

## 6.7 D Curriculum – FOOD/ 3 Lessons a week 2025 - 2026

Year	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
2025-2026-6.7	<p><b>Topic:</b> Kitchen Hygiene EL1 Kitchen Hygiene EL2</p> <p><b>Suggested Key Questions:</b> 1.1. Identify a consequence of a dirty kitchen. 1.2. Be able to use equipment to clean the kitchen. 2.1. Identify a piece of equipment used for cleaning a kitchen. 2.2. Use equipment to clean an area of a kitchen. 2.3. Use cleaning equipment safely.</p> <p><b>Key Skills and knowledge:</b>  Understand the need to keep a clean kitchen.</p> <p><b>Knowledge: EL1</b>  Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use of knowledge and/or understanding that relates to the subject or immediate environment.</p>	<p><b>Topic:</b> Kitchen Hygiene EL1 Kitchen Hygiene EL2</p> <p><b>Suggested Key Questions:</b>  Be able to use products to clean a kitchen.  Use a product safely for cleaning a kitchen.</p> <p><b>Key Skills and knowledge:</b>  Learners will know the dangers of a dirty kitchen and will be able to identify and use tools, materials and equipment to clean a kitchen safely. They will be able to use kitchen cleaning products with reference to relevant safety precautions and guidelines</p> <p><b>Knowledge: EL1</b>  Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use</p>	<p><b>Topic:</b> Kitchen Hygiene EL1 Kitchen Hygiene EL2 Make a simple meal EL1/EL2</p> <p><b>Suggested Key Questions:</b>  Finishing of Kitchen hygiene unit, practice skills gained in Autumn 1&amp;2.</p> <p><b>Make a simple meal unit:</b>  1.1. Washing hands before food preparation. 1.2. Maintain personal cleanliness. 1.3. Assist in maintaining a clean working environment Identify ingredients to make a simple meal. 3.1. Prepare two different ingredients. 4.1. use two different utensils safely.</p> <p><b>Key Skills and knowledge:</b>  <b>Be able to use a cooker safely.</b>  <b>Learners will be able to prepare ingredients</b></p>	<p><b>Topic:</b> Make a simple meal EL1/ EL2</p> <p><b>Suggested Key Questions:</b>  1.3. Assist in maintaining a clean working environment Identify ingredients to make a simple meal. 3.1. Prepare two different ingredients. 4.1. use two different utensils safely. 5.1. Use a cooker for two different purposes. 5.2. Identify two rules for safe use of a cooker. 5.3. Identify two cooking hazards.</p> <p><b>Key skills and knowledge:</b>  <b>Be able to use a cooker safely.</b>  <b>Learners will be able to prepare ingredients and use cooking facilities to make a simple meal</b>  <b>Has basic knowledge or understanding of a subject and/or can</b></p>	<p><b>Topic:</b> Make a simple meal EL1/ EL2</p> <p><b>Suggested Key Questions:</b>  5.1. Use a cooker for two different purposes. 5.2. Identify two rules for safe use of a cooker.  5.3. Identify two cooking hazards.  Identifying hot/cold surfaces  Safe use of knives (start with plastic or rounded-edge knives)  Understanding symbols for "hot," "danger," etc.</p> <p><b>Evaluation and Independence</b>  Taste testing food and describing it (e.g. sweet, salty, crunchy)  Saying what they liked/didn't like about the meal</p>	<p><b>Topic:</b> Basic cooking skills for students</p> <p><b>Suggested Key Questions:</b>  Can you wash and peel vegetables?  Can you chop using a small knife, with support?  Grating cheese or vegetables (with a stable grater and hand-over-hand support)  Spreading (butter, jam, soft cheese)  Mixing ingredients in a bowl  Cracking an egg (for advanced learners)  Can you follow picture-based or symbol-supported recipes?  Sequencing steps in a recipe  Matching tools to tasks  Using a timer to track cooking time</p>

	<p><b><u>Knowledge: EL2</u></b></p> <p>Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and knows the steps needed to complete simple activities.</p> <p><b><u>Skills: EL1</u></b></p> <p>Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment.</p> <p><b><u>Skills: EL2</u></b></p> <p>Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.</p>	<p>of knowledge and/or understanding that relates to the subject or immediate environment.</p> <p><b><u>Knowledge: EL2</u></b></p> <p>Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and knows the steps needed to complete simple activities.</p> <p><b><u>Skills: EL1</u></b></p> <p>Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment.</p> <p><b><u>Skills: EL2</u></b></p> <p>Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.</p>	<p><b>and use cooking facilities to make a simple meal</b></p> <p><b>Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and knows the steps needed to complete simple activities.</b></p> <p><b>Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.</b></p>	<p><b>carry out simple, familiar tasks; and knows the steps needed to complete simple activities.</b></p>	<p>Setting and clearing the table</p> <p>Packing a lunchbox</p> <p><b><u>Key skills and knowledge:</u></b></p> <p><b>Students will be able to identify hazards.</b></p> <p><b>Students will learn about dangerous situations in the kitchen.</b></p> <p><b>Students will be able to evaluate their own work, using pictures to help them.</b></p>	<p><b><u>Key skills and knowledge:</u></b></p> <p><b>Grating cheese or vegetables (with a stable grater and hand-over-hand support)</b></p> <p><b>Spreading (butter, jam, soft cheese)</b></p> <p><b>Mixing ingredients in a bowl</b></p> <p><b>Cracking an egg (for advanced learners)</b></p> <p><b>Following picture-based or symbol-supported recipes</b></p>
Links to Gatsby Benchmarks:	<p><b>4. Linking curriculum learning to careers.</b></p> <p>Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager;</p>	<p><b>4. Linking curriculum learning to careers.</b></p> <p>Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager;</p>	<p><b>4. Linking curriculum learning to careers.</b></p> <p>Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager;</p>	<p><b>4. Linking curriculum learning to careers</b></p> <p>Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager. Looking at different cooking skills related to different jobs in Catering;</p>	<p><b>4. Linking curriculum learning to careers</b></p> <p>Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager. Looking at different cooking skills related to different jobs in Catering;</p>	<p><b>4. Linking curriculum learning to careers</b></p> <p>Exploring different jobs using cooking skills such as Chef, Waitress, Head Chef, kitchen manager. Looking at different cooking skills related to different jobs in Catering;</p>

