



## 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.

# 8E - 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 8E	<p><b>Topic:</b> Basic chopping skills: intro to using bridge and claw technique effectively</p> <p><b>Suggested key questions:</b></p> <p>Can you identify farmed and grown foods?</p> <p>To know basic sources of foods without support.</p> <p>Can you identify farmed, grown, caught foods with some assistance? Can you identify bridge technique?</p> <p>Can you identify a claw technique?</p>	<p><b>Topic:</b> Basic chopping skills: intro to using bridge and claw technique effectively</p> <p><b>Suggested key questions:</b></p> <p>Can you chop vegetables with support?</p> <p>Can you chop vegetables independently?</p> <p>Can you participate in preparing simple dishes safely and hygienically?</p> <p>Are you able to choose the right equipment and ingredients?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to know</b></p>	<p><b>Topic:</b> Weighing/measuring : Demonstrating how to do these skills effectively.</p> <p><b>Suggested Key questions:</b></p> <p>Do you know what equipment can be used when weighing and measuring?</p> <p>Do you know how to use a kitchen scale?</p> <p>Do you know how to 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><b>Topic:</b> Weighing/measuring : Demonstrating how to do these skills effectively.</p> <p><b>Suggested Key questions:</b></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><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> Peeling and grating: Can you show how to do these skills effectively?</p> <p><b>Suggested Key questions:</b></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 Health &amp; Safety rules when we peel off the foods?</p> <p>Can you list Health &amp; Safety rules when we grate the foods?</p> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> Peeling and grating: Can you show how to do these skills effectively?</p> <p><b>Suggested Key questions:</b></p> <p>Do you know that fingers can easily be grated so we need to make sure they don't get too close to the end of whatever we are grating?</p> <p>Do you know how to peel an egg?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to peel and grate safely, with support, progressing onto independent peeling and grating.</b></p>

	<p>Can you chop vegetables independently? <u>Key skills and knowledge:</u></p> <p>To know where different foods come from. To be able to know the steps how to chop vegetables. To know how to use a bridge and claw technique.</p> <p>To know basic sources of foods with some support.</p> <p>To be able to investigate different sources of foods?</p> <p>Can you chop vegetables with support?</p>	<p>the steps how to chop vegetables. To know how to use a bridge and claw technique.</p>	<p><u>Key skills and knowledge:</u></p> <p>To be able to recognize kitchen scales, measuring jugs we need to use to weigh and measure ingredients for food preparation.</p> <p>To be able to demonstrate an ability to use a kitchen scale and measuring jug with support, progressing into an independent using the equipment. Practical tasks,</p>	<p>To be able to recognize that 1 kg =1000 g and 1 l=1000ml;</p> <p>To be able to demonstrate an ability to use a kitchen scale and measuring jug with support, progressing into an independent using the equipment. Practical tasks,</p>	<p>To be able to peel and grate safely, with support, progressing onto independent peeling and grating.</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>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>Links to Gatsby benchmark</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering/hospitality;</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering/hospitality;</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering/hospitality;</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering/hospitality;</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering/hospitality;</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in catering/hospitality;</p>

