



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.

7E - Explorer Curriculum – Long Term Plan Food

	2021 - 2022 Autumn 1 Unit 1	2021 - 2022 Autumn 2 Unit 2	2021 - 2022 Spring 1 Unit 3	2021 - 2022 Spring 2 Unit 4	2021 - 2022 Summer 1 Unit 5	2021 - 2022 Summer 2 Unit 6
Year 7E	<p>Topic: <u>Safety and hygiene in the kitchen;</u></p> <p>Baseline assessment-practical, written work;</p> <p>Suggested Key Questions: What is hygiene? Can you give at least three hygiene rules in the kitchen? Can you name at least three safety rules in the kitchen? Are you able to demonstrate how to properly wash your hands in preparation for practical and wash up after practical activities? Are you able to name some of the food groups, with a minimum support?</p>	<p>Topic: <u>Safety and hygiene in the kitchen;</u></p> <p>Suggested Key Questions: How can you improve your personal hygiene within the kitchen? Can you explain how some of personal hygiene ways prevent the spread of bacteria? Can you identify at least three dangers in the kitchen? Are you able to name some of the food groups, with a minimum support? Can you recognize foods come from either plants or animals?</p>	<p>Topic: <u>Using basic kitchen equipment</u></p> <p>Suggested Key Questions: Can you identify basic kitchen equipment. Do you know how to use basic kitchen equipment? Can you recognize foods come from either plants or animals? Can name and sort foods into five groups?</p> <p>Key skills and knowledge: To be able to name basic kitchen equipment. Name and locate the tools and equipment in the</p>	<p>Topic: <u>Using basic kitchen equipment</u></p> <p>Suggested Key Questions: Can you participate in preparing simple dishes safely and hygienically? Are you able to choose the right equipment and ingredients for at least two simple meals?</p> <p>Key skills and knowledge: To be able to name basic kitchen equipment. To be able to use basic kitchen equipment with support. To acquire and demonstrate knife</p>	<p>Topic: Cooker and Oven safety</p> <p>Suggested Key Questions: Can you identify main parts of the cooker? Can you identify main parts of the oven? Can you name 3 types of foods that you can cook in each section of the cooker:</p> <ul style="list-style-type: none"> • Hob • Grill • Oven <p>Can you identify main safety rules when using a cooker.</p> <p>Key skills and knowledge: To be able to name basic parts of a cooker.</p>	<p>Topic: Cooker and Oven safety</p> <p>Suggested Key Questions: Can you use a hob, cooker independently? Do you need support when using a hob, oven? What support do you need when using a hob? What support do you need when using an oven?</p> <p>Key skills and knowledge: To be able to name basic parts of cooker. To be able to use cooker with support. To acquire and demonstrate knife</p>

	<p>Can name and sort foods into five groups of the “eat well” plate?</p> <p><u>Key skills and knowledge:</u> With guidance follow procedures for clearing up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away</p> <p>To be able to recognize foods come from either plants or animals.</p> <p>To understand: SCRAPE – as much of the food off the plates and dishes as you can. SORT – Put all of the dirty dishes and pans neatly stacked by the sink. Not in the sink. STACK – Stack in order. Glasses, cutlery, china and lastly saucepans</p> <p>Can you spread a butter on a toast?</p> <p>Can you grate the cheese?</p>	<p>Can name and sort foods into five groups of the “eat well” plate?</p> <p><u>Key skills and knowledge</u></p> <p>To know how to wash hands properly To know how to spread with a dull knife. To know how to grate the cheese</p> <p>To know how to reduce the risk of food poisoning caused by poor personal hygiene? Pupils are able to name some of the food groups, with a minimum support. To know that everyone should eat at least five portions of fruit and vegetables every day. Prepare simple dishes safely and hygienically, without using a heat sources. To be able to use a dull knife for spreading a butter onto the bread independently</p>	<p>food room.</p> <p>To be able to use basic kitchen equipment with support.</p> <p>Can you define the senses, how we use them in tasting food and drink and develop descriptive vocabulary.</p>	<p>skills (using a dull knife) and using small equipment to prepare and make simple dishes.</p> <p>Can you define the senses, how we use them in tasting food and drink and develop descriptive vocabulary.</p>	<p>To acquire and demonstrate knife skills and using the hob (frying, boiling and simmering) to prepare and cook a vegetable soup. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, the kettle (hot water), and the hob.</p>	<p>skills and using the hob (frying, boiling and simmering) to prepare and cook simple dishes. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, the kettle (hot water), and the hob.</p>
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