



Key Stage 4 Life Skills Developmental Framework

Our Life Skills Curriculum in Key Stage 4 is a combination of food technology, independent travelling skills and personal safety skills. The Intent of this curriculum is to develop the following key skills:

- Learn key skills in cooking healthy meals from fresh ingredients
- Learn how to use public transport
- Provide pupils with knowledge of personal safety, hygiene, nutrition and how to find sources of information
- Learn how to interact with a range of people in the community and in school to in a safe and appropriate manner
- Learn how to solve problems when out in the community and be able to identify people who can help them if needed.
- Develop tolerance, respect and understanding of different faiths.

The curriculum follows a three year rolling programme with pupils in Key Stage 4 developing cooking and food preparation skills. Pupils learning at the ‘Development’ and ‘Enhancing’ stage will work towards BTEC Home Cooking Skills Level 1 and pupils learning at the ‘Encountering’ stage will work towards achieving AQA Unit Awards ‘Sensory Cooking Skills’ and ‘Basic Cooking Skills with Support’ and ‘ Life Skills:Basic Cooking, with support’..

Cycle One					
Autumn Term					
Following a Recipe and Selecting Ingredients for Making a Soup/ Online Safety			Following a Recipe and Selecting Ingredients to Make a Pasta Dish		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing

<ul style="list-style-type: none"> • Pupils will recognise and understand the health and safety signs in a kitchen eg hot water, hazard • Pupils will be able to follow a sequence of hygiene when in the kitchen with adult support eg hair tied back, apron on, wash hands. • Pupils will learn the 	<ul style="list-style-type: none"> • Pupils will understand the importance of personal hygiene when cooking. • Pupils will learn the sequence of hygiene in the kitchen before cooking. • Pupils will develop skills in slicing and chopping safely. 	<ul style="list-style-type: none"> • Pupils will be able to chop and slice independently and safely. • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe why certain hygiene routines are followed. 	<ul style="list-style-type: none"> • Pupils will follow personal hygiene rules when using the kitchen. • Pupils will collect at least three items of equipment and at least two ingredients following a visual cue. • Pupils will follow verbal instructions to complete the task of toasting and buttering bread 	<ul style="list-style-type: none"> • Pupils will research a range of different pasta dishes and analyse the nutritional value of each. • Pupils will follow a range of recipes for making pasta dishes (see Home cooking skills resources in BTEC home cooking skills folder). • Pupils will go to the shop and 	<ul style="list-style-type: none"> • Pupils will be able to chop and slice independently and safely. • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to independently buy foods from a supermarket and select a recipe to follow. • Pupils will be able to independently and safely follow a recipe and explain the nutritional
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<p>rules of cooking in a kitchen eg no running, no shouting</p> <ul style="list-style-type: none"> • Pupils will be able to follow a recipe for making soup. 	<ul style="list-style-type: none"> • Pupils will research and explore different variations of soup. • Pupils will choose recipes to follow for making soups. • Pupils will select their ingredients from a shop for their recipe. • Pupils will understand 		<ul style="list-style-type: none"> • Pupils will follow verbal instructions to correctly measure out a portion of baked beans or fresh soup. • Pupils will be able to follow verbal instructions to heat food in a microwave and in a pan to cook on a hob. • Pupils will be able to follow verbal instructions for washing and drying dishes and 	<p>select the ingredients needed for a chosen recipe.</p> <ul style="list-style-type: none"> • Pupils will use their cooking skills when following a recipe. • Pupils will reflect on their learning. • Pupils will identify ways of passing on information about how to cook their favourite pasta dish. 	<p>value of what they have cooked.</p> <ul style="list-style-type: none"> • Pupils will be able to analyse the dishes they have cooked and suggest improvements when cooking the dish again.
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	<p>d the difference herbs and spices make to a recipe and adjust their recipe according to taste.</p> <ul style="list-style-type: none"> • Pupils will be able to evaluate their designs and products based on a given set of criteria. 		<p>putting things away.</p> <ul style="list-style-type: none"> • Pupils will carry out basic kitchen safety procedures. • 		
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	<ul style="list-style-type: none">• Pupils will learn the importance of cleaning the kitchen after use and washing, drying and putting away all equipment .• Pupils will reflect on their own learning.• Pupils will identify ways of				
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	<p>passing on information about home cooking.</p> <ul style="list-style-type: none">• Pupils will understand what is meant by online safety and the importance of privacy settings when playing or communicating online.• Pupils will understand				
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	<p>d the risks of communicating with people they don't know online and they will learn how to prevent those risks from becoming dangerous .</p> <ul style="list-style-type: none">• Pupils will learn how to recognise when something isn't safe				
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	and they will learn where to go to seek advice if they think something is not safe.				
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Spring 1			Spring 2		
Cooking for Vegetarians/ Visiting a Local City			Cooking with Rice/ Using Spreadsheets		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> Pupils will be able to understand that a vegetarian does not eat meat. 	<ul style="list-style-type: none"> Pupils will recap why people have different dietary needs. Pupils will understand the 	<ul style="list-style-type: none"> Pupils will be able to plan a journey into a city, assessing risks and taking into account times needed for arrival and departure. 	<ul style="list-style-type: none"> Pupils will follow personal hygiene rules when using the kitchen. Pupils will collect at 	<ul style="list-style-type: none"> Pupils will research a range of different rice dishes and analyse the nutritional value of each. 	<ul style="list-style-type: none"> Pupils will be able to chop and slice independently and safely. Pupils will be able to follow all kitchen hygiene routines safely and independently.

<ul style="list-style-type: none"> • Pupils will be able to sort food into meat and non-meat. • Pupils will be able to select utensils and ingredients they need following symbols as cues. • Pupils will be able to follow verbal prompts in 	<p>importance of catering to all needs when cooking.</p> <ul style="list-style-type: none"> • Pupils will research the type of foods available for vegetarians - processed and fresh order them according to price and nutritional value. • Pupils will research meals that could be made for vegetarians 	<ul style="list-style-type: none"> • Pupils will be able to find places to visit in Bradford using maps and plans and will be able to independently negotiate their way around Bradford, meeting at an agreed time. 	<p>least three items of equipment and at least two ingredients following a visual cue.</p> <ul style="list-style-type: none"> • Pupils will follow verbal instructions to complete the task of cooking pasta. • Pupils will follow verbal instructions to 	<ul style="list-style-type: none"> • Pupils will follow a range of recipes for making rice dishes (see Home cooking skills resources in BTEC home cooking skills folder). • Pupils will go to the shop and select the ingredients needed for a chosen recipe. • Pupils will use their cooking skills when 	<ul style="list-style-type: none"> • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to independently buy foods from a supermarket and select a recipe to follow. • Pupils will be able to independently and safely follow a recipe and explain the nutritional value of what they have cooked. • Pupils will be able to analyse the dishes they have cooked and suggest improvements when cooking the dish again.
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<p>following a recipe.</p> <ul style="list-style-type: none"> • Pupils will be able to chop and peel vegetables with help. • Pupils will practise staying safe in the community. • Pupils will practise using their preferred method of communication. 	<p>and select a recipe to cook.</p> <ul style="list-style-type: none"> • Pupils will select the ingredients they need for cooking a vegetarian meal (see resources in BTEC home cooking skills). • Pupils will follow a recipe and evaluate what they have learnt. Pupils will identify ways of sharing 		<p>correctly measure out a portion of pasta.</p> <ul style="list-style-type: none"> • Pupils will be able to follow verbal instructions to heat food in a pan to cook on a hob. • Pupils will be able to follow verbal instructions for washing and drying dishes and 	<p>following a recipe.</p> <ul style="list-style-type: none"> • Pupils will reflect on their learning. • Pupils will identify ways of passing on information about how to cook their favourite rice dish. • Pupils will learn how to use a spreadsheet to record data and use simple formulae to calculate totals. 	
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<p>ation in a different context.</p> <ul style="list-style-type: none"> • Pupils will learn what to do when travelling by bus and where to sit when using public transport. • Pupils will be able to cross the road safely. • 	<p>their dishes and recipes with others.</p> <ul style="list-style-type: none"> • Pupils will plan a journey to Bradford, taking into account the time they need to arrive and leave. • Pupils will use a timetable with support to identify the appropriate bus/ train to catch. • Pupils will learn how to buy a ticket and 		<p>putting things away.</p> <ul style="list-style-type: none"> • Pupils will carry out basic kitchen safety procedures. • 		
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	<p>where to sit on public transport.</p> <ul style="list-style-type: none">• Pupils will identify what they would like to see in Bradford, eg the science and media museum, specialist supermarkets.• Pupils will plan an itinerary for the day using maps and plans.• Pupils will identify risks of visiting the				
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	<p>city such as traffic, lots of people</p> <ul style="list-style-type: none"> • Pupils will be able to cross the road safely. 				
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Summer 1			Summer 2		
Cooking with Fish			Cooking with Chicken		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will use a hob with support. • Pupils will explore different cooking skills through sensory 	<ul style="list-style-type: none"> • Pupils will research a range of different fish dishes and analyse the nutritional value of each. • Pupils will follow a 	<ul style="list-style-type: none"> • Pupils will be able to chop and slice independently and safely. • Pupils will be able to follow all kitchen hygiene routines safely and 	<ul style="list-style-type: none"> • Pupils will use a hob and oven with support. • Pupils will select utensils and use them following verbal prompts. 	<ul style="list-style-type: none"> • Pupils will research a range of different rice dishes and analyse the nutritional value of each. • Pupils will follow a 	<ul style="list-style-type: none"> • Pupils will be able to chop, fry, bake and slice independently and safely. • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe why

<p>experience s.</p> <ul style="list-style-type: none"> • Pupils will use given utensils when making a fish pie. • Pupils will match a fish with a symbol. • Pupils will select two ingredients using prompts. • 	<p>range of recipes for making fish dishes (see Home cooking skills resources in BTEC home cooking skills folder). Pupils will go to the shop and select the ingredients needed for a chosen recipe.</p> <ul style="list-style-type: none"> • Pupils will use their cooking skills when 	<p>independently.</p> <ul style="list-style-type: none"> • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to independently buy foods from a supermarket and select a recipe to follow. • Pupils will be able to independently and safely follow a recipe and explain the nutritional 	<ul style="list-style-type: none"> • Pupils will select two ingredients using verbal prompts or symbols. • Pupils will participate in making simple chicken dishes. • Pupils will taste their dishes and say whether they like or dislike it using their preferred method of communication. • 	<p>range of recipes for making chicken dishes (see Home cooking skills resources in BTEC home cooking skills folder).</p> <ul style="list-style-type: none"> • Pupils will go to the shop and select the ingredients needed for a chosen recipe. • Pupils will use their cooking skills when following a recipe. 	<p>certain hygiene routines are followed.</p> <ul style="list-style-type: none"> • Pupils will be able to independently buy foods from a supermarket and select a recipe to follow. • Pupils will be able to independently and safely follow a recipe and explain the nutritional value of what they have cooked. • Pupils will be able to analyse the dishes they have cooked and suggest improvements when cooking the dish again.
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	<p>following a recipe.</p> <ul style="list-style-type: none"> • Pupils will reflect on their learning. • Pupils will identify ways of passing on information about how to cook their favourite fish dish. 	<p>value of what they have cooked.</p> <ul style="list-style-type: none"> • Pupils will be able to analyse the dishes they have cooked and suggest improvements when cooking the dish again. 		<ul style="list-style-type: none"> • Pupils will reflect on their learning. • Pupils will identify ways of passing on information about how to cook their favourite chicken dish. 	
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Cycle Two					
Autumn 1			Autumn 2		
Making Puddings			Making Bread/Visiting a Gurdwara		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing

<ul style="list-style-type: none"> • Pupils will recognise and understand the health and safety signs in a kitchen eg hot water, hazard • Pupils will be able to follow a sequence of hygiene when in the kitchen with adult support eg hair tied back, apron on, wash hands. 	<ul style="list-style-type: none"> • Pupils will understand the importance of personal hygiene when cooking. • Pupils will learn the sequence of hygiene in the kitchen before cooking. • Pupils will be able to practise the technique of rubbing 	<ul style="list-style-type: none"> • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to select a recipe and ingredients for the recipe independently. • Pupils will be able to make a range of puddings and 	<ul style="list-style-type: none"> • Pupils will take part in kneading and rolling bread dough. • Pupils will be able to follow verbal prompts in turning on an oven. • Pupils will experience a different religion and place of worship. • Pupils will be able to use their preferred communication method in a 	<ul style="list-style-type: none"> • Pupils will experience a different religion. • Pupils will learn how to be respectful in a religious building. • Pupils will understand the importance of welcoming visitors through offering food in the Sikh religion. • Pupils will learn the technique of rolling and 	<ul style="list-style-type: none"> • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to select a recipe and ingredients for the recipe independently. • Pupils will be able to make a range of breads and identify the nutritional value of each. • Pupils will be able to present their different types of bread in a way
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<ul style="list-style-type: none"> • Pupils will use the rubbing method to make crumble. • Pupils will participate in making puddings eg crumbles, gingerbread (see resources in BTEC home Cooking) • 	<p>together to make a crumble topping.</p> <ul style="list-style-type: none"> • Pupils will learn how to stew fruit. • Pupils will research different puddings and identify the nutritional value of each(see resources in BTEC Home Cooking). 	<p>identify the nutritional value of each.</p> <ul style="list-style-type: none"> • Pupils will be able to present their puddings in a way that is pleasing for the consumer. 	<p>different context.</p> <ul style="list-style-type: none"> • Pupils will begin to be able to interact with different people in the community. • Pupils will taste a range of types of bread and be able to say whether they like or dislike them. • Pupils will be able to cross the road safely. 	<p>kneading dough.</p> <ul style="list-style-type: none"> • Pupils will practise the techniques of mixing and shaping. • Pupils will learn and practise how to interact with the public safely and politely. • Pupils will research the different types of bread eaten in different cultures. • Pupils will taste a range of types of 	<p>that is pleasing for the consumer</p>
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	<ul style="list-style-type: none"> • Pupils will be able to read labels on food to identify the nutritional value of foods. • Pupils will be able to select a recipe and ingredients for that recipe. Pupils will follow recipes in making different puddings 			<p>bread and identify which they like and don't like.</p> <ul style="list-style-type: none"> • Pupils will practise reading food labels to identify the nutritional value of different types of bread. • Pupils will follow recipes for making bread (see BTEC resources). • Pupils will keep a record of 	
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	<p>and consider different accompaniments and their nutritional value eg custard/ yoghurt/ cream/ type of milk used to make custard.</p> <ul style="list-style-type: none"> • Pupils will select the appropriate utensils required for their cooking. 			<p>the baking they did, what they have learnt and how they would make improvements next time.</p> <ul style="list-style-type: none"> • Pupils will be able to cross the road safely. 	
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	<ul style="list-style-type: none">• Pupils will keep a record of their puddings and identify which they liked/ disliked and identify ways in which they could improve it next time.• Pupils will consider ways in which they can share recipes				
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	<p>with others.</p> <ul style="list-style-type: none"> • Pupils will begin to consider how presentation is important for the consumer. 				
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Spring 1			Spring 2		
Making healthy breakfasts			Making healthy salads/ Visit to Leeds		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will be able to follow verbal instruction 	<ul style="list-style-type: none"> • Pupils will research different breakfasts and 	<ul style="list-style-type: none"> • Pupils will be able to follow all kitchen hygiene routines safely and 	<ul style="list-style-type: none"> • Pupils will continue to follow hygiene 	<ul style="list-style-type: none"> • Pupils will research different salads and salad 	<ul style="list-style-type: none"> • Pupils will be able to follow all kitchen hygiene routines safely and independently.

<p>s in using a toaster.</p> <ul style="list-style-type: none"> • Pupils will be able to follow verbal instructions when buttering bread and toast. • Pupils will be able to select utensils. • Pupils will be able to select two ingredients using visual symbols for support. • Pupils will chop fresh 	<p>identify the nutritional value of each(see resources in BTEC Home Cooking).</p> <ul style="list-style-type: none"> • Pupils will be able to read labels on food to identify the nutritional value of foods. • Pupils will develop skills in toasting, 	<p>independently.</p> <ul style="list-style-type: none"> • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to describe the healthiest breakfast and give reasons for their ideas. • Pupils will be able to independently make a range of breakfasts and tidy up afterwards. 	<p>rules in the kitchen.</p> <ul style="list-style-type: none"> • Pupils will practise chopping, slicing and grating with support. • Pupils will link where vegetables come from with their plant. • Pupils will engage in mixing ingredients for a salad dressing. • Pupils will pour pre- 	<p>dressings and identify the nutritional value of each(see resources in BTEC Home Cooking).</p> <ul style="list-style-type: none"> • Pupils will develop skills in chopping, slicing, grating, boiling. • Pupils will identify the nutritional value of salad dressings 	<ul style="list-style-type: none"> • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to describe the healthiest salad and give reasons for their ideas. • Pupils will be able to independently plan a journey into Leeds, reading timetables and taking into account journey time. Pupils will be able to independently visit chosen places in Leeds and return to an agreed point at an agreed time. • Pupils will be able to solve problems
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<p>fruit and participate in making different breakfasts(see BTEC home cooking resources for recipes and ideas)</p> <ul style="list-style-type: none"> • Pupils will be able to pour pre-measured out ingredients • Pupils will be able to stir and mix with adult prompts. • Pupils will be able to 	<p>baking, stirring, frying, slicing, blending.</p> <ul style="list-style-type: none"> • Pupils will be able to identify the nutritional difference in frying versus grilling bacon and sausages. • Pupils will be able to select a recipe and ingredients for that recipe. 		<p>measured ingredients into a bowl.</p> <ul style="list-style-type: none"> • Pupils will use different utensils when mixing egg whisk, spoon. • Pupils will practise staying safe in the community. • Pupils will practise using their preferred method of communication in a 	<p>from a supermarket by reading food labels.</p> <ul style="list-style-type: none"> • Pupils will make a range of salads, following recipes. • They will keep a record of the salads made and which they preferred. • They will make notes regarding how they can make 	<p>independently and buy their own items from shops independently.</p> <ul style="list-style-type: none"> • • •
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<p>set a timer on a microwave.</p> <ul style="list-style-type: none"> • • 	<p>Pupils will follow recipes in making different smoothies and learn to make porridge and bacon, egg and sausage sandwiches.</p> <ul style="list-style-type: none"> • Pupils will select the appropriate utensils required for their cooking. 		<p>different context.</p> <ul style="list-style-type: none"> • Pupils will learn what to do when travelling by bus and where to sit when using public transport. • 	<p>improvements to their dishes next time.</p> <ul style="list-style-type: none"> • Pupils will be able to select and buy the ingredients needed for a salad from the shop. • Pupils will be able to consider ways in which they can serve salads to make them pleasing 	
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	<ul style="list-style-type: none"> • Pupils will keep a record of their breakfasts and identify which they liked/ disliked and identify ways in which they could improve it next time. • Pupils will consider ways in which they can share recipes 			<p>for the consumer.</p> <ul style="list-style-type: none"> • Pupils will plan a journey to Leeds, taking into account the time they need to arrive and leave. • Pupils will use a timetable with support to identify the appropriate bus/ train to catch. • Pupils will learn how to buy a ticket and where to sit on 	
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	<p>with others.</p> <ul style="list-style-type: none"> • Pupils will begin to consider how presentation is important for the consumer. • • 			<p>public transport.</p> <ul style="list-style-type: none"> • Pupils will identify what they would like to see in Leeds, eg the Leeds City Museum, Trinity Kitchen, specialist supermarkets. • Pupils will plan an itinerary for the day using maps and plans. • Pupils will identify risks of visiting the city such as traffic, 	
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				lots of people	
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Summer 1			Summer 2		
Cooking Pasta dishes			Making Light Snacks/ Visit to a Synagogue		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will follow personal hygiene rules when using the kitchen. • Pupils will collect at least three items of equipment and at least two ingredients 	<ul style="list-style-type: none"> • Pupils will research a range of different pasta dishes and • Pupils will follow a range of recipes for making pasta dishes (see Home cooking skills) 	<ul style="list-style-type: none"> • Pupils will be able to chop and slice independently and safely. • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe why 	<ul style="list-style-type: none"> • Pupils will follow verbal instructions to complete the task of toasting and buttering bread • Pupils will follow verbal instructions to correctly measure out a portion of baked 	<ul style="list-style-type: none"> • Pupils will be able to follow recipes to make light snacks (see BTECHome Cooking Skills resources) • Pupils will bake potatoes and 	<ul style="list-style-type: none"> • Pupils will be able to use an oven independently and safely. • Pupils will be able to organise their ingredients and utensils independently. • Pupils will independently select the ingredient they need and follow a recipe.

<p>following a visual cue.</p> <ul style="list-style-type: none"> • Pupils will be able to follow verbal instructions for washing and drying dishes and putting things away. • Pupils will carry out basic kitchen safety procedures. • 	<p>resources in BTEC home cooking skills folder).</p> <ul style="list-style-type: none"> • Pupils will go to the shop and select the ingredients needed for a chosen recipe. • Pupils will use their cooking skills when following a recipe. • Pupils will reflect on their learning. • Pupils will identify 	<p>certain hygiene routines are followed.</p> <ul style="list-style-type: none"> • Pupils will be able to independently buy foods from a supermarket and select a recipe to follow. • Pupils will be able to independently and safely follow a recipe and explain the nutritional value of what they have cooked. • Pupils will be able to 	<p>beans or fresh soup.</p> <ul style="list-style-type: none"> • Pupils will be able to follow verbal instructions to heat food in a microwave and in a pan to cook on a hob. • Pupils will experience a different religion and place of worship. • Pupils will be able to use their preferred communication method in a 	<p>identify different fillings for them.</p> <ul style="list-style-type: none"> • Pupils will identify the different nutritional value for each filling. • Pupils will learn how to use an oven safely and how to turn the heat up and down. • Pupils will cook omelettes and identify 	<ul style="list-style-type: none"> • Pupils will tidy up after cooking and explain the importance of cleaning all work surfaces.
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	<p>ways of passing on information about how to cook their favourite pasta dish.</p>	<p>analyse the dishes they have cooked and suggest improvements when cooking the dish again.</p>	<p>different context.</p> <ul style="list-style-type: none"> ● Pupils will begin to be able to interact with different people in the community. ● Pupils will be able to cross the road safely. 	<p>fillings they could put in an omelette.</p> <ul style="list-style-type: none"> ● Pupils will keep a record of the snacks made and analyse which they like best. ● Pupils will make a variety of sandwiches and fillings and identify the different nutritional values of each. 	
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				<ul style="list-style-type: none"> • Pupils will experience a different religion. • Pupils will learn how to be respectful in a religious building. • Pupils will be able to cross the road safely. 	
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Cycle Three					
Autumn 1			Autumn 2		
Cooking stews and curries with seasonal vegetables			Cooking Vegetarian Meals/ Visit to Thackray Medical Museum		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing

<ul style="list-style-type: none"> • Pupils will recognise and understand the health and safety signs in a kitchen eg hot water, hazard • Pupils will be able to follow a sequence of hygiene when in the kitchen with adult support eg hair tied back, apron on, wash hands. 	<ul style="list-style-type: none"> • Pupils will understand the importance of using seasonal vegetables for cost and the environment. • Pupils will develop skills in chopping, peeling, simmering and boiling. • Pupils will research a range of stews and 	<ul style="list-style-type: none"> • Pupils will be able to chop and slice independently and safely. • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to describe the seasonal ingredients in a recipe and 	<ul style="list-style-type: none"> • Pupils will be able to understand that a vegetarian does not eat meat. • Pupils will be able to sort food into meat and non-meat. • Pupils will be able to select utensils and ingredients they need following symbols as cues. 	<ul style="list-style-type: none"> • Pupils will recap why people have different dietary needs. • Pupils will understand the importance of catering to all needs when cooking. • Pupils will research the type of foods available for vegetarians-processed and fresh order them according to price and 	<ul style="list-style-type: none"> • Pupils will be able to compare recipes for vegetarians and analyse their nutritional value. • Pupils will be able to independently select recipe for making a vegetarian dish, buy the ingredients they need from a shop and independently follow the recipe. Pupils will take into account the presentation of the dish and evaluate their product.
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<ul style="list-style-type: none"> • Pupils will begin to use a knife to chop soft food • Pupils will learn the rules of cooking in a kitchen eg no running, no shouting • Pupils will be able to chop and peel food with support. • Pupils will be able to pour pre-measured 	<p>curries (see BTEC Home Cooking skills resources).</p> <ul style="list-style-type: none"> • Pupils will follow recipes for making stews and curries. • Pupils will keep a record of the dishes they have created, whether they liked them and how they would 	<p>why using seasonal vegetables is important.</p> <ul style="list-style-type: none"> • Pupils will be able to independently follow a recipe and present it in a visually pleasing way. • 	<ul style="list-style-type: none"> • Pupils will be able to follow verbal prompts in following a recipe. • Pupils will be able to chop and peel vegetables with help. • Pupils will practise staying safe in the community. • Pupils will practise using their preferred method of 	<p>nutritional value.</p> <ul style="list-style-type: none"> • Pupils will research meals that could be made for vegetarians and select a recipe to cook. • Pupils will select the ingredients they need for cooking a vegetarian meal (see resources in BTEC home cooking skills). • Pupils will follow a recipe and evaluate 	
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<p>ingredient s into a pan.</p> <ul style="list-style-type: none"> • Pupils will participate in cooking with support. • Pupils will use a range of utensils when cooking. • 	<p>improve them next time.</p> <ul style="list-style-type: none"> • • • 		<p>communication in a different context.</p> <ul style="list-style-type: none"> • Pupils will be able to cross the road safely. • 	<p>what they have learnt. Pupils will identify ways of sharing their dishes and recipes with others.</p> <ul style="list-style-type: none"> • Pupils will take into account the presentation of the dish for consumers. • • Pupils will practise communicating and interacting with different people in 	
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				<p>the community.</p> <ul style="list-style-type: none"> • Pupils will be able to cross the road safely. 	
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Spring 1			Spring 2		
Cooking with Rice			Cooking with Fish/ Shopping in the Local Area		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will follow personal hygiene rules when using the kitchen. • Pupils will collect at least three items of equipment and at 	<ul style="list-style-type: none"> • Pupils will research a range of different rice dishes and analyse the nutritional value of each. • Pupils will follow a range of 	<ul style="list-style-type: none"> • Pupils will be able to chop and slice independently and safely. • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe 	<ul style="list-style-type: none"> • Pupils will use a hob with support. • Pupils will explore different cooking skills through sensory 	<ul style="list-style-type: none"> • Pupils will research a range of different fish dishes and analyse the nutritional value of each. • Pupils will follow a range of 	<ul style="list-style-type: none"> • Pupils will be able to chop and slice independently and safely. • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe why certain hygiene

<p>least two ingredients following a visual cue.</p> <ul style="list-style-type: none"> • Pupils will follow verbal instructions to complete the task of cooking pasta. • Pupils will follow verbal instructions to correctly measure out a portion of pasta. • Pupils will be able to follow 	<p>recipes for making rice dishes (see Home cooking skills resources in BTEC home cooking skills folder).</p> <ul style="list-style-type: none"> • Pupils will go to the shop and select the ingredients needed for a chosen recipe. • Pupils will use their cooking skills when following a recipe. 	<p>why certain hygiene routines are followed.</p> <ul style="list-style-type: none"> • Pupils will be able to independently buy foods from a supermarket and select a recipe to follow. • Pupils will be able to independently and safely follow a recipe and explain the nutritional value of what they have cooked. • Pupils will be able to analyse the dishes they have cooked and suggest improvements 	<p>experiences.</p> <ul style="list-style-type: none"> • Pupils will use given utensils when making a fish pie. • Pupils will match a fish with a symbol. • Pupils will select two ingredients using prompts. • Pupils will practise using their 	<p>recipes for making fish dishes (see Home cooking skills resources in BTEC home cooking skills folder). Pupils will go to the shop and select the ingredients needed for a chosen recipe.</p> <ul style="list-style-type: none"> • Pupils will use their cooking skills when following a recipe. • Pupils will reflect on 	<p>routines are followed.</p> <ul style="list-style-type: none"> • Pupils will be able to independently buy foods from a supermarket and select a recipe to follow. • Pupils will be able to independently and safely follow a recipe and explain the nutritional value of what they have cooked. • Pupils will be able to analyse the dishes they have cooked and suggest improvements when cooking the dish again.
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<p>verbal instructions to heat food in a pan to cook on a hob.</p> <ul style="list-style-type: none"> • Pupils will be able to follow verbal instructions for washing and drying dishes and putting things away. • Pupils will carry out basic kitchen safety procedures . 	<ul style="list-style-type: none"> • Pupils will reflect on their learning. • Pupils will identify ways of passing on information about how to cook their favourite rice dish. • 	<p>when cooking the dish again.</p>	<p>preferred communication skills in a range of contexts.</p> <ul style="list-style-type: none"> • Pupils will understand, through first hand experience, that we exchange money for items we want to buy. • Pupils will be able to cross the 	<p>their learning.</p> <ul style="list-style-type: none"> • Pupils will identify ways of passing on information about how to cook their favourite fish dish. • Pupils will be able to find and buy the items they need for their recipe in a shop. • Pupils will practise asking for help and interacting with different 	
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•			road safely.	people in the community. • Pupils will be able to cross the road safely.	
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Summer 1			Summer 2		
Cooking With Chicken			Making Puddings/ Visit to West Leeds Activity Centre		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will use a hob and oven with support. • Pupils will select utensils and use them following 	<ul style="list-style-type: none"> • Pupils will research a range of different rice dishes and analyse the nutritional value of each. • Pupils will follow a 	<ul style="list-style-type: none"> • Pupils will be able to chop, fry, bake and slice independently and safely. • Pupils will be able to follow all kitchen hygiene routines safely and 	<ul style="list-style-type: none"> • Pupils will recognise and understand the health and safety signs in a kitchen eg hot water, hazard • 	<ul style="list-style-type: none"> • Pupils will understand the importance of personal hygiene when cooking. • Pupils will learn the sequence 	<ul style="list-style-type: none"> • Pupils will be able to follow all kitchen hygiene routines safely and independently. • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to select a recipe

<p>verbal prompts.</p> <ul style="list-style-type: none"> • Pupils will select two ingredients using verbal prompts or symbols. • Pupils will participate in making simple chicken dishes. • Pupils will taste their dishes and say whether they like or dislike it using their preferred method of 	<p>range of recipes for making chicken dishes (see Home cooking skills resources in BTEC home cooking skills folder).</p> <ul style="list-style-type: none"> • Pupils will go to the shop and select the ingredients needed for a chosen recipe. • Pupils will use their cooking skills when 	<p>independently.</p> <ul style="list-style-type: none"> • Pupils will be able to describe why certain hygiene routines are followed. • Pupils will be able to independently buy foods from a supermarket and select a recipe to follow. • Pupils will be able to independently and safely follow a recipe and explain the nutritional 	<ul style="list-style-type: none"> • Pupils will be able to follow a sequence of hygiene when in the kitchen with adult support eg hair tied back, apron on, wash hands. • Pupils will use the rubbing method to make crumble. • Pupils will participate in making puddings eg crumbles, gingerbread (see 	<p>of hygiene in the kitchen before cooking.</p> <ul style="list-style-type: none"> • Pupils will be able to practise the technique of rubbing together to make a crumble topping. • Pupils will learn how to stew fruit. • Pupils will research different puddings 	<p>and ingredients for the recipe independently.</p> <ul style="list-style-type: none"> • Pupils will be able to make a range of puddings and identify the nutritional value of each. • Pupils will be able to present their puddings in a way that is pleasing for the consumer. • • For West Leeds Activity Centre: • Pupils will develop problem solving skills • Pupils will develop team building skills • Pupils will be mentally and
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<p>communication.</p>	<p>following a recipe.</p> <ul style="list-style-type: none"> • Pupils will reflect on their learning. • Pupils will identify ways of passing on information about how to cook their favourite chicken dish. 	<p>value of what they have cooked.</p> <ul style="list-style-type: none"> • Pupils will be able to analyse the dishes they have cooked and suggest improvements when cooking the dish again. 	<p>resources in BTEC home Cooking)For West Leeds Activity Centre:</p> <ul style="list-style-type: none"> • Pupils will develop problem solving skills • Pupils will develop team building skills • Pupils will be mentally and physically challenged when 	<p>and identify the nutritional value of each(see resources in BTEC Home Cooking).</p> <ul style="list-style-type: none"> • Pupils will be able to read labels on food to identify the nutritional value of foods. • Pupils will be able to select a recipe and ingredients for that 	<p>physically challenged when taking part in activities that are unfamiliar to them.</p> <ul style="list-style-type: none"> • Pupils will learn to interact and take instructions from different adults.
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			<p>taking part in activities that are unfamiliar to them.</p> <ul style="list-style-type: none"> • Pupils will learn to interact and take instructions from different adults. 	<p>recipe. Pupils will follow recipes in making different puddings and consider different accompaniments and their nutritional value eg custard/ yoghurt/ cream/ type of milk used to make custard.</p>	
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				<ul style="list-style-type: none">• Pupils will select the appropriate utensils required for their cooking.• Pupils will keep a record of their puddings and identify which they liked/ disliked and identify ways in which they could	
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				<p>improve it next time.</p> <ul style="list-style-type: none">● Pupils will consider ways in which they can share recipes with others.● Pupils will begin to consider how presentation is important for the consumer.● For West Leeds Activity Centre:	
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				<ul style="list-style-type: none">• Pupils will develop problem solving skills• Pupils will develop team building skills• Pupils will be mentally and physically challenged when taking part in activities that are unfamiliar to them.	
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				<ul style="list-style-type: none">• Pupils will learn to interact and take instructions from different adults.	
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