**Intent**

In Food Technology we want to empower, excite and educate our students about food. We will give them vital life skills, encourage their creativity, develop their senses and expand their knowledge and experiences of food. By the time our students leave Belvue we want them to be as independent as possible: to be able to prepare food for themselves; to understand how to keep themselves healthy and to experience the social benefits of cooking and enjoying food with others.

Students will become familiar with the kitchen environment and develop an understanding of the safety and hygiene risks.

Students will learn to recognise and use basic kitchen equipment and basic ingredients. We aim to broaden student’s food experiences and enable them to enjoy multi-cultural dishes. Students will learn about the importance of a healthy balanced diet.

They will be encouraged to use cross-curricular skills, they have learned through English, Maths and Science lessons, when following and adapting recipes.

Students will also learn how to work as part of a team and enjoy the pleasures of eating and cooking together.



**Food Technology**



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**Overview** :

Food technology involves seven key interwoven areas:

* Hygiene
* Safety
* Ingredients
* Equipment
* Food preparation
* Basic cooking
* Nutrition

Weekly Food Technology lessons are structured to embed these seven key areas. Hygiene and safety are rigorously reinforced on a weekly basis. Students are introduced to a variety of ingredients and equipment and there properties and uses are explored and explained. Food preparation methods are modelled and practised. These routinely entail knife skills, grating, peeling, weighing and measuring. Students are taught how to read and follow an ordered recipe. When cooking, students learn how to use the oven, hob, toaster or microwave safely and effectively. During lessons opportunities are taken to address the nutritional value of ingredients and meals. Fundamental skills, ingredients or principles from recipes are commonly repeated lesson to lesson to ingrain learning, facilitate progress and ensure sequentiality.

Key Stage 4 students follow the Edexcel Skilled for Life Programme of accreditations.

Cookery club helps to further students’ abilities, knowledge and enjoyment when working with food in a more informal and relaxed ambiance.

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| **Term: Autumn** | **OVERVIEW:** | **Cross-curricular** | **Term: Spring** | **OVERVIEW:** | **Cross-curricular** |
| MLD:   * Hygiene and safety: handwashing; fastening aprons; using sharp & hot equipment, avoiding slips, trips & falls. * Cleaning: washing up, drying up & cleaning surfaces * Basic recipes – using a hob; heat management * Ingredients and nutrition: what is healthy food? * Knowing your way around the kitchen: storing equipment & ingredients | | * Speech & Language * Fine Motor Skills * Listening & sequencing skills * Geography & PSHE (multi-culturalism); * Reading; Sequencing * Science: heating * PSHE- Healthy Eating * Memory & listening skills | MLD   * Hygiene and safety: food storage * Cleaning: washing up, drying up & cleaning surfaces using appropriate cleaning products * Basic recipes – using oven/grill; heat management & understanding different cooking methods * Ingredients and nutrition: what are nutrients? * Weighing and measuring: units of measurement | | * Listening and comprehension * Sequencing and FMS * Science: bacteria * Geography & PSHE (multi-culturalism); * Reading & Sequencing * Science: cooking & nutrients * PSHE – nutrition * Maths – units; addition |
| SLD:   * Hygiene and safety: handwashing; fastening aprons * Washing up & drying up : using sponges, brushes and tea towels * Cleaning: wiping surfaces * Simple snacks and meals: using a toaster; using a hob * Ingredients and nutrition: identifying food; identifying healthy/ unhealthy food | | * Speech & Language * Fine Motor Skills * Listening & sequencing skills * Geography & PSHE (multi-culturalism); * Reading & Sequencing * Science: cooking & nutrients * PSHE – nutrition | SLD:   * Hygiene and safety: handwashing; fastening aprons; slips, trips & falls * Washing up & drying up : using sponges, brushes and tea towels * Cleaning: wiping surfaces * Simple snacks and meals: using an oven * Ingredients and nutrition: what makes a healthy meal * Counting and measuring | | * Listening and comprehension * Sequencing and FMS * Geography & PSHE (multi-culturalism); * Reading & Sequencing * Science: cooking & nutrients * PSHE – nutrition * Maths – units; addition |
| SLD complex   * Hygiene and safety: handwashing; fastening aprons; * Washing up & drying up : using sponges, brushes & tea towels * Cleaning: wiping surfaces * Basic snacks and meals: using a toaster * Ingredients and nutrition: identifying food | | * Speech & Language * Fine Motor Skills * Listening & sequencing skills * Reading & Sequencing * PSHE – nutrition | SLD Complex   * Hygiene and safety: hand washing; aprons; hot =danger * Washing & drying up: using sponges, brushes & tea towels * Cleaning: wiping surfaces * Basic snacks & meals: using a toaster & hob * Ingredients and nutrition: identifying food & ingredients * Counting & measuring ingredients | | * Listening and comprehension * Sequencing and FMS * Reading & Sequencing * PSHE – nutrition * Maths – sets; counting |

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| **Term: Summer** | **OVERVIEW:** | **Cross-curricular** |
| MLD:   * Hygiene and safety: Storage in the fridge? * Cleaning: washing up, drying up & cleaning surfaces using appropriate cleaning products * Basic recipes - oven, grill and hob: multiple cooking methods * Weighing and measuring: amounts for recipes; ratios * Introducing new ingredients & understanding flavours | | * Science: cross-contamination * Listening and comprehension * Sequencing and FMS * Reading & Sequencing * Science: cooking & nutrients * PSHE – nutrition * Maths – addition; ratios |
| SLD:   * Hygiene and safety * Cleaning and drying * Simple snacks and meals – oven and grill * Counting and measuring ingredients & equipment | | * Listening and comprehension * Sequencing and FMS * Reading & Sequencing * Maths : counting; measuring |
| SLD Complex:   * Hygiene and safety: hand washing; aprons; hot =danger; sharp =danger * Cleaning and drying * Basic snacks and meals: using hob and oven * Ingredients and nutrition: identifying basic ingredients * Counting and measuring ingredients & equipment | | * Listening and comprehension * Sequencing and FMS * Reading & Sequencing * Memory skills * Maths : counting; measuring |



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