



Lutley 
Primary School

Curriculum Progression Document

Cooking



Contents

	Page
Lutley Primary School Curriculum Intent	3-4
Cooking and The Early Years Foundation Stage	5-7
Meeting the statutory requirements of The Primary National Curriculum	8-10
Whole School Programme of study	11-12
Progression in cooking knowledge, skills and understanding	13-24
Analysing the impact of our cooking curriculum	25-29



Lutley 
Primary School

Cooking Curriculum Intent

Lutley Primary School Curriculum Intent

Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

Cooking Subject Intent

It is our intent that children will understand the importance of a healthy lifestyle and have the knowledge and skills to implement cook safely and hygienically. They will be designers and makers, working ethically to create a range of sweet and savoury dishes that will appeal to their chosen consumer.

Essential Characteristics in the Subject

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and system.

Threshold Concepts

Master practical skills

This concept involves developing the skills needed to make high quality products.

Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as a process.

Take inspiration from design throughout history

This concept involves appreciating the design process that has influenced the products we use in everyday life.



Lutley 
Primary School

Cooking in the Early Years Foundation Stage

Developing Early Cooking Skills

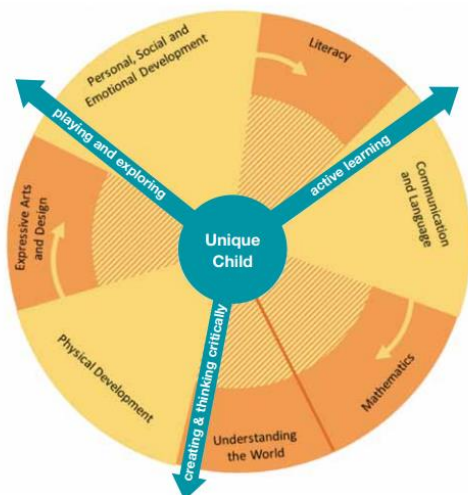
Developing Early Cooking Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of cooking in our EYFS:

ELG 05: Health and self-care

- Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

ELG 15: Technology

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

ELG 17: Being imaginative

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Exceeding:

ELG 05: Health and self-care

- Knows about and can make healthy choices in relation to healthy eating and exercise.

ELG 15: Technology

- Finds out about and uses a range of everyday technology.

ELG 17: Being imaginative

- Talks about the ideas and processes which have led them to make music, designs, images or products.



Lutley 
Primary School

Cooking and the National Curriculum

Cooking and the National Curriculum: Key Stage One

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

Cooking and the National Curriculum: Key Stage Two

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life

Pupils should be taught to

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.



Implementation of Whole School Cooking Programme of Study

Lutley Primary School's Cooking Programme of Study

	Autumn	Spring	Summer
EYFS	Manage their own hygiene by washing and drying their hands. Food tasting whilst learning about Diwali. Christmas buffet. Buttering bread/toast.	Observing food plants growing. Children to try a variety of healthy food grown at school/locally. Begin to discuss the ways on which we stay healthy and safe. Food tasting for Chinese New Year Kneading and rolling out dough	They can say why we need to stay healthy and safe. Children understand and make healthy choices in relation to healthy eating and exercise. Crush biscuits or Weetabix to make a cake – Weetabix Cake
Year 1	Fairy Cakes	Pancake	Pizzas
Year 2	Coleslaw	Egg/tuna and cress sandwiches	Fruit lollies
Year 3	Cranberry and cinnamon traybake	Carrot, orange and coriander soup	Scones
Year 4	Chunky pasta soup	Tuna pasta bake	Gooseberry/blackberry fool
Year 5	Festive Muffins	Bread rolls	Cheesy flapjacks
Year 6	Yummy autumn plum cake	Chunky chilli	Home grown salad from farm school



Lutley 
Primary School

Implementation of Whole School Cooking Programme of Study Progression of Skills

Progression of Skills – Threshold Concepts

At Lutley, we aim to develop the following concepts through the progressive teaching of cooking knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

- **Master practical skills**

This concept involves developing the skills needed to make high quality product.

- **Design, make, evaluate and improve**

This concept involves developing the process of design thinking and seeing design as a process.

- **Take inspiration from design throughout history**

This concept involves appreciating the design process that has influenced the products we use in everyday life.

Progression of Skills – Master Practical Skills

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves developing the skills needed to make high quality products.	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. 	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.

Implementation

Progression of Skills –Design, Make, Evaluate and Improve

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves developing the process of design thinking and seeing design as a process.	<ul style="list-style-type: none"> • Make products, refining the recipe as work progresses. 	<ul style="list-style-type: none"> • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the recipe through tasting and considering appearance. 	<ul style="list-style-type: none"> • Design the presentation with the user in mind. • Continually refine the recipe using previous experiences and knowledge of how ingredients taste. For example, add more flavour using herbs. • Ensure products have a high-quality finish, using presentation skills where appropriate.

Implementation

Progression of Skills – Take Inspiration from Cooking Design throughout History.

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves appreciating the design process that has influenced the products we use in everyday life.	<ul style="list-style-type: none">• Explore recipes and ingredients to identify likes and dislikes.• Suggest improvements to existing recipes.• Explore where ingredients come from.	<ul style="list-style-type: none">• Identify some of the great chefs and pioneers in horticultural techniques.• Improve upon existing recipes, giving reasons for choices.	<ul style="list-style-type: none">• Combine elements of presentation and cooking techniques from a range of inspirational designers throughout history, giving reasons for choices.• Identify the origin of some famous recipes form history.• Evaluate recipes to suggest improvements to the user experience.

Implementation

Approaches to Teaching and Learning in Cooking

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These will be set out as threshold concepts and milestones for each Key Stage.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics and Computing skills.
- The consistent use of a range of teaching and learning approaches to engage pupils in the cooking process. This will include objective and question led learning, observation, class and group discussion, role play, teaching of specific practical skills and retrieval practise activities.
- The opportunity to cook a variety of dishes both sweet and savoury every term.
- The opportunity to develop a love of food and to understand where it comes from.
- The opportunity to look at current chefs and those from the past.
- The opportunity to discover the origin of some recipes.
- The use of enrichment opportunities such as visits to local food shops, use of farm school and visits from local chefs.
- Developing pupils' ability to evaluate dishes they prepare by tasting them and linking the taste to their own experience of food.
- The opportunity to understand food packaging and labelling.

Implementation

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Threshold concepts for this subject cover each phase (KS1, LKS2 and UKS2), these concepts form the basis of learning objectives for each lesson taught. These are based on the National Curriculum programme of study.
- Learning objectives are shared with children each lesson and displayed on children's work.
- Threshold concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the threshold concepts for later year groups.
- Children are given a recipe through which they can explore each skill.
- Teaching is focused on input, experiences and activities which promote the development of each threshold concept so that children can achieve the milestones specific to their phase.
- The proforma for recording their work is used throughout the school for consistency.
- Teachers' feedback should directly relate to the skill being taught and to the evaluation the child makes.
- Children are given the opportunity to assess their own and others' progress. This may be recorded in books or done verbally.
- All Gap Tasks should be meaningful and purposeful and linked to small next steps for progress. They should be scaffolded where necessary.
- Teachers should use observations of children working to make judgements of the children's current progress against their year group's expectations.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught.
- Assessment information will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations, threshold concepts and progress milestones.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.

Implementation

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in cooking to support planning
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Reading in Cooking

At Lutley Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in cooking through reading with the use of high-quality texts. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging recipes and to find out their origin.
- The ability to think, reflect, debate, discuss and evaluate cooking.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate cooking knowledge from a variety of cookbooks and recipes.

Implementation

SMSC and Rights Respecting in Cooking

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights but they actively promote them. They understand that their rights are universal and unconditional and are true Change Makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. There are clear links with global citizenship and sustainable development and food, which provides opportunities to discuss these. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of cooking to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Using Skills Builder in Cooking



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

Implementation



Lutley 
Primary School

Evaluating the Impact of our Cooking Curriculum

Subject Leadership in Cooking

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Work alongside the DT leader to ensure the projects in both are being given enough time to complete.
- Monitor DT folders each term to ensure the subjects is being taught regularly and that the correct proformas for recording are used effectively.
- Pupil Voice to monitor the technical vocabulary and knowledge the children can retrieve.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by provide high quality texts to support their subject.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Support staff with the knowledge and skills needed.
- Moderation of work across year groups, phases and across the whole school.
- Facilitate 'bring and brag' opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what is looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.

- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject.

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
- Share what the assessment information tells them about the quality of the curriculum.

Subject Leadership Files

In a cooking subject leadership file:

- Subject leader action plan.
- Portfolio of children's work.
- A curriculum overview establishing coverage and depth.
- An effective Action Plan that is targeted to specific aspects of pupils' learning.
- DT folder scrutiny outcomes and the next steps linked to this.
- Examples of impact that the leader has made within: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups...
- Gifted and talented/more able provision.
- Pupil attitudes and pupils' targets from pupil voice.
- Resource requirements and resource ordering.
- Educational visits/specialist visitor provision across the school linked to the subject.
- Lesson observation outcomes, providing a framework for developmental observation.
- Monitoring schedule.