

	COOKING	NUTRITION	COMMUNICATION
9	<p>I can make appropriate and complex decorations and garnishes using high level skills.</p> <p>I can make and plate up a dish with relevant seasonal accompaniments.</p> <p>I can select, construct and deftly utilise specialist kitchen equipment such as food mixers and pasta machines</p>	<p>I understand the implications of dietary excess or deficiency of a range of micro nutrients.</p> <p>I know which nutrients are fat and water soluble, and what that means when preparing and cooking ingredients.</p>	<p>I can critically evaluate products I have made by discussing consumer acceptability, nutritional content, cost, sensory properties and commercial viability.</p> <p>I can accurately calculate costs.</p> <p>I use subject specific terms (culinary terms) in my writing.</p>
8	<p>I can use a range of refined preparation techniques such as paring vegetables, crimping, shaping, forming and breadcrumbing.</p> <p>I can accurately portion finished food products such as traybakes, cakes, lasagne.</p>	<p>I can adapt a recipe to make it suitable for specific nutritional requirements, including allergies.</p> <p>I can identify a wide range of ways to reduce the fat, saturated fat, sugar and salt in a recipe.</p>	<p>I can factor a recipe up or down to adjust the number of portions.</p> <p>I can take a recipe in cups, lbs or oz and convert it to g/ml accurately.</p> <p>I adjust my writing style to reflect the task.</p> <p>Extended writing is well constructed with very good SPaG.</p>
7	<p>I can plan a healthy and varied diet.</p> <p>I can use a wide range of preparation techniques such as stir-frying, steaming, blending.</p> <p>I can make a batch of products with precision.</p>	<p>I know the main dietary requirements of the different life stages.</p> <p>I understand the implications of dietary excess or deficiency of macro nutrients.</p>	<p>I can structure paragraphs using PEE (L).</p> <p>I can contribute ideas to develop existing products and communicate these in a variety of ways-written, drawn, spoken.</p>
6	<p>I can use electrical equipment safely and independently.</p> <p>I can apply heat in a variety of different ways.</p> <p>I use taste, texture and smell to select ingredients.</p> <p>I consistently demonstrate high levels of personal, kitchen and food hygiene.</p>	<p>I can analyse the nutritional content of a dish and suggest improvements.</p> <p>I know the function and sources of the main nutrients.</p> <p>I know about different levels of processing of food from origin.</p>	<p>I can make targeted recommendations to improve to my dishes sensory qualities.</p> <p>I can conduct a written sensory analysis, using sensory descriptors within well-constructed sentences.</p> <p>I can explain skills I have developed and what I have learnt in a lesson succinctly.</p>
5	<p>I know that food is produced, processed and sold in different ways.</p> <p>I know that food is influenced by availability, season, need, cost, where the food is produced, culture and religion.</p> <p>I can use finishing techniques effectively.</p> <p>I can select, use and clean a wide range of kitchen utensils safely.</p>	<p>I know that food and drink contains specific nutrients, water and fibre.</p> <p>I understand the eight tips for healthy eating.</p> <p>I can use nutrition information on food labels to make informed choices.</p>	<p>I can identify specific areas for improvement and development in my work.</p> <p>I can produce a star diagram to communicate a sensory analysis.</p> <p>I can discuss my work using full sentences and paragraphs appropriately.</p> <p>Most SPaG is accurate.</p>
4	<p>I know about seasonal cooking.</p> <p>I can adapt a recipe to change appearance, taste, texture and aroma.</p> <p>I can make a batch of similar products.</p>	<p>I know a balanced diet is depicted on the Eatwell plate.</p> <p>I can state a range of food and drink I need to be healthy and active.</p>	<p>I can discuss my progress during the lesson, explaining www and ebi.</p> <p>I can explain my practical work in full sentences using the evaluation sheet provided.</p>
3	<p>I can name foods that are grown, reared or caught.</p> <p>I can use a heat source safely.</p> <p>I can peel, chop, slice, grate, mix, spread, knead and bake.</p> <p>I keep myself and my food safe and clean.</p>	<p>I know about how one food is processed ready to eat.</p> <p>I know that the food and drink I consume have health implications now and in the future.</p> <p>I know that different foods provide different nutrients to my body.</p>	<p>I can write a sentence suggesting one way in which my product can be improved.</p> <p>I can state something new I learnt in each lesson.</p>
2	<p>I know that food comes from plants or animals.</p> <p>I can cut, peel and grate safely.</p> <p>I can use the claw grip and bridge hold.</p> <p>I can hygienically prepare myself to cook.</p>	<p>I can sort food into the five main groups of the Eatwell plate.</p> <p>I know I should eat at least 5-a-day.</p> <p>I know food provides energy.</p>	<p>I can bullet point fact or terms I have learnt.</p> <p>I can construct simple sentences to describe my product.</p>
1	<p>I can say who a recipe is for.</p> <p>I can talk about my own work.</p> <p>I can choose and assemble prepared ingredients.</p>	<p>I know I need food, water and exercise to keep me well.</p>	<p>I can list some things I have learnt.</p> <p>I can label a picture or diagram with one or two main components.</p>