FOOD TECHNOLOGY



OUR APPROACH

At Columbus, we believe Food Technology is a vital subject that empowers every student with essential life skills, promoting independence, healthy living, and an understanding of the world around them. Our inclusive Food Technology program is specifically designed to engage, motivate, and challenge students with a wide range of special educational needs, including those working within the Engagement Model, whilst preparing them for a fulfilling future.

Our Food Technology curriculum is carefully planned and delivered to be broad, balanced, and highly differentiated, meeting the individual needs of our learners. Through practical, hands-on experiences, we enable students to acquire knowledge and skills related to healthy eating, food preparation, and understanding where food comes from. The curriculum is personalised to ensure every learner can reach their potential, maximising independence and preparing them to take their place in society with confidence and competence in managing their own dietary needs.

Introduction to the aims of the curriculum

Our curriculum aims to ensure that pupils develop

- Promote Healthy Eating and Nutrition
- Develop Practical Cooking Skills
- Understand Food Sources and Sustainability
- Foster Independence and Life Skills
- Ensure Access and Inclusion
- Provide Enjoyment and Motivation
- Prepare for Life Beyond School

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Aims of the Curriculum

Promote Healthy Eating and Nutrition

- Develop an understanding of the basic principles of a healthy and varied diet.
- Learn about different food groups and their importance for wellbeing.
- Encourage healthy lifestyle choices through practical food preparation.

Develop Practical Cooking Skills

- Acquire a repertoire of predominantly savoury dishes.
- Become competent in a range of cooking techniques (e.g. selecting and preparing ingredients, using utensils and electrical equipment, applying heat).
- Develop an awareness of taste, texture, and smell to season dishes and combine ingredients effectively.
- Foster the ability to adapt and use recipes to feed themselves and others.

Understand Food Sources and Sustainability

- Learn where food comes from, including understanding seasonality.
- Explore how a variety of ingredients are grown, reared, caught, and processed.
- Develop an appreciation for food origins and responsible consumption.

Foster Independence and Life Skills

- Improve self-management skills related to food preparation and hygiene.
- Develop decision-making abilities in choosing ingredients and planning meals.
- Enhance focus, attention, and task completion within a practical setting.
- Encourage safe practices in the kitchen environment.

Ensure Access and Inclusion

- Adapt activities and equipment to be accessible to all levels of ability, including those working within the Engagement Model.
- Use highly differentiated instruction and multi-sensory approaches to support diverse learning styles.
- Promote equal opportunities for all students to participate fully in practical food technology.

Provide Enjoyment and Motivation

- Offer engaging and relevant practical activities that promote active participation and sensory exploration.
- Cater to individual interests and strengths, fostering a positive attitude towards food and cooking.
- Provide a sense of achievement and joy through successful food preparation and tasting.

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Prepare for Life Beyond School

- Equip students with the practical skills needed for daily living and independent meal preparation.
- Encourage participation in community-based activities related to food and cooking.
- Promote lifelong healthy eating habits and an understanding of food choices.

Summary

Purpose and Aims:

- Equip students with essential life skills in healthy eating and food preparation.
- Promote independence, responsible choices, and an understanding of food sources.
- Ensure inclusive, accessible, and enjoyable learning experiences in Food Technology.
- Prepare students for adulthood with practical skills for daily living.

Approach and Methodology:

- Broad, balanced, and highly differentiated curriculum tailored to individual needs and EHCPs (Education, Health and Care Plans), including for Engagement Model students.
- Focus on practical, hands-on learning experiences to build culinary skills and knowledge.
- Integration of National Curriculum guidance for Key Stage 1, 2, 3 and 4, adapted to meet special educational needs.
- Emphasis on safety, hygiene, and sensory exploration within the kitchen environment.
- Impact evidenced through pupil ILP data, Tapestry entries, practical demonstrations, and teacher feedback.

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Hygiene	I know that there are hygiene rules to follow to keep me safe when preparing food.	• Pupils follow directions to wash hands independently. • Pupils can follow adult directions to put on an apron, wash fruit and vegetables before eating or preparing them.	• Pupils can wash hands and put on an apron with verbal prompting. • Pupils know not to put food in their mouth or use it for cooking if it falls on the floor or is dirty. • Pupils can follow adult directions to wash fruit and vegetables before eating or preparing.	• Pupils understand the need to wash their own hands, tie back hair and put on an apron. • Pupils know that before and after handling food they must wash their hands. • Pupils Know they must wash hands if they cough, sneeze or put their fingers in their mouth. • Pupils can wash fruit and vegetables before using or eating.	• Pupils wash their hands, tie back hair and put an apron on independently and prompt others. • Pupils know to check sell by dates and the condition of the food by using all my senses. • Pupils understand how and why we need to wash fruit and vegetables before using or eating them.
	Engagement Model • Exploration Pupils explore the different stimulus, including water, soap, etc • Realisation Pupils recognise what they need to do to wash their hands • Anticipation Pupils anticipate hand washing expectations by interpreting cues or prompts such as auditory • Persistence Pupils persist with the directed activity e.g. going to the bathroom, hands remaining in the water • Initiation Pupils will initiate personal hygiene routines				

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Kitchen safety	I know how to follow kitchen safety rules and use the equipment safely.	• Pupils are able to follow a 2 part instruction using familiar vocabulary. • Pupils are able to select the correct tool for the job out of a choice of 3.	• Pupils will stay at their table in the kitchen and walk sensibly around the kitchen with verbal prompting. • Pupils are able to select the correct item of equipment when shown a symbol or photo. • With help and supervision pupils will help clean the tables after cooking	• Pupils know they must stay at their table or stand with an adult when cooking at the hob. • Pupils are able to select the correct item of equipment and bring it safely back to their table. • With supervision pupils take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor	• Pupils know how to ensure that food preparation is done safely i.e turning the handle of a hot pan. • Pupils can select the appropriate equipment for preparing cold food. • Pupils can use basic electrical equipment to prepare a snack i.e. toast.
	Engagement Model • Exploration Pupils explore the different utensils needed for cooking after being modelled by an adult. • Realisation Pupils recognise familiar and follow them to stay safe with adult guidance • Anticipation Pupils anticipate what will happen next, cause and effect • Persistence Pupils show a determined effort to interact with the utensils • Initiation Pupils will make a choice based on their prior knowledge				

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Healthy Eating	I know how to make healthy food choices to ensure a healthy diet.	• Pupils use a range of senses to explore a range of healthy foods. • Pupils can identify foods that they like. • Pupils can name some healthy foods	• Pupils can smell or taste a range of fruit and vegetables. • Pupils can identify some foods they like or dislike. • pupils are able to design a healthy lunchbox or dinner from a choice of different items.	• Pupils understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods • Pupils are able to design a healthy lunchbox or dinner independently from a wider choice of foods.	• Pupils are able to identify the difference between healthy and unhealthy foods. • Pupils can identify what foods/ drinks go where on the eatwell guide.
	Engagement Model • Exploration Pupils explore the different foods through their senses • Realisation Pupils demonstrate through a variety of means that they like or dislike a certain food • Anticipation Pupils react to the taste, smell, touch of a variety of different foods • Persistence Pupils will repeating try/explore different foods • Initiation Pupils will reach towards different foods and activity explore them independently by using all or some of their senses.				

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Using kitchen utensils	I know how to use utensils and cutlery safely in a range of ways	• Pupils are able to use a variety of simple tools with more accuracy in a range of practical experiences, for example mashing a banana with a masher, scooping out the seeds out of a pumpkin, and sawing playdoh.	• Pupils are able to feed themselves using cutlery. • With close supervision, and physical guidance, pupils can use the bridge hold to cut soft foods using a table knife,crush or mash cold food in a bowl and use a rolling pin to flatten and roll out dough • Pupils can peel fruit using their hands, tear food to divide it (eg lettuce leaves, fresh herbs), they can use their hands to shape dough into small balls or shapes • With help and supervision, pupils can mix, stir, assemble and arrange cold ingredients (eg sandwich, • Pupils can sprinkle garnish on cold food (eg herbs, grated cheese)	• Pupils can use measuring spoons for liquids, solids and dry ingredients • Pupils will begin to use a jug to measure liquids • Pupils will begin to use digital weighing scales • Pupils are able to use cutlery to eat a meal • With close supervision,pupils can use the bridge hold to cut harder foods (eg apple pieces) and use the claw grip to cut soft foods (eg tomato) • With close supervision, pupils can mash cooked food (eg potatoes with a masher) and peel soft vegetables using a peeler (eg cucumber) • With close supervision, pupils can grate soft food using a grater (eg cheese) • Pupils can sift flour into bowl and mix, stir and combine liquid and dry ingredients (eg muffins) • With help, pupils will use hands to rub butter into flour (eg rock buns) & crack an egg and beat using a fork • With supervision, pupils will use a small table knife for spreading soft spreads onto bread • Pupils can knead and shape dough • Pupils will be able to use biscuit cutters accurately	• Pupils can measure liquids, solids and dry foods accurately. • Pupils can use scales accurately to measure a range of ingredients. • Pupils can cut both hard and soft foods into a range of shapes i.e. cubes,strips • Pupils can use a potato masher, cheese grater and peeler safely and independently • Pupils can follow kitchen safety rules when using utensils

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	Engagement Model • Exploration Pupils explore the different utensils needed for cooking after being modelled by an adult. • Realisation Pupils use newly developed skills or knowledge in new ways • Anticipation Pupils anticipate what will happen next, cause and effect • Persistence Pupils show a determined effort to interact with the utensils • Initiation Pupils will make a choice based on their prior knowledge				
Ingredients	I know where food comes from and the process it goes through.	• Pupils will select items of food when given a picture or symbol. • Pupils know that food can be grown or bought from shops • Pupils know what animals live on a farm.	• Pupils know that some special foods are eaten on special occasions, for example pancakes, easter eggs. • Pupils can match key food items to where they come from: milk: cow, eggs: hen, tomatoes: plant etc • Pupils know the names of different meats.	• Pupils will recognise a range of familiar ingredients (eg vegetables, dairy, eggs) • Pupils know some of the influences on the food we eat (eg celebrations, preferences) • Pupils know what meat comes from what animal.	• Pupils recognise a range of familiar and unfamiliar ingredients and know what is needed for specific meals. • Pupils know the process of from Fork to Fork. • Pupils know that different occasions have different foods associated with them. I.e. Diwali • Pupils know that animals are a source of food.
	Engagement Model • Exploration Pupils explore different food packages in role play and real life situations • Realisation Pupils realise that you have a choice of foods in a shop/ cafe/dinner time etc • Anticipation Pupils can make a choice of food through photo/object exchange • Persistence Pupils will persist with seeking food grown in soil/ when waiting for food to arrive / cooked etc • Initiation Pupils will actively engage in exploring a toy farm, reaching towards different animals and activities of their own choosing.				

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		Key Vocabulary • Hot, • Safe • Fruit • Vegetables • Prepare • Healthy • Mash • Scoop • Like • Don't like • Touch • Taste • Smell • Look • Wash • Clean	**Key Vocabulary** • Apron, • Clean • Safe • Celebrate • Animals • Shop • Ingredients • Burn, • Sweet • Spicy • Juicy • Sticky • Mix • Stir • Peel • Cut • Saw • Sift	**Key Vocabulary** • Germs, • Hob, • Over • Special occasions • Festival • Meats • Diary • Bitter • Sour • Fresh • Chewy, • Knead • Pour • Grate • Weighing • Liquid • Solid • Meat	**Key Vocabulary** • Condition • Preparation • Electrical • Healthy • Unhealthy • Scales • Protein • Carbohydrates • Pulses • Fresh • Tinned • Frozen • Processed
	Resources: https://www.bbcgoodfood.com/recipes/collection/diwali-recipes				