



Chadsgrove Curriculum Long Term Planning: Pioneers Pathway - Food Technology

Curriculum Intent

Chadsgrove's Food Technology curriculum is designed to develop pupils' understanding of food, nutrition and healthy living while equipping them with practical skills for everyday life. Through engaging and purposeful experiences, pupils learn to prepare, cook and handle food safely, building confidence and independence in a meaningful and relevant context.

Within the Pioneers Curriculum Pathway, the curriculum is informed by the cooking and nutrition strand of the National Curriculum for Design and Technology. Pupils are introduced to key knowledge about where food comes from, the principles of a balanced diet and basic preparation and cooking techniques. Learning is structured so that pupils can take part in practical activities that support their individual needs while developing important life skills.

Our intention is for pupils to learn through hands-on experiences, following simple recipes, using a range of equipment and exploring different foods and tastes. By revisiting and practising key skills over time, pupils develop greater independence, confidence and understanding. Through this approach, we aim to foster enjoyment of Food Technology while supporting pupils to make informed choices and develop skills that will support them in later life.

Curriculum Implementation

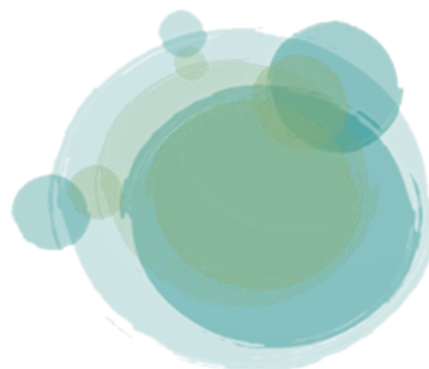
This Long Term Plan focuses upon the following content from the National Curriculum, which is also further adapted with suggested teaching ideas for classes within the Pioneers Curriculum Pathway, as outlined further below.

National Curriculum content:

Pupils should be taught to:

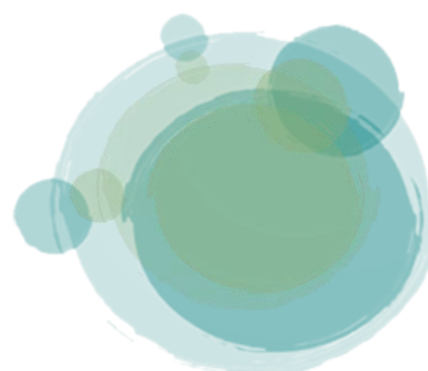
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients

The overview below forms the basis of Teachers' Medium Term Plans for the subject, which then further detail content and activities appropriately matched to pupils' learning needs.

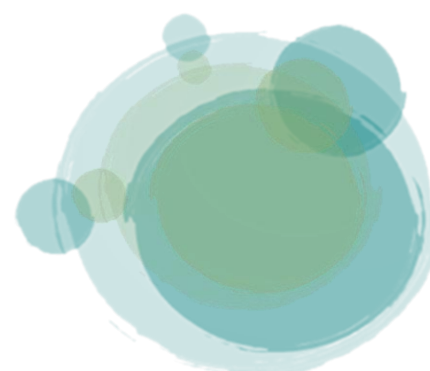


Pioneers 1

<u>Term</u>	<u>Autumn 2025</u>	<u>Spring 2026</u>	<u>Summer 2026</u>
	Dairy & Fats	Breakfast & Lunch	Snacks & Desserts
	Taste if possible or discuss the ingredients of a variety of cheeses and indicate choices to evaluate their properties. Indicate choices to design own product using cheese. Use equipment, with support, for cutting & mixing including electric tools such as stick blenders to consolidate and develop practical skills. Taste and evaluate different cheeses Technical Knowledge Consider how fat content affects texture (structure) of food. Cooking/Nutrition Make a variety of sweet and savoury dishes using different cheeses and other dairy products. Discuss where dairy products come from. Celebration dishes - Harvest festival, Halloween, Bonfire Night and Christmas.	Taste if possible or discuss the ingredients of different egg dishes that may be served for breakfast and indicate preferences. Make choices to devise own design for egg based breakfast dish. Use equipment, with support, for cutting & mixing including electric tools such as sandwich toasters to consolidate and develop practical skills. Evaluate existing egg-based breakfast dishes Technical Knowledge Investigate how eggs provide structure to dishes when heated Cooking/Nutrition Make a variety of items suitable for breakfast or packed lunch, including using eggs. Consider where items come from. Celebration dishes - Valentine's day, Pancake day, Chinese New Year Mothers' day and Easter.	Taste if possible or discuss the ingredients of a range of chilled desserts and by indicating choices, communicate ideas for own product. Use equipment, with support, for cutting and mixing including electric tools such as mixers to consolidate and develop practical skills Evaluate existing dessert products. Technical Knowledge Consider how different ingredients can be used to set a dessert Cooking/Nutrition Make a variety of items suitable for snacks or desserts. Consider where different ingredients come from. Celebration dishes - May day, Fathers' day, Summer holidays and festivals.

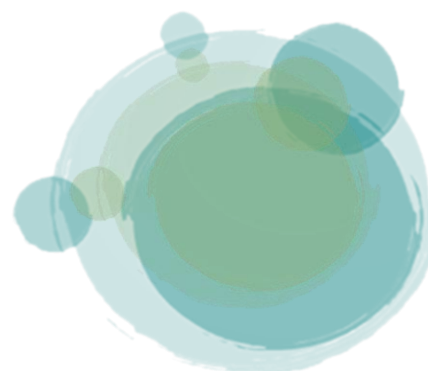


<u>Term</u>	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
	Fruit & Vegetables	Bread, Rice & Pasta	Meat, Fish and Alternatives
	Taste if possible or discuss the ingredients of a range of soups and, by indicating choices, communicate ideas for own product. Use equipment, with support for cutting (Kiddicutter knives) and joining (blending) to make soups. Taste a range of soups and begin to indicate like/dislike Compare finished products (to design criteria) and give thumbs up/down. Technical Knowledge Investigate how soups can have different textures because of different ingredients or how they are prepared. Cooking/Nutrition Explore fruits and vegetables in season. Use different pieces of equipment to prepare and make a range of savoury and sweet dishes. Celebration dishes - Harvest festival, Halloween, Bonfire Night and Christmas.	Taste if possible or discuss the ingredients of a range of pizzas and, by indicating choices, communicate ideas for own product. Use equipment, with support, from a selection to construct pizzas and other products made from starchy carbohydrates. Taste & evaluate a variety of different pizzas by indicating like/dislike Compare finished products (to design criteria) and give thumbs up/down Technical Knowledge Investigate how pizzas can have different textures when made with different bases and toppings. Cooking/Nutrition Explore a variety of 'Staple Foods' from different parts of the world and discuss how these can be used in multi-cultural dishes. Make products that include a balance of nutrients using bread, rice and pasta. Celebration dishes - Valentine's day, Pancake day, Chinese New Year, Mothers' day and Easter.	Taste if possible or discuss the ingredients of a range of options for a burger filling and, by indicating choices, communicate ideas for own product. Use equipment, with support, from a selection to consolidate cutting, spreading and mixing skills learnt throughout the year. Consider qualities of various options for burger fillings Evaluate burger made to design criteria and indicate thumbs up/down. Technical Knowledge With support, build burger and explore how to make stable construction Cooking/Nutrition Use meat, fish and alternatives to prepare and make balanced and varied dishes. Celebration dishes - May day, Fathers' day, Summer holidays and festivals



Pioneers 2

Term	Autumn 2025	Spring 2026	Summer 2026
	Dairy & Fats	Breakfast & Lunch	Snacks & Desserts
	Taste if possible or discuss the ingredients of a variety of pastry dishes and indicate choices to evaluate their properties. Indicate choices to design own product using pastry. Use equipment, with support, for cutting, blending & mixing including electric tools such as food processors to consolidate and develop practical skills. Technical Knowledge Consider how fat content affects texture (structure) and flavour of pastry. Nutrients – Revisit Fats Cooking/Nutrition Make a variety of sweet & savoury dishes using different pastry and dairy products e.g. cheese and onion pasty, sausage rolls, cheese twists, pizza pinwheels, Portuguese tarts. Celebration dishes - Harvest festival, Halloween, Bonfire Night and Christmas.	Taste if possible or discuss the ingredients of a range of different breakfast and lunch dishes and indicate preferences. Make choices to devise own breakfast and lunch dishes inspired by dishes from around the world. Use equipment, with support, for cutting & mixing including electric tools such as sandwich toasters, toasters and smoothie makers to consolidate and develop practical skills. The importance of breakfast. Evaluate breakfast and lunch dishes. Technical Knowledge Revisit how eggs provide structure to dishes when heated. Nutrients – Revisit carbohydrates and proteins Cooking/Nutrition Make a variety of items suitable for breakfast or packed lunches e.g. breakfast muffins, frittata, homemade granola, overnight oats, Healthy breakfast quesadilla, healthy sandwich fillers, lunchbox pasta salad, Chorizo and bean baked potato Celebration dishes - Valentine's day, Pancake day, Chinese New Year, Mothers' day and Easter.	Taste if possible or discuss the ingredients of a range of snacks and desserts and by indicating choices, communicate ideas for own product. Use equipment, with support, for cutting, blending & mixing including electric tools such as mixers to consolidate and develop practical skills. Evaluate existing snacks and dessert products. Technical Knowledge Consider how to add sweetness to a recipe using alternative ingredients and flavours. Nutrients – sugars and calories Cooking/Nutrition Make a variety of snacks and desserts suitable for picnics and summer festivals e.g. fruit scones, mini carrot cakes, Celebration dishes - May day, Fathers' day, Summer holidays and festivals.



<u>Term</u>	<u>Autumn 2026</u>	<u>Spring 2027</u>	<u>Summer 2027</u>
	Fruit & Vegetables	Bread, Rice & Pasta	Meat, Fish and Alternatives
	Taste if possible or discuss the ingredients of a range of fruit and vegetables in season, cooked and raw. Use equipment, with support for cutting (Kiddicutter knives) and chopping. Taste a range of fruits and vegetables and begin to indicate like/dislikes. Compare finished products (to design criteria) and give thumbs up/down. Technical Knowledge Recap food hygiene and safety in the kitchen. Investigate how fruits and vegetables can have different textures when combined with different ingredients or how they are prepared and cooked. Staple foods and the importance of breakfast. Revisit The Eatwell Guide. Weigh and measure. Nutrients – vitamins and minerals Food sustainability – food miles, fair trade and food provenance. Cooking/Nutrition Explore fruits & Vegetables in season. Use different pieces of equipment and fruits and vegetables to prepare and make a range of savoury and sweet dishes e.g. Vegetable Stir Fry, Cereal bars, Cheese and potato pie, Vegetable curry /veg Thai curry. Celebration dishes - Harvest festival, Halloween, Bonfire night and Christmas.	Taste if possible or discuss the ingredients of a range of bread, rice and pasta products and, by indicating choices, communicate ideas for own product. Food labelling and allergies. Use equipment, with support, from a selection to prepare products made from starchy carbohydrates. Taste & evaluate a variety of different carbohydrates by indicating like/dislike. Compare finished products (to design criteria) and give thumbs up/down. Technical Knowledge Investigate the different types of pasta and how it is made. Nutrients – carbohydrates The importance of exercise – energy in vs energy out – calories. Revisit staple foods. Cooking/Nutrition Continue to explore a variety of 'Staple Foods' from different parts of the world & discuss how these can be used in multi-cultural dishes. Begin to make dishes that are carbohydrate based and include a balance of nutrients e.g. savoury muffins, mac and cheese, savoury rice, a variety of pasta dishes. Celebration dishes - Valentine's day, Pancake day, Chinese New Year, Mothers' day and Easter.	Taste if possible or discuss the ingredients of a range of savoury dishes using meat, fish and alternatives and, by indicating choices, communicate ideas for own product. Use equipment, with support, from a selection to consolidate cutting, spreading and mixing skills learnt throughout the year. Evaluate savoury dishes made to design criteria and indicate thumbs up/down. Technical Knowledge Discuss new food trends and meat substitutes. Nutrients – The importance of protein for a healthy diet. Cooking/Nutrition Use meat, fish & alternatives to make balanced and varied dishes e.g. Chicken/fish goujons, meatballs, chilli con carne, fish pie, fajita. Celebration dishes - May day, Fathers' day, Summer holidays and festivals.

Pioneers 3

Pupils will follow an accredited course that meets their needs and abilities and, where possible, prepares them for independent living by helping them develop the skills needed to plan, budget for and prepare meals for themselves and their families.

Pupils may follow the following WJEC entry pathway qualifications:

6132 - BASIC FOOD PREPARATION AND COOKING - LEVEL 1

6167 - FOOD PREPARATION, COOKING AND SERVING – ENTRY 2

Pupils may also follow Jamie Oliver's 10 Skills Food Education Programme.



Curriculum Impact

In Pioneers 1 and 2, Chadsgrove P Steps are used to measure pupils' progress in Food Technology. Pupils are assessed through a combination of observation, photographic and video evidence, and feedback on written work in their folders where appropriate. Assessment Trackers are used to record the small steps of progress pupils make over time, and feedback is also given throughout each lesson to support the development of both cooking and independent living skills. Pupils are also encouraged to reflect on their own learning and, where appropriate, use RAG-rated self-evaluation to consider their progress and achievements.

Pupils' progress towards their P Steps is recorded using our digital assessment system, SOLAR, which breaks learning into small developmental steps and allows staff to track pupil progress over time. Assessment information is reviewed regularly and recorded termly on the whole school tracking system to ensure progress is monitored and appropriate support or interventions can be implemented where needed.

Pupils work towards individual targets linked to their EHCP outcomes. These targets are incorporated into teachers' Medium Term Plans and reviewed regularly to ensure continued development of knowledge, understanding and skills.

Pioneers 3 pupils follow accredited qualifications and will be assessed according to the criteria set out in the course that they are working towards.

As well as the Learning Outcomes outlined in this Long Term Plan, pupils will also be working towards their personalised targets, relating to their EHCP outcomes. Pupils' targets are regularly reviewed and monitored to ensure continued progression of both knowledge and skills.

Across the Food Technology curriculum, pupils develop practical cooking skills and knowledge alongside communication, independence and ways of recording their learning, including written methods, photographs or the use of AAC where appropriate. Learning experiences are designed to be hands-on, purposeful and accessible, enabling pupils to prepare food, follow processes, make choices and share their experiences. This supports them in applying their understanding in real-life contexts and builds important foundations for greater independence both within school and beyond.

