Class 10E - Explorer Curriculum - Food/2 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
	Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
Year	Following instructions	Eating a balanced diet	Eating a balanced diet	Eating a balanced	Eating a balanced	Eating a balanced diet
10E	AIM EL2/EL3	AIM EL2/EL3	AIM EL2/EL3	diet AIM EL2/EL3	diet AIM EL2/EL3	AIM EL2/EL3
	Suggested Key		Suggested Key	Suggested Key	Suggested Key	Recapping Property of the Recapping Property
	Questions:	Suggested Key	Questions:	Questions:	Questions:	information, practical
		Questions:			.	work, gathering
	State two ways the		Can you identify simple	Identify two benefits of	Checking on	evidence for the
	instructions can be	Can you identify items	labels on food with a	healthy eating.	progress- SOLAR	coursework.
	given.	that might be included in	little support?	Identify two health	skills.	
	State who may give	a balanced diet?	O	problems linked to	Mary alella and	Checking on progress- SOLAR skills.
	instructions.	Can you identify the	Can you identify a "Best	diet.	Key skills and	SULAR SKIIIS.
	Can you identify three	main food groups?	before" or "Use by" date, with assistance?	Identify two healthy	knowledge:	Suggested Vov
	hygiene procedures to follow when handling	Give an example of food from each food group.	with assistance?	cooking methods. Participate in the	What hygiene rules	Suggested Key Questions:
	food?	Identify four different	Identify two benefits of	preparation of two	do we have to	Questions.
	100d :	fruits and vegetables.	healthy eating. Identify	healthy balanced	follow when we	Recapping the skills,
	Can you use kitchen	ilulis allu vegetables.	two health problems	meals.	enter the food	knowledge.
	equipment safely and	Identify three basic food	linked to diet.	Identify three basic	room?	Checking on progress-
	hygienically?	hygiene requirements.	Identify two healthy	food hygiene		SOLAR skills.
	rrygic modify:	rrygierie requirements.	cooking methods.	requirements.	To know basic	
	Follow instructions to	Key skills and	Participate in the	roquiromento.	hygiene rules when	Key skills and
	complete two activities.	knowledge:	preparation of two	Key skills and	handling food.	knowledge:
	State ways to carry out		healthy balanced meals.	knowledge:		
	instructions safely.	Understand what	Identify three basic food		Pupils should be	Pupils should be able
	Identify how well he/she	makes a balanced diet.	hygiene requirements.	What hygiene rules	able to follow	to Identify simple
	carried out the			do we have to follow	health & safety	labels on food with a
	instructions.	Learners will be able	Key skills and	when we enter the	hygiene rules in the	little support
		to identify the	knowledge:	food room?	kitchen	
	Key skills and	components of a	Pupils should be able	To know basic	independently or	Students should be
	knowledge:	balanced diet, the	to Identify simple	hygiene rules when	with a minimum of	able to identify fresh
		benefits of a balanced	labels on food with a	handling food.	support.	and spoiled foods.
	Learners will know	diet and will know	little support	Book the selection to		
	how to follow	about food hygiene.		Pupils should be	Maala	Pupils should be able
	instructions		To know about correct	able to follow health	Meals: 1 st week	to follow health &
			storing of food and	& safety hygiene	1 week	safety hygiene rules in
						carety mygrenic raics in

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

		repares students for			
What hygiene rules do	Meals:	knowing how to	rules in the kitchen	Theory	the kitchen
we have to follow	1 st week	identify when food is	independently or	2 nd week	independently or with
when we enter the	Theory	safe to consume.	with a minimum of	Chicken fajitas	a minimum of support.
food room?	2 nd week		support.	3 rd week	[OB]
	Chili corn carne			Quick pizza on	Meals:
To know basic hygiene	3 rd week	Meals:	To know about	tortilla	1 st week
rules when handling	Theory	1 st week	correct storing of	4 th week	Theory
food.	4 th week	Theory	food and knowing	Consolidation	2 nd week
1000.	Vegetable curry	2 nd week	how to identify when	Consolidation	Quick pasta salad
Dunile should be able	5 th week		food is safe to		3 rd week
Pupils should be able		Potato wedges with			
to follow health &	Theory	sassy salsa	consume.		Theory
safety hygiene rules in	6 th week	3 rd week			4 th week
the kitchen	Christmas cookies	Theory	Students should be		Marble cake with pear
independently or with	7th week	4 th week	able to identify fresh		5 th week
a minimum of support.	Consolidation	Toad in the hole	and spoiled foods.		Theory
[OBJ]		5 th week			6 th week
Pupils should be able		Veggie burgers			Smoothies/fruit
to tidy the kitchen up		6 th week	Meals:		salad/summer snacks
independently, to		Consolidation	1 st week		7th week
include wiping down			Theory		Consolidation
the surfaces.			2 nd week		
			Pancakes		
Pupils can follow			3 rd week		
safety rules when			Theory		
using a cooker.			4 th week		
doing a cooken			Chicken curry		
Meals:			5 th week		
1 st week			Theory		
Theory			6 th week		
2 nd week			Easter `bake off `		
			7th week		
Veggie stir fry 3 rd week					
			Consolidation		
Theory					
4 th week					
Chicken stir fry					
5 th week					
Theory					
6 th week					
Spaghetti Bolognaise					
7th week					
World food week-					
Taste examples of					
food from different					
countries					
8th week					
consolidation					

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Links to Gatsby Benchm arks:	4. Linking curriculum learning to careers Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;	4. Linking curriculum learning to careers Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;	4. Linking curriculum learning to careers Students will investigate different careers in the catering industry. People who work with food, Health and safety policies, skills required;	6. Experiences of workplaces. Students will investigate different workplaces and jobs in these workplaces related to working with food. They will look at skills required for certain jobs.	6. Experiences of workplaces. Students will investigate different workplaces and jobs in these workplaces related to working with food. They will look at skills required for certain jobs.	6. Experiences of workplaces. Students will investigate different workplaces and jobs in these workplaces related to working with food. They will look at skills required for certain jobs.	