

Food Technology - Key Criteria Pupil Tracker

ARE - 1			Points - 1-4	
Skill	Taught	Support	Independant	Recall
1.1 I can work within a range of contexts, such as imaginary, story-based, home, school, gardens and playgrounds.				
1.2 I can state what food products I am designing and making.				
1.3 I can say how my food products will be used.				
1.4 I can say how I will make my food products suitable for their intended users.				
1.5 I can develop and communicate ideas by talking and give suggestions about what to do next.				
1.6 I can use a range of tools provided for a set task.				
1.7 I can follow procedures for safety and hygiene.				
1.8 I can cut and shape food materials.				
1.9 I can communicate what I like and dislike about food products.				
1.10 I can talk about my food ideas and what I am making.				

ARE – 2			Points - 5-8	
Skill	Taught	Support	Independant	Recall
2.1 I can work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.				
2.2 I can say whether my food products are for myself or other consumers.				
2.3 I can describe what my food products are for.				
2.4 I can use knowledge of existing food products to help come up with ideas.				
2.5 I can model ideas by exploring ingredients and tools e.g. adding different ingredients to a basic cake.				
2.6 I can use information and communication technology, where appropriate, to develop and communicate my ideas. E.g. search the web for recipe ideas.				
2.7 I can think of an idea and plan what to do next.				
2.8 I can select from a range of tools and equipment, explaining my choices.				
2.9 I can measure, mark out, cut and shape materials and ingredients.				
2.10 I can assemble combine ingredients and components.				

ARE – 3			Points - 9-12	
Skill	Taught	Support	Independant	Recall
3.1 I can gather information about the needs and wants of particular individuals and groups.				
3.2 I can develop my own food/diet criteria and use these to inform my ideas.				
3.3 I can share and clarify ideas and through discussion I can list the main stages of making.				
3.4 I can assemble and combine ingredients and components with some accuracy.				
3.5 I can follow procedures for safety and hygiene using a wider range of materials and components than in KS1.				
3.6 I can communicate whether food ingredients can be recycled or reused.				
3.7 I can talk about (or otherwise record my views and feelings) how well food products have been designed.				
3.8 I can follow a step by step plan, mostly independently.				
3.9 I can sketch ideas and add labels.				
3.10 I can use a range of kitchen skills correctly and safely. (e.g. range of cutting and chopping techniques – bridge, claw)				
3.11 I can explain how I can improve my work.				
3.12 I can choose a healthier option				

from a selection of food items.				
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ARE - 4			Points - 13-16	
Skill	Taught	Support	Independant	Recall
4.1 I can plan my work and follow a recipe, taking account of constraints such as time and food ingredients.				
4.2 I can measure, weigh, cut and shape ingredients with some accuracy.				
4.3 I can explain where some foods are grown and in which season in the UK (seasonal vegetables and fruit).				
4.4 I can follow a more detailed recipe requiring a wider range of ingredients.				
4.5 I can demonstrate that a recipe can be adapted by adding or substituting one or more ingredients.				
4.6 I can explain the dietary requirements of some individuals or groups (e.g. vegetarians, vegans, different cultures, different religions).				
4.7 I can accept constructive feedback from my peers to help me improve my work.				
4.8 I can explain why food needs to be stored correctly.				

ARE – 5			Points - 17-20	
Skill	Taught	Support	Independant	Recall
5.1 I can use a variety of research methods (such as surveys, interviews, feedback, web based resources)				
5.2 I can identify the needs, wants, preferences and values of particular individuals and groups (e.g. vegetarians, cultural groups, religious groups...).				
5.3 I can develop a simple step by step plan to cook a one course family meal. (Taking into account the number of people to cook for and any dietary requirements).				
5.4 I can choose the correct kitchen equipment and assemble the correct ingredients to prepare and cook a one course family meal.				
5.5 I can use a range of skills correctly and safely.				
5.6 I can evaluate my ideas and products against my original planning specification against set criteria.				
5.7 I can demonstrate how to use more complex tools e.g. Food Mixer, Hand Blender.				
5.8 I understand and can demonstrate that ingredients have both functional properties and aesthetic qualities.				
5.9 I understand and can				

demonstrate how differences in heat affect the cooking process (e.g. simmering versus boiling; reducing liquids...).				
5.10 I understand how to store foods correctly and safely.				

ARE – 6			Points - 21-24	
Skill	Taught	Support	Independant	Recall
6.1 I can demonstrate that I work confidently within the Food Room.				
6.2 I can use computer-aided design to develop and communicate my ideas, generate innovative ideas, drawing on research. E.g. ideas to plan a party.				
6.3 I can explain my choice of tools and equipment in relation to the skills and techniques I will be using.				
6.4 I can explain my choice of ingredients according to functional properties and aesthetic qualities.				
6.5 I can identify the strengths and areas for development for my food ideas.				
6.6 I can explain what methods of food preparation have been used, how well dishes work and how well dishes/meals achieve their purposes.				
6.7 I can assess and describe how well food products meet user needs and wants.				
6.8 I understand the Healthy Eating Plate.				
6.9 I can be guided and supported to use equipment in the cooking classroom				

6.10 I understand and can demonstrate the correct technical vocabulary for the food work/projects I am undertaking.				
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ARE - 7			Points - 25-28	
Skill	Taught	Support	Independent	Recall
7.1 I can produce a detailed step by step recipe based on a food product that I have created.				
7.2 I can select tools and equipment suitable for the task and produce ordered sequences and schedules for making food products, detailing ingredients, method of cooking and timings.				
7.3 I can use tools such as those used in cake icing e.g. piped icing.				
7.4 I can investigate and develop skills in modifying the appearance of food.				
7.5 I can evaluate my food products against my set criteria and identify ways of improving them.				
7.6 I can use equipment in the cooking classroom with little support and guidance.				
7.7 I can identify and collect all the tools and equipment needed to make my food product.				
7.8 I can explain the importance of a balanced diet.				
7.9 I can show how diets are adapted for athletes and other groups e.g. the elderly.				

7.10 I know how to select and modify recipes and ideas and use them in planning a meal.				
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ARE - 8			Points - 29-32	
Skill	Taught	Support	Independent	Recall
8.1 I can develop menus that include a wider range of requirements such as aesthetic, cost and diet.				
8.2 I can use cooking equipment with minimal support and guidance.				
8.3 I can select appropriate methods to evaluate my products in use and modify them to improve performance.				
8.4 I can evaluate products considering the food storage resources that are available e.g. planning a picnic that will be on the beach.				
8.5 I can demonstrate that I know how to make adjustments to the settings of equipment and machinery such as food mixers and ovens.				
8.6 I can create a shopping list for a selection of recipes and meals.				
8.7 I can apply the rules of food hygiene.				
8.8 I can use appropriate tools and storage to keep my work area clean, tidy and safe.				
8.9 I can plan my work around different requirements for cooking temperatures.				

ARE - 9			Points - 33-36	
Skill	Taught	Support	Independant	Recall
9.1 I can take creative risks when making design decisions.				
9.2 I can combine ideas from a variety of sources.				
9.3 I can use mathematical modelling to help to scale up a recipe e.g. take it from a meal for 4 people to one for 5 people.				
9.4 I can give verbal and digital presentations and use computer-based tools.				
9.5 I can follow procedures for safety and hygiene and understand the process of risk assessment.				
9.6 I can use a broad range of manufacturing techniques including handcraft skills and machinery to manufacture products precisely.				
9.7 I can test, evaluate and refine my ideas and products against a specification, taking into account the views of intended users and other interested groups.				
9.8 I understand the properties of ingredients, and how they can be used.				

9.9 I understand how ingredients and processes impact on food texture.				
9.10 I can competently use a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment.				

ARE - 10			Points - 37-40	
Skill	Taught	Support	Independent	Recall
10.1 I can research and design a meal plan for a specific client (e.g. sports person, elderly person, vegetarian), identify their needs and wants, and then justify the dietary plan chosen.				
10.2 I can demonstrate good knowledge of diet and understanding of the impact on society.				
10.3 I can evidence good planning work e.g. plans for a dinner party where there are some different dietary needs, adjusting original recipe amounts.				
10.4 I can deliver good planning which shows how I have checked my ingredients, planned out my preparation and production of a complex meal.				
10.5 I can select produce that are mostly appropriate with good research into their suitability and availability (seasonal foods).				
10.6 I can use the correct equipment, food materials and equipment safely with a good level of skill.				

10.7 I can evidence detailed hygiene control is to ensure the quality and safety of my meal during preparations and service of food for a client.				
10.8 I can identify the costing of a prepared meal.				
10.9 I can present final food outcomes with attention paid to the aesthetics and presentation for the appreciation of the client/diner.				
10.10 I can successfully execute and confidently use a range of techniques.				

ARE - 11			Points - 41-44	
Skill	Taught	Support	Independant	Recall
11.1 I can produce well developed research ideas taking into consideration the targeted person/group being catered for.				
11.2 I can develop realistic and detailed planning with accurate application of hygiene and safety.				
11.3 I can make focused decisions based on conclusions from the research for a task.				
11.4 I can select appropriate food produce/ingredients with extensive research into their nutritional value for a targeted group.				
11.5 I can research and design an imaginative and menu for a targeted group.				
11.6 I can consistently select and use the correct equipment, food produce and produce a range of meals with an high level of skill.				
11.7 I can produce a product that shows an high level of finishing skills which are aesthetically pleasing that are fully consistent and appropriate				

to the desired outcome.				
11.8 I can execute all planned work efficiently and independently in a logical sequence.				
11.9 I can demonstrate originality and an individual approach to any given task.				
11.10 I can complete all tasks in the allotted times and begin to make time adjustments when necessary.				