



## Lansdowne School

### Schemes of Work – Food Technology

#### **By the end of the Access pathway pupils will:**

- Be able to follow a simple recipe following the sequence of the recipe, cooking technique and skills using visuals with minimal adult prompts and cues.
- They will be able to say and follow the hygiene and safety rules with minimal adult prompts and cues.
- They will begin to show an understanding of where food comes from around the world and will be able to name and sort groups of food in the Eatwell Guide using visuals, prompts and cues.
- Pupils will be able to identify foods grown in different seasons.
- They will use these skills to live independently in the community and to support Further Education courses for Post 19.

#### **By the end of the M.1 pathway pupils will:**

- Be able to follow a recipe following the sequence of the recipe, cooking technique and skills.
- They will be able to say and follow the hygiene and safety rules.
- They will show an understanding of where food comes from around the world and will be able to name and sort groups of food in the Eatwell Guide using visuals, prompts and cues.
- Pupils will be able to identify foods grown in different seasons.
- They will use these skills to live independently in the community and to support Further Education courses for Post 19.

#### **By the end of the M.2 pathway pupils will:**

- Be able to follow a recipe following the sequence of the recipe, cooking technique and skills.
- They will be able to say and follow the hygiene and safety rules.
- They will show an understanding of where food comes from around the world and will be able to name and sort groups of food in the Eatwell Guide explaining their reasons for doing so.
- Pupils will be able to say and record the different ways of where food comes from – farming, growing, fishing etc.
- Pupils will be able to identify foods grown in different seasons and will begin to understand how this affects food supply.
- They will apply these skills to work towards Entry Level 2 Food Technology.
- Pupils will use these skills to live independently in the community and to support Further Education courses for Post 19.

#### **By the end of the M.3 pathway pupils will:**

- Be able to follow a given recipe independently.

- They will be able to follow hygiene and safety rules.
- Pupils will show an understanding of where food comes from and say where different foods originate, showing an understanding why food has to be farmed/grown elsewhere.
- They will know the different food categories of Eatwell Guide and will be able to plan recipes based on healthy foods.
- Pupil will be aware of seasonality and how this affects food supply, giving examples of food that is reared, grown, caught in the UK and wider world.
- They will apply these skills to work towards IGCSE Food Technology.
- Pupils will use these skills to live independently in the community and to support Further Education courses for Post 19.

Learning Intention	Skills	Learning Strategies
<p><u>Food Provenance</u></p> <ul style="list-style-type: none"> <li>• Understand that all food comes from plants or animals.</li> <li>• Discover where in the world different foods originate from</li> </ul> <p><u>Food From Around the World</u></p> <ul style="list-style-type: none"> <li>• Understand that food has to be farmed, grown elsewhere (e.g. home) or caught.</li> <li>• Name and sort foods into the five groups in the Eatwell Guide.</li> </ul> <p><u>Food Choices and Healthy Eating</u></p> <ul style="list-style-type: none"> <li>• Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why.</li> </ul> <p><u>Seasonality</u></p> <ul style="list-style-type: none"> <li>• Start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.</li> <li>• Start to understand seasonality.</li> <li>• Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Independently following a recipe</li> <li>• Estimating</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will learn the hygiene and safety rules in the Food Technology room, using utensils safely. They will learn to estimate ingredients and follow a recipe, incorporating the skills below.</li> <li>• The teacher will inform and demonstrate health and safety rules – pupils will be supported to understand these rules through visuals and adult support.</li> <li>• Pupils will follow recipes in differentiated to their learning pathways. The recipes relate to the seasonality, food provenance and the Eatwell Guide.</li> <li>• Pupils will become familiar with estimation in relation to ingredients.</li> </ul>

<ul style="list-style-type: none"> <li>• and cattle) and caught (such as fish) in the UK, Europe and the wider world.</li> <li>• Understand about seasonality, how this may affect the food availability and plan recipes according to seasonality</li> </ul> <p><u>Cooking a range of dishes</u></p> <ul style="list-style-type: none"> <li>• Pupils will learn to prepare and cook a variety of predominantly savory dishes using a range of cooking techniques.</li> </ul> <p><u>Hygiene and Safety</u></p> <ul style="list-style-type: none"> <li>• Start to know and become familiar with hygiene, safety, hazards, bacteria</li> </ul>		
	<ul style="list-style-type: none"> <li>• Cutting</li> <li>• Measuring</li> <li>• Weighing</li> </ul>	<p>Pupils will become familiar with and learn how to use a range of knives and how to use them for different purposes and the different forms of weighing and measuring.</p> <p>Access:</p> <ul style="list-style-type: none"> <li>• Adults will demonstrate individually how to cut, measure, weigh – pupils will practice cutting, measuring and weighing with adult support. They will cut, measure and weigh independently.</li> </ul> <p>M.1:</p> <ul style="list-style-type: none"> <li>• Pupils will cut, measure and weigh individually and independently following teacher demonstration with visual reminders and verbal prompts</li> </ul> <p>M.2:</p> <ul style="list-style-type: none"> <li>• Pupils will read and follow the recipe to complete cutting, measuring and weighing skills following teacher demonstration, with limited adult supervision</li> </ul>

		<p>M.3:</p> <ul style="list-style-type: none"> <li>• Pupils will cut, measure and weigh independently following teacher demonstration.</li> </ul>
	<ul style="list-style-type: none"> <li>• Sifting</li> <li>• Rolling</li> <li>• Kneading</li> </ul>	<p>Pupils will become familiar with and learn how to sift, roll and knead for different recipes. They will identify the relevant equipment needed and show an understanding of these skills through follow a skills schedule and recipe.</p> <p>Access:</p> <ul style="list-style-type: none"> <li>• Adults will demonstrate individually how to sift, roll and knead for a range of different purposes, i.e. sifting flour, icing sugar etc. individually following teacher demonstration.</li> <li>• Pupils will follow a visual schedule of how to find a sieve, rolling pin, dough hooks and how to use them in relation to individual recipes.</li> </ul> <p>M.1:</p> <ul style="list-style-type: none"> <li>• Pupils will work independently following teacher demonstration of skills to sift, roll and knead.</li> <li>• They will be supported using visual reminders and verbal prompts.</li> <li>• Pupils will independently locate sieves, rolling pins, dough hooks.</li> <li>• They will follow a schedule of how to use these items.</li> </ul> <p>M.2:</p> <ul style="list-style-type: none"> <li>• Pupils will follow a recipe, which includes sifting, rolling, kneading.</li> <li>• They will be able to follow instructions specifically of how to knead and different</li> </ul>

		<p>methods of rolling pastry, with limited adult supervision.</p> <p>M.3:</p> <ul style="list-style-type: none"> <li>• Pupils will find the relevant equipment and work on developing the skills of sifting, rolling and kneading independently following a recipe after teacher demonstration.</li> </ul>
	<ul style="list-style-type: none"> <li>• Boiling</li> <li>• Baking</li> <li>• Frying</li> <li>• Mashing</li> </ul>	<p>Pupils will become familiar with and show an understanding of the different methods of food preparation. They will be able to identify how the different methods work and the expected outcomes of the finished product. They will identify the equipment needed and follow a recipe and skills schedule.</p> <p>Access:</p> <ul style="list-style-type: none"> <li>• With initial adult support pupils will be able to identify the appropriate method of preparing food to eat, i.e. boiling, baking, frying, mashing.</li> <li>• Adults will demonstrate how to complete these methods.</li> <li>• Pupils will follow a visual schedule of how to find the equipment needed and how to practice these skills.</li> </ul> <p>M.1:</p> <ul style="list-style-type: none"> <li>• Pupils will show an understanding of these methods of food preparation following teacher demonstration.</li> <li>• They will practice these methods through visual reminders and verbal prompts.</li> <li>• They will follow a schedule of how to complete these cooking methods and will demonstrate an understanding of which equipment is needed for each method.</li> </ul>

		<p>M.2:</p> <ul style="list-style-type: none"> <li>Pupils will follow a recipe showing an understanding of how to identify the correct equipment and the most appropriate method for food preparation, with minimal adult support.</li> </ul> <p>M.3:</p> <ul style="list-style-type: none"> <li>Pupils will show an understanding and be able to complete these methods of food preparation independently.</li> </ul>
	<ul style="list-style-type: none"> <li>Pouring</li> <li>Greasing</li> </ul>	<p>Pupils will identify the different ways, reasons and equipment for pouring liquids. They will become familiar with greasing equipment and the need to do so.</p> <p>Access: Following adult demonstration of pouring and greasing pupils will practice these skills using a range of equipment. Pupils will follow a schedule of how to complete pouring and greasing and how to find the equipment to do so.</p> <p>M.1: Pupils will show an understanding of these methods of food preparation following teacher demonstration. They will practice these methods through visual reminders and verbal prompts. They will follow a schedule of how to complete these cooking methods and will demonstrate an understanding of which equipment is needed for each method.</p> <p>M.2: Pupils will follow a recipe showing an understanding of how to identify the correct</p>

		<p>equipment and the most appropriate method for food preparation, with minimal adult support.</p> <p>M.3: Pupils will show an understanding and be able to complete these methods of food preparation independently.</p>
	<ul style="list-style-type: none"> <li>• Presenting</li> <li>• Cleaning</li> </ul>	<p>Pupils will understand the routine of cleaning in terms of themselves, food preparation and cleaning equipment. They will become familiar with how to present food safely and aesthetically.</p> <p>Access: Pupils will learn a hygiene routine throughout the session. They will follow a schedule that shows hand washing, how to safely prepare food, i.e. washing vegetables etc. before preparation etc., how to wash/clean up at the end of the session. Adults will demonstrate how to complete these actions and pupils will follow a cleaning/hygiene schedule.</p> <p>M.1: Pupils will follow a hygiene routine/cleaning schedule. They will be supported through visuals and verbal prompts.</p> <p>M.2: Pupils will follow a hygiene/cleaning schedule with minimal adult support.</p> <p>M.3: Pupils will follow a hygiene/cleaning schedule independently</p>