

## **Food Technology Curriculum Statement 2020-2021**

### **Aims - What are we trying to achieve?**

- Provide the opportunity for all students to have access to Food Technology.
- Provide a structured programme that ensures that students develop the skills needed to prepare food for themselves, at a level appropriate to their needs.
- To give students an understanding about Healthy Eating to help them make informed decisions when presented with challenges, choices and decisions about food on a daily basis during and beyond school.
- For students to apply their knowledge of nutrition, diet, food hygiene and safety in practical ways, as they would in life.
- To develop and engage their senses by handling food in a sensory way.
- To develop fine and gross motor skills, so Food Technology equipment is accessible to all students.
- For students to have a working knowledge of food safety and hygiene.
- For all students to develop some skills in cooking regardless of their learning difficulties.
- To develop independence skills and have the knowledge to be able to make informed decisions about healthy eating.

### **How is learning organised?**

- In **Early Years** and **Key Stage 1** students have weekly lessons taught by the class staff (one skill every half term). Learning outcomes are based on the EYFS framework and focuses on developing basic practical cooking skills, communication, and social skills with a sensory approach to learning.
- In **Key Stage 2** students are taught by their class staff to develop practical cooking skills (a different skill set every term). Students are introduced to the food technology room (if appropriate) where there is a focus on food safety and hygiene as well as developing a range of practical skills through preparation and presentation of food.
- In **Key Stage 3** all students access the Food Technology room weekly (if appropriate) and put into practise their knowledge of food safety and hygiene as well as developing a wider range of practical skills; to prepare healthy snacks and meals by following a method and organising their ingredients and equipment appropriately dependent on ability. Students with Complex Learning Difficulties and disabilities have access to food in their classroom as well as basic equipment where they can develop their fine and gross motor skills to start using equipment safely as well as experiencing and encountering food in a sensory way.
- In **Key Stage 4** Pupils complete accredited courses at a level suited to their abilities and access the food room weekly. At present, the courses delivered are modules from the ASDAN Living Independently course.
- At **Key Stage 5**, students have a double lesson each week in the Food Technology room based on OCN modules (accredited work). They will use their knowledge of food safety

and hygiene to support the practical skills required to produce a variety of healthy drinks, snacks and nutritionally balanced meals.

#### **How well are we achieving our aims?**

- Pupils are taught a related curriculum which promotes the aims above.
- Pupils enjoy a practical approach to their learning and develop independence through self-help, promoting confidence and self-esteem.
- Students with Complex Learning Difficulties and Disabilities can access food in the classroom and follow an alternative curriculum suited to their needs where they develop fine and gross motor skills, experience raw ingredients in a sensory way and are given the opportunity to develop preferences for foods by communicating choices.
- The theory lessons support the practical skills by allowing students to consider budgets, write methods, develop a knowledge of where food comes from and how it is prepared. They can use this knowledge to help them make informed decisions when choosing healthy foods that will nourish them mentally and physically.