



Explorer

## Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

## 10E - Explorer Curriculum – Food / 2 lessons per week

	2020 – 2021 Autumn 1 Unit 1	2020 – 2021 Autumn 2 Unit 2	2020 – 2021 Spring 1 Unit 3	2020 – 2021 Spring 2 Unit 4	2020 – 2021 Summer 1 Unit 5	2020 – 2021 Summer 2 Unit 6
Year 10E	<p><b>Topic:</b> <u>Follow instructions (2cr) OCN Skills for Living &amp;Work;</u></p> <p><b>Key Questions:</b></p> <p>Do you know different types of instructions?</p> <p>What types of instructions you can find in food preparation?</p> <p>Can you identify people who can give you instructions?</p> <p>Can you follow health &amp; safety hygiene rules in the kitchen independently or with a minimum support?</p> <p>Can you follow instructions to tidy up the kitchen, to wipe down the surfaces?</p> <p>Can you make a variety of basic snacks e.g.</p>	<p><b>Topic:</b> <u>Follow instructions (2cr) OCN Skills for Living &amp;Work;</u></p> <p><b>Key Questions:</b></p> <p>Do you know how to follow instructions safely?</p> <p>Can you follow a simple recipe?</p> <p>Can you follow more advanced recipe?</p> <p>Can you grate cheese and other foods independently, following instructions?</p> <p>Are you able to use basic kitchen equipment such as scales, peelers, measuring jugs independently or with a minimum support?</p> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> <u>Food preparation and presentation (3cr) OCN Skills for Living &amp;Work;</u></p> <p><b>Key Questions:</b></p> <p>Do you know different utensils required for food preparation?</p> <p>Can you identify different vegetables?</p> <p>Do you know how to prepare a range of seasonal vegetables for a soup?</p> <p>Can you weigh and measure ingredients for a recipe?</p> <p>Are you able to show that you can handle raw meat safely and hygienically with a little support?</p> <p>Are you able to identify</p>	<p><b>Topic:</b> <u>Food preparation and presentation (3cr) OCN Skills for Living &amp;Work;</u></p> <p><b>Key Questions:</b></p> <p>Can you weigh and measure ingredients for a recipe?</p> <p>Can you prepare service area and tables?</p> <p>Can you identify safety and hygiene rules when working with food?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to identify rules required for working in a food room.</b></p> <p><b>Students should learn measurements</b></p>	<p><b>Topic:</b> <u>Food preparation and presentation (3cr) OCN Skills for Living &amp;Work;</u></p> <p><b>Key Questions:</b></p> <p>Have I made a progress in using different utensils and kitchen equipment?</p> <p>Can I evaluate my own performance /work in the kitchen?</p> <p><b>Key skills and knowledge:</b></p> <p><b>Recapping information/skills required for the completion on the unit.</b></p> <p><b>Recording progress students have made since September.</b></p>	<p><b>Topic:</b> <u>Food preparation and presentation (3cr) OCN Skills for Living &amp;Work;</u></p> <p><b>Key Questions:</b></p> <p>Can you evaluate your work?</p> <p>Can you identify your strengths and weaknesses, areas to improve?</p> <p><b>Key skills and knowledge:</b></p> <p><b>Recapping information/skills required for the completion on the unit.</b></p> <p><b>Assessment outcome:</b></p> <p><b>OCN Skills for Living and work outcomes</b></p>

	<p>sandwich, wraps, using the dull knife independently or with a minimum support?</p> <p><b>Key skills and knowledge:</b></p> <p>To be able to follow instructions required for food preparation.</p> <p>Students should be able to follow health &amp; safety hygiene rules in the kitchen independently or with a minimum support.</p> <p>Students should be able to follow instructions to tidy up the kitchen, to wipe down the surfaces.</p> <p><b>Assessment outcomes:</b></p> <p>OCN Skills for Living and work outcomes to evidence; Outcomes at Entry Level 1 to Entry Level 3;</p> <p>SOLAR descriptors;</p>	<p><b>To be able to follow instructions required for food preparation.</b></p> <p>Students should be able to follow health &amp; safety hygiene rules in the kitchen independently or with a minimum support.</p> <p>Students should be able to follow instructions to tidy up the kitchen, to wipe down the surfaces.</p> <p>Pupils should be able to follow safety rules when using a cooker.</p> <p><b>Assessment outcomes:</b></p> <p>OCN Skills for Living and work outcomes to evidence; Outcomes at Entry Level 1 to Entry Level 3;</p> <p>SOLAR descriptors;</p>	<p>when raw meat has been cooked properly with a little support?</p> <p><b>Key skills and knowledge:</b></p> <p>To be able to identify rules required for working in a food room.</p> <p>To be able to follow a simple recipe, with support.</p> <p>Students should be able to use different utensils while preparing food.</p> <p>Students should know how to prepare a range of seasonal vegetables for a soup.</p> <p>Students should learn measurements – weighing parameters such as ml, l, g, kg;</p> <p>Students should learn how weigh and measure ingredients following a recipe.</p> <p><b>Assessment outcome:</b></p> <p>OCN Skills for Living and work outcomes to evidence; Outcomes at Entry Level 1 to Entry Level 3;</p> <p>SOLAR descriptors;</p>	<p>– weighing parameters such as ml, l, g, kg;</p> <p>Students should be able to weigh and measure ingredients as required in a recipe.</p> <p><b>Assessment outcome:</b></p> <p>OCN Skills for Living and work outcomes to evidence; Outcomes at Entry Level 1 to Entry Level 3;</p> <p>SOLAR descriptors;</p>	<p><b>Assessment outcomes:</b></p> <p>Assessment for the moderation, checking on students` progress.</p> <p>OCN Skills for Living and work outcomes to evidence; Outcomes at Entry Level 1 to Entry Level 3;</p> <p>SOLAR descriptors;</p>	<p>to evidence; Outcomes at Entry Level 1to Entry Level 3;</p> <p>Assessment for the moderation, checking on students` progress.</p>
--	--	--	--	---	--	--

Links to  
Gatsby  
Benchm  
arks:

--

--

--

--

--

--