

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## Class 3Q.1 – Quest Curriculum -Food/2 Lessons weekly

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p><b><u>Topic: Healthy Eating Project</u></b></p> <p>Introduction to the 8 tips for healthy eating. Look at the Eatwell plate. Pupils build on their independence use of the hob</p> <p><b><u>Suggested Key Questions:</u></b> To know the 8 tips for healthy eating. To know how to maintain a healthy lifestyle using government guidelines by the analysis of the nutritional values of food. To know why we eat food, the energy in food. To know what protein does for our body. To know what carbohydrates does for our body. To know what fat does for our body</p>	<p><b><u>Topic: Healthy Eating Project</u></b></p> <p>Pupils will complete an investigation into gelatinization. Pupils will study micro and macro nutrients. Pupils will study ‘recommended Daily intake, Basal Metabolic rate and Physical activity level.</p> <p><b><u>Suggested Key Questions:</u></b> To know what happens during gelatinization. To know what food, we need to support being healthy. To know how to complete sensory analysis of their own product with support if needed.</p> <p>To know how to evaluate their own skills and techniques and with support</p>	<p><b><u>Topic: Bread project</u></b></p> <p>Pupils will explore the ingredients to make bread. Pupils will be able to demonstrate a range of skills to prepare and cook a variety of dishes that demonstrate different uses of flour and grains.</p> <p><b><u>Suggested Key Questions:</u></b> To know what ingredients are used to make bread and their function. To know the different stages of bread making. To know how to complete sensory analysis of their own product with support if needed.</p> <p>To know how to evaluate their own skills and techniques and with support</p>	<p><b><u>Topic: Bread project</u></b></p> <p>Pupils will understand what gluten is. Apply the principles of healthy eating when preparing and making recipes.</p> <p><b><u>Suggested Key Questions:</u></b> To know what gluten is, and what its function is. To know how to complete sensory analysis of their own product with support if needed.</p> <p>To know how to evaluate their own skills and techniques and with support identify how to improve with support.</p> <p>To know hygiene and safety rules within the kitchen environment. To know how to prepare their area,</p>	<p><b><u>Topic: Food symbols</u></b></p> <p>Introduction of importance of food symbols that pupils see every day. To be able to buy food and know how it is stored.</p> <p><b><u>Suggested Key Questions:</u></b> To know the importance of food symbols. To develop life skills, particularly when they are purchasing food. To know how to store different types food and why. To know how to complete sensory analysis of their own product. To know how to evaluate their own skills and techniques and with support identify how to improve with support if needed.</p>	<p><b><u>Topic: Food symbols</u></b></p> <p>Pupils will look at the different types of food manufacture. Pupils will look at the different types of food packaging and why. To look at food packaging on the environment. To know different foods that link to food symbols.</p> <p><b><u>Suggested Key Questions:</u></b> To know different foods that link to food symbols. To know different types of food manufacture To know different types of food packaging. To know the impact of food packaging on the environment.</p> <p>To know how to complete sensory analysis of their own product.</p>

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<p>To know the different foods in the Eatwell plate and what they do.          To show progression and build on their independence when using the hob.          To know how to complete sensory analysis of their own product.          To know how to evaluate their own skills and techniques and with support identify how to improve.          To know hygiene and safety rules within the kitchen environment.          To know how to prepare their area, ingredients and equipment with support.          To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support.</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>Pupils will be able to know basic Health &amp; Safety rules, they will practice wash up the dishes, tidy up the kitchen.</b></p>	<p>identify how to improve with support if needed.          To know how to prepare their area, ingredients and equipment with support.          To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>Pupils will practice skills such as: peeling, slicing, using a butter knife, grating and chopping progressing onto using a small, sharp knife.          Pupils will practice using a kettle.          Pupils will practice using an oven safely/ participate in using an oven with close support;          Pupils will practice washing up and tidy own work area.          Pupils will understand the number of calories we burn when the</b></p>	<p>identify how to improve.          To know hygiene and safety rules in the kitchen.          To know how to prepare their area, ingredients and equipment with support.          To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>Students will gain the knowledge on basic bread making. They will participate in bread making, with close support. Pupils will practice weighing and measuring skills to participate in bread making;</b></p> <p><b>To be able to name basic kitchen equipment. Name and locate the tools and equipment in the food room.</b></p> <p><b>To be able to use basic kitchen equipment with support.</b></p>	<p>ingredients and equipment with support.          To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>Students will gain basic knowledge on gluten and its function. Students will gain skills to be able to complete sensory analysis of their own product with support if needed.</b></p> <p><b>Students will evaluate their own skills and techniques and with support identify how to improve, with support;</b></p> <p><b>Students will practice weighing and measuring ingredients accurately.</b></p> <p><b>To acquire and demonstrate knife skills and use the hob (frying, boiling and simmering) to</b></p>	<p>To know hygiene and safety rules within the kitchen environment with support if needed.          To know how to prepare their area, ingredients and equipment with support if needed.          To know how to wash up, dry up, put away equipment and leave their work area clean and tidy</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>Students will practice weighing and measuring ingredients accurately.</b></p> <p><b>Students will learn about basic food signs we see every day. Students will practice washing up and tidying ups skills.</b></p> <p><b>Students will practice basic food storage skills;</b></p>	<p>To know how to evaluate their own skills and techniques and with support identify how to improve.          To know hygiene and safety rules within the kitchen environment.          To know how to prepare their area, ingredients and equipment with support.          To know how to wash up, dry up, put away equipment and leave their work area clean and tidy with support</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>Students will practice weighing and measuring ingredients accurately.</b></p> <p><b>Pupils will gain the knowledge on different food packaging and will be able to recognize basic food signs.</b></p> <p><b>Students will evaluate their own skills and techniques and with support identify how to</b></p>
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	<p><b>Pupils will practice skills such as: peeling, slicing, using a dull knife, grating and chopping progressing onto suing a small, sharp knife. Pupils will practice using a hob.</b></p> <p><u>Recipes</u> Ratatouille Chilli con carne Macaroni Cheese Own choice</p>	<p><b>body performs basic functions.</b></p> <p><b>To be able to name basic kitchen equipment. Name and locate the tools and equipment in the food room.</b></p> <p><b>To be able to use basic kitchen equipment with support.</b></p> <p><u>Recipes</u> Carbonara American pancakes Cheese and onion pasties Bake off</p>	<p><u>Recipes</u> Flat breads Soda Bread Focaccia bread Own choice</p>	<p><b>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.</b></p> <p><u>Recipes</u> Fruit cobbler Choux buns Dunker biscuit Own choice</p>	<p><u>Recipes</u> Koftas Lentil coconut curry Rough puff pastry Mille-feuille Own choice</p>	<p><b>improve, with support; To acquire and demonstrate knife skills and use 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.</b></p> <p><u>Recipes</u> Fairtrade banana flapjack Fairtrade Crumbly banana fingers Bake off</p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Benchmark 2</b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p><b>Benchmark 4.</b> STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning in food lessons.</p>	<p><b>Benchmark 2</b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p><b>Benchmark 4.</b> STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning in food lessons.</p>	<p><b>Benchmark 2</b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p><b>Benchmark 4.</b> STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p>	<p><b>Benchmark 2</b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p><b>Benchmark 4.</b> STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) in food lessons.</p>	<p><b>Benchmark 2</b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p><b>Benchmark 4.</b> STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning in food lessons.</p>	<p><b>Benchmark 2</b> Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning.</p> <p><b>Benchmark 4.</b> STEM opportunities-linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning.</p>

