

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

6.7. Discovery Curriculum – Long Term Plan Food

	2026– 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
Food Y12,13, 14	Topic: Everyday food and drink preparation EL1 Pre-entry AQA units 84736 Preparing a drink of fruit squash Suggested Key Questions: Can you recognise/ identify Health and safety rules in the kitchen? Can you identify things we need to prepare cold and hot drink? Can you prepare cold and hot drinks with support? Step 1: Recognise (with visuals / prompts) Can you point to the safe picture? Is this safe or not safe?	Topic: Everyday food and drink preparation EL1 Pre-entry AQA UAS 74203 Making a hot drink using an electric kettle with assistance Suggested Key Questions: Can you prepare cold and hot drinks with support? Step 1: Follow single instructions Put the cup on the table. Pour the water (with support). Add the juice / milk. Step 2: Follow 2-step instructions Get a cup and add juice.	Topic: Everyday food and drink preparation EL1 Pre-entry AQA UAS 112535 Preparing drinks and snacks with support Suggested Key Questions: Can you identify ingredients to make a simple dish? Do you know how to prepare simple dishes? Can you follow a recipe? Can you prepare simple dishes with support? Progression Questions Recognition of actions Can you show me how to mix / pour /	Topic: Everyday food and drink preparation EL1 pre-entry AQA UAS 112535 Preparing drinks and snacks with support Suggested Key Questions: Can you prepare simple dishes with support? Can you prepare a simple dish on your own? Can you take part in washing the dishes? Can you identify different types of foods? Do you know where to store different foods and drinks? Core Question Can you help to wash the dishes? Progression	Topic: Everyday food and drink preparation EL1 Pre-entry AQA UAS 112535 Preparing drinks and snacks with support Suggested Key Questions: Do you know where to store different foods and drinks? Can you identify main hazards related to food and drink preparation? Do you know how to work safely in the kitchen? Can you assist in putting items away and washing up the dishes? Do you know where to store different foods and drinks? Core Question Can you put food and drinks in the right place?	Topic: Everyday food and drink preparation EL1 Pre-entry AQA UAS 112535 Preparing drinks and snacks with support Suggested Key Questions: Can you identify Health and safety rules in the kitchen? Final assessment, checking skills; Final Assessment Tasks & Questions Recognition (Visual Check) Look at the pictures: <i>Which one is safe?</i> <i>Which one is not safe?</i> Can you point to: Someone washing hands Someone being unsafe

	Show me what we should NOT do. Step 2: Identify (simple verbal responses) What should we do before we cook? (<i>wash hands</i>) Should we touch hot things? (<i>no</i>) What do we do if something spills? (<i>clean it up</i>) Step 3: Explain (very simple reasoning) Why do we wash our hands? Why do we not run in the kitchen? Why do we use oven gloves? Step 4: Apply (real-life / role play) Can you show me how to be safe in the kitchen? What should you do first when you come into the kitchen? Can you identify	Put a teabag in and pour water (with adult support). Step 3: Guided preparation (with prompts) What do we do first? What do we do next? Can you stir? Step 4: Supported independence Can you make a drink with a checklist or picture guide? What do you need to do next? Can you identify ingredients to make a simple dish? Do you know how to prepare a simple dish? Can you follow a recipe, with support? Can you prepare simple snacks with support? Can you grate? Use real objects + photos Use symbols/visual timetables Provide sentence starters:	spread? Which tool do we use? Following instructions Can you do this step with me? What do we do next? Supported independence Can you make this dish using the picture guide? What do you need help with? Can you prepare a simple dish on your own? Can you wash the dishes independently? Use real objects + photos Use symbols/visual timetables Provide sentence starters: “I need...” “First I...” Repeat key vocabulary: safe, hot, cold, cup, wash <u>Key skills and</u>	Questions Recognition Can you point to the washing things (sponge, bowl, towel)? What do we use to clean dishes? Understanding actions What do we do first? (<i>turn on water / add soap</i>) What do we do next? (<i>scrub / rinse</i>) Supported participation Can you wash this dish with me? Can you dry the dishes after washing? <u>Key skills and knowledge:</u> To be able to follow basic Health & Safety rules in the kitchen. To be able to prepare a simple snack, meals, with support. To know how to store basic food items safely. ☒ I can participate in preparation of a	Progression Questions Recognition Can you show me the fridge / cupboard / freezer? Where does milk go? Sorting items Which foods go in the fridge? Which foods stay in the cupboard? Applying knowledge Can you put this food in the right place? Where should we store this after opening? <u>Key skills and knowledge:</u> To be able to follow basic Health & Safety rules in the kitchen. To be able to prepare a simple snack, meals, with support. To know how to store basic food items safely. ☒ I can help wash dishes ☒ I can name and sort foods	2. Verbal Understanding Tell me one kitchen rule What should you do before cooking? Should you touch hot things? (<i>yes/no</i>) What do you do if something spills? 3. Scenario-Based Questions If the floor is wet, what should you do? If something is hot, what should you use? If your hands are dirty, what do you do? 4. Practical Demonstration Show me: How to wash your hands How to carry something safely Can you act out being safe in the kitchen? Teacher`s observation checklists: Recognises safe vs unsafe ☒
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things we need to prepare cold and hot drinks? Step 1: Recognise objects (matching / pointing) Can you find the cup? Show me the kettle. Where is the milk / water / juice? Step 2: Name items What is this? (<i>cup, spoon, kettle, teabag</i>) What do we use to stir? Step 3: Sort items Which things are for hot drinks? Which things are for cold drinks? Put the items into the right group. Step 4: Sequence (simple ordering) What do we use first / next / last? What do we need to make a drink?	• “I need...” • “First I...” Repeat key vocabulary: <i>safe, hot, cold, cup, wash</i> <u>Key skills and knowledge:</u> To be able to follow basic Health & Safety rules in the kitchen. To be able to prepare a simple snack, meals, with support. To be able to complete tasks by following instructions with close support. ✓ I can make a drink with help ✓ I can make a snack with help	<u>knowledge:</u> To be able to follow basic Health & Safety rules in the kitchen. To be able to prepare a simple snack, meals, with support. Students will learn how to follow the recipe with support- Guided practical tasks With increasing independence students will be able to: follow the recipe using pictures/checklist; tell/show what is the next step; ✓ I can make a snack with help ✓ I can participate in preparation of a simple meal with help ✓ I can help with washing up after snack preparation;	simple meal with help ✓ I can help with washing up after snack preparation; ✓ I can name and sort foods	✓ I can put food in the right place ✓ I can check if food is safe with help	Names simple rules ✓ Follows safety routine ✓ Needs support / independent ✓ <u>Key skills and knowledge:</u> To be able to follow basic Health & Safety rules in the kitchen. To be able to prepare a simple snack, meals, with support. ✓ I can help wash dishes ✓ I can name and sort foods ✓ I can put food in the right place ✓ I can check if food is safe with help ✓ I can say at least 2 kitchen safety rules ✓ I can show safe behaviour ✓ I know what to do to stay safe
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Use real objects + photos Use symbols/visual timetables Provide sentence starters: • “I need...” • “First I...” Repeat key vocabulary: <i>safe, hot, cold, cup, wash</i> <u>Key skills and knowledge:</u> To be able to recognize and follow basic Health & Safety rules in the kitchen, with close support. To be able to complete tasks by following instructions with close support. To be able to find somebody who can help. ☒ I can say what is safe in the kitchen ☒ I can name things for drinks ☒ I can make a drink with help					
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Gatsby Bench mark:	4. Linking curriculum learning to careers. Safe working in the kitchen Jobs in restaurants/café/hotel`s restaurant Understanding roles • What does a chef do? • What does a waiter do? • Who cleans the tables? Application / Linking • Can you match the job to the task? (e.g., chef → cooking) • What job would you like to do? • Can you act out one of the jobs?	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers Safe working in the kitchen Jobs in restaurants/café/hotel`s restaurant Understanding roles • What does a chef do? • What does a waiter do? • Who cleans the tables? Application / Linking • Can you match the job to the task? (e.g., chef → cooking) • What job would you like to do? • Can you act out one of the jobs?	3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in the kitchen Jobs in restaurants/café/hotel`s restaurant Understanding roles • What does a chef do? • What does a waiter do? • Who cleans the tables? Application / Linking • Can you match the job to the task? (e.g., chef → cooking) • What job would you like to do? • Can you act out one of the jobs?	4. Linking curriculum learning to careers. 3. Addressing the needs of each pupil. Safe working in the kitchen Jobs in restaurants/café/hotel`s restaurant Understanding roles • What does a chef do? • What does a waiter do? • Who cleans the tables? Application / Linking • Can you match the job to the task? (e.g., chef → cooking) • What job would you like to do? • Can you act out one of the jobs?	6. Experiences of workplaces. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in the kitchen Jobs in restaurants/café/hotel`s restaurant Understanding roles • What does a chef do? • What does a waiter do? • Who cleans the tables? Application / Linking • Can you match the job to the task? (e.g., chef → cooking) • What job would you like to do? • Can you act out one of the jobs?	6. Experiences of workplaces. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in the kitchen Jobs in restaurants/café/hotel`s restaurant Understanding roles • What does a chef do? • What does a waiter do? • Who cleans the tables? Application / Linking • Can you match the job to the task? (e.g., chef → cooking) • What job would you like to do? • Can you act out one of the jobs?
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