



Navigator

Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

8N - Navigator Curriculum – Long Term Plan/Food

2 lesson weekly

	2010– 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 8	<p>Topic: Basic chopping skills: intro to using bridge and claw technique effectively</p> <p>Key questions:</p> <p>Upper KS1</p> <p>To know basic sources of foods without support.</p> <p>KS2 expectations Can you name different sources of foods independently?</p> <p>Can you investigate different sources of foods?</p> <p>Can you identify bridge technique?</p> <p>Can you identify a claw technique?</p> <p>Can you use a bridge technique?</p> <p>Can you use a claw</p>	<p>Topic: Basic chopping skills: intro to using bridge and claw technique effectively</p> <p>Key questions:</p> <p>Can you chop vegetables with support?</p> <p>Can you chop vegetables independently?</p> <p>Can I participate in preparing simple dishes safely and hygienically?</p> <p>Am I able to choose the right equipment and ingredients?</p> <p>Key skills and knowledge:</p> <p>To be able to know the steps how to chop vegetables.</p> <p>To know how to use a bridge and claw technique.</p>	<p>Topic: Weighing/measuring: Demonstrating how to do these skills effectively.</p> <p>Key questions:</p> <p>Do you know what equipment can be used when weighing and measuring?</p> <p>Can use a kitchen scale?</p> <p>Can you use a measuring jug?</p> <p>Can you list ingredients we need to weight using a scale?</p> <p>Can you list ingredients we need to measure using a measuring jug?</p>	<p>Topic: Weighing/measuring: Demonstrating how to do these skills effectively.</p> <p>Key questions:</p> <p>Do you know how many grams is in one kilogram?</p> <p>Do you know how many milliliters one litre holds?</p> <p>Can you convert whole grams into kilograms, with some support?</p> <p>Can you convert milliliters in litres, with some support?</p> <p>Key skills and knowledge:</p> <p>To be able to recognize that 1 kg =1000 g and 1 l=1000ml;</p>	<p>Topic: Peeling and grating: Can you show how to do these skills effectively?</p> <p>Key questions:</p> <p>Do you know what equipment we need to use for peeling the foods?</p> <p>Do you know what equipment we need to use to grate foods?</p> <p>Can you list potential hazards when we peel off the foods?</p> <p>Can you list potential hazards when we grate the foods?</p> <p>Key skills and knowledge:</p> <p>To be able to peel and grate safely, with support, progressing onto</p>	<p>Topic: Peeling and grating: Can you show how to do these skills effectively?</p> <p>Key questions:</p> <p>Can you peel off food items independently?</p> <p>Can you grate food items independently?</p> <p>Do you know how to peel an egg?</p> <p>Key skills and knowledge:</p> <p>To be able to peel and grate safely, with support, progressing onto independent peeling and grating.</p> <p>Assessment outcome:</p> <p>To demonstrate an ability to use a peeler and a grater with</p>

<p>technique?</p> <p>Can you chop vegetables with support?</p> <p>Can you chop vegetables independently?</p> <p><u>Key skills and knowledge:</u></p> <p><u>To know different types of foods.</u> <u>To be able to know the steps how to chop vegetables.</u> <u>To know how to use a bridge and claw technique.</u></p> <p><u>Assessment outcome:</u></p> <p>Students will be able to demonstrate chopping vegetables using both techniques with or without support.</p>	<p><u>Assessment outcome:</u></p> <p>Students will be able to demonstrate chopping vegetables using both techniques with or without support.</p>	<p><u>Key skills and knowledge:</u></p> <p><u>To be able to use kitchen scales, measuring jugs , to be able to weigh and measure ingredients for food preparation with a minimum support or independently.</u></p> <p><u>Assessment outcomes:</u></p> <p>To demonstrate an ability to use a kitchen scale and measuring jug with support, progressing into an independent using the equipment. Practical tasks, teacher's assessment, self-evaluation.</p>	<p><u>Assessment outcome:</u></p> <p>To demonstrate an ability to use a kitchen scale and measuring jug with support, progressing into an independent using the equipment. Practical tasks, teacher's assessment, self-evaluation.</p>	<p><u>indepeneet peeling and grating.</u></p> <p><u>Assessment outcome:</u></p> <p>To demonstrate an ability to use a peeler and a grater with support, progressing into an independent using the equipment. Practical tasks, teacher's assessment, self-evaluation.</p>	<p>support, progressing into an independent using the equipment. Practical tasks, teacher's assessment, self-evaluation.</p>
<p>Links to Gatsby Bench marks:</p>					

