g. boiled or baked potatoes rather than chips, grilled sausages rather than fried, etc.</p>	<p>Use knowledge of a balanced diet to make healthy eating choices.</p> <p>Begin to understand the importance of safe food handling and storage.</p> <p>Follow a recipe to produce a savoury dish</p> <p>Create own simple recipe of a healthy, savoury dish</p>	<p>Use different methods to combine foods, e.g. whisking, beating or rubbing.</p> <p>Begin to decorate or present food to make it pleasing to the eye.</p> <p>Follow, adapt, create and refine recipes.</p> <p>Prepare dishes, safely and hygienically, controlling the temperature of the oven or hob if cooking.</p>	<p>To choose and prepare foods, taking into account their characteristics, for a particular purpose.</p> <p>Show that they are able to carry out a variety of baking and cooking techniques.</p> <p>Create, test and improve own recipes, including the cooking times, temperatures and methods.</p> <p>Explain the importance and impact of safe handling and storage of ingredients storage.</p>
<p>Understand where familiar foods directly originate from, e.g. apples, milk and meat.</p>	<p>Understand how familiar foods are made from a selection of key ingredients, for example chocolate, bread and butter.</p>	<p>Understand where food comes from and how some foods travel, for example bananas and tea.</p>	<p>Understand food seasonality and can talk about what is produced locally.</p>	<p>Explore the impact of food miles and eating locally grown, caught and reared food.</p>	<p>Explore fair trade and/or fair price for product with commonly used foods, e.g. milk and chocolate.</p>

### Progression of Skills and Understanding: Using the Voice

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.		To sing musically with increasing confidence and control.  Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.			
Know the difference between speaking and whispering. Know the difference between speaking and chanting.	Explore pitch, duration and timbre.	Demonstrate definite pitch and rhythmic control and accurate sequences of notes when singing in unison.	Demonstrate good control of pitch.	Experience simple part singing with good intonation and awareness of the other parts.	Perform singing with control and accuracy.
Know the difference between speaking and singing.	Recognise melody has a shape. Perform with some accuracy of pulse.	Develop a sense of pulse, rhythm and clear diction.	Communicate some feeling through singing by using expression and phrasing.	Communicate some feeling through singing by using expression and phrasing.	Sing in parts, with expression and fluency showing awareness of the other singers and the audience.

### Progression of Skills and Understanding: Playing Tuned and Untuned Instruments

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play tuned and untuned instruments musically.		Play musically with increasing confidence and control.  Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.			
Identify how the sounds are made.  Make links between the material and sound of the instrument.	Hold musical instruments and beaters correctly and be aware of the best way to play the instrument.  Control sounds when playing e.g. volume (dynamics; sound and silence); length of sound (duration) starting and stopping and turn taking.	Select appropriate sounds for a purpose (timbre) e.g. for sound effects to a story/poem/picture.	Use knowledge of pulse and rhythms to accompany songs (ostinato / chords; create introductions or codas etc.).	Pay attention to detail e.g. dynamics, tempo, accuracy of pitch and duration and phrasing.	Play with attention to detail (dynamics, rhythm, and tempo) and with overall consciousness of the style.