



# Food Technology Action Plan & Report

**PJ FLEMING**  
**22/23**

LTP	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Journey 1   Confident Community Engagement</b>						
Central	Sandwiches	Biscuits	Healthy Homemade Snacks	Hot Drinks/Cold Drinks	Grain Salads	Fruit & Vege Salads
Circle	Sandwiches	Biscuits	Healthy Homemade Snacks	Hot Drinks/Cold Drinks	Grain Salads	Fruit & Vege Salads
Victoria	Pasta	Soup	Rice	Utensils	International Dishes	Summer Foods
<b>Journey 2   Community Engagement and Employment Opportunities</b>						
Northern	Sandwiches	Biscuits	Healthy Homemade Snacks	Hot Drinks/Cold Drinks	Grain Salads	Fruit & Vege Salads
Piccadilly	Sandwiches	Biscuits	Healthy Homemade Snacks	Hot Drinks/Cold Drinks	Grain Salads	Fruit & Vege Salads
Metropol.	Sandwiches	Biscuits	Healthy Homemade Snacks	Hot Drinks/Cold Drinks	Grain Salads	Fruit & Vege Salads
Jubilee	Healthy Homemade Snacks	Kitchen Utensils	Simple Soups	Oven/Grill/Hob	International Snacks	Summer Bites
Elizabeth	Vegetarian Shepherd's Pie with Sweet Potato Mash	Simple Squash Risotto	Vegetarian Lasagne	Vegetarian Bolognese	Vegetarian Thai Green Curry	Roasted Tomato, Basil & Parmesan Quiche



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<b>Journey 3   Further Study and Skilled Work Opportunities</b>						
District	Healthy Homemade Snacks	Kitchen Utensils	Simple Soups	Oven/Grill/Hob	International Snacks	Summer Bites
Bakerloo	Vegetarian Shepherd's Pie with Sweet Potato Mash	Simple Squash Risotto	Vegetarian Lasagne	Vegetarian Bolognese	Vegetarian Thai Green Curry	Roasted Tomato, Basil & Parmesan Quiche
Ham. & City	Vegetarian Shepherd's Pie with Sweet Potato Mash	Simple Squash Risotto	Vegetarian Lasagne	Vegetarian Bolognese	Vegetarian Thai Green Curry	Roasted Tomato, Basil & Parmesan Quiche
Wat. & City	Vegetarian Shepherd's Pie with Sweet Potato Mash	Simple Squash Risotto	Vegetarian Lasagne	Vegetarian Bolognese	Vegetarian Thai Green Curry	Roasted Tomato, Basil & Parmesan Quiche
DLR	Vegetarian Shepherd's Pie with Sweet Potato Mash	Simple Squash Risotto	Vegetarian Lasagne	Vegetarian Bolognese	Vegetarian Thai Green Curry	Roasted Tomato, Basil & Parmesan Quiche

Curriculum Intent	
BEAR Values	
Personalisation	Differentiation
<ul style="list-style-type: none"> <li>☞ EHCP Outcomes</li> <li>☞ Preparing for Adulthood:               <ul style="list-style-type: none"> <li>Employment</li> <li>Health</li> <li>Community Inclusion</li> <li>Independent Living</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☞ 3 Journeys:               <ol style="list-style-type: none"> <li>1. Confident Community Engagement</li> <li>2. Community Engagement and Employment Opportunities</li> <li>3. Further Work and Skilled Work Opportunities</li> </ol> </li> <li>☞ Pathways   Voyages</li> <li>☞ (Non-)Subject-specific knowledge and skills</li> </ul>

Intent (contributing to SDP)	Implementation (how this action plan supports the SDP)	Impact (on students' progress)
<b>Central (1), Circle (1), Victoria (1)</b>		
<b>Journey 1   Confident Community Engagement</b>		
<p>To introduce students to basic recipes under each of the half term headings to enable them to build a knowledge bank encouraging familiarity with utensils/appliances, tastes and flavours, and basic cooking processes appropriate to lesson timings and initial competencies. This will facilitate repetition of each of the processes to fully grow the individual student competencies. Emphasis will be placed on cafe style food that can be created and utilised in the Oaktree Cafe - all aspects of the catering model will be covered off from preparing food to storing ingredients; all aspects of food hygiene and surface cleaning, and eventually leading on to staffing the cafe: taking orders, delivering orders, cleaning up, interfacing with consumers who are not in class units - encouraging socialisation and independence.</p> <p style="background-color: #ffff00;">Denotes classes taught by EL- Cafe classes</p>	<p>Using the EHCP outcomes as objectives to be achieved, and in line with PFA objectives, the work covered will include familiarisation with basic kitchen tasks including cooking, cleaning and preparing for cooking. Kitchen safety and elementary hygiene will take a natural place within the learning sessions and will be reinforced regularly, as will H&amp;S initiatives. Repetitive teaching will enhance opportunities for students to cement skill levels and, in time, the skill levels will grow at a pace suited to individual student capabilities.</p>	<p>Food Technology provides the skills and develops the knowledge for pupils to manage their own and future family lifestyles. It contributes significantly to the levels of independence that we focus on our students achieving, particularly in 'Preparation for Adulthood'</p> <p style="padding-left: 40px;">The students will have a feeling of achievement, pride and self-worth in their practical work.</p> <p style="padding-left: 40px;">The work covered has a huge potential to increase their confidence levels.</p> <p style="padding-left: 40px;">It will assist students to take the initiative (as they plan, organize and execute their work) to be increasingly independent individuals.</p> <p style="padding-left: 40px;">It may also provide a route to future employment.</p>
<b>Northern (2), Piccadilly (2), Metropolitan (2)</b>		
<b>Jubilee (2), Elizabeth (2)</b>		
<b>Journey 2   Community Engagement and Employment Opportunities</b>		
<p>To introduce students to basic recipes under each of the half term headings to enable them to build a knowledge bank encouraging familiarity with utensils/appliances, tastes and flavours, and basic cooking processes appropriate to lesson timings and initial competencies. This will facilitate repetition of each of the processes to fully grow the individual student competencies. Students will also begin to</p>	<p><i>"We aim for our students to leave happy and confident, with the talents and potential to go on to lead fulfilling and independent lives." – taken from the Oaktree School Vision Statement</i></p> <ul style="list-style-type: none"> <li>- In line with our Oaktree School ethos we teachers of Food Technology provide a safe, welcoming, inclusive, caring and supportive environment where, using 'total</li> </ul>	<p>Food Technology provides the skills and develops the knowledge for pupils to manage their own and future family lifestyles. It contributes significantly to the levels of independence that we focus on our students achieving, particularly in 'Preparation for Adulthood'</p> <p style="padding-left: 40px;">The students will have a feeling of achievement, pride and self-worth in their practical work.</p>



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<p>establish a knowledge bank of nutritious recipes that they will be able to follow and complete independently.</p> <p style="background-color: yellow; margin-top: 20px;">Denotes classes taught by EL- Cafe classes</p> <p style="background-color: cyan; margin-top: 5px;">Denotes classes taught by PJF</p>	<p>communication strategies’, each student is expected to work to a high standard by being <b><u>BRAVE</u></b> when faced with new challenges, by ensuring that <b><u>EVERY</u></b> classmate has unimpeded access to all that we have to offer in the department, by <b><u>AIMING HIGH</u></b> to fulfill individual capabilities, and by <b><u>RESPECTING</u></b> and caring for everyone involved in the lesson and for the Food Technology working spaces. All students take part in weekly Food Tech lessons to encourage familiarisation from the day they start at Oaktree. Knowledge acquisition and skill levels are all built up slowly and systematically to ensure that students have a clear learning pathway that allows for consolidation and progression. By the end of each half term/year/Oaktree ‘lifetime’ pupils will have learned how to:</p> <ul style="list-style-type: none"> <li>- cook with reference to safety and hygiene</li> <li>- cook a repertoire of dishes so that they are able to feed themselves and others</li> <li>- have a clear understanding of what a healthy and varied diet is</li> <li>- become competent in a range of cooking techniques (including: selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell; adapting and using their own recipes)</li> <li>- understand and apply the principles of a healthy and varied diet</li> </ul>	<p>The work covered has a huge potential to increase their confidence levels.</p> <p>It will assist students to take the initiative (as they plan, organize and execute their work) to be increasingly independent individuals.</p> <p>It may also provide a route to future employment.</p>
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	<ul style="list-style-type: none"> <li>- understand where and how a variety of ingredients are grown, reared, caught and processed</li> <li>- understand how to undertake and complete essential household tasks in a safe and focused manner</li> <li>- and, most especially, to love food in all its forms.</li> </ul>	
<b>W&amp;C (3), District (3), Bakerloo (3), H&amp;C (3), DLR (3) Journey 3   Further Study and Skilled Work Opportunities</b>		
<p>To follow the recipe for a nutritious meal for six weeks each half term with a start point of teacher/Isa led instruction that diminishes each week handing over the preparation and cooking of the meal, by the end of the half term, to the students (focusing on individual capabilities) with the objective of giving our students a series of recipes with which they become familiar and will be able to, in time, prepare and cook at home independently.</p> <p style="background-color: #e0f0ff; padding: 2px;"><b>Denotes classes taught by PJF</b></p>	<p>As for Journey 2</p>	<p>Food Technology provides the skills and develops the knowledge for pupils to manage their own and future family lifestyles. It contributes significantly to the levels of independence that we focus on our students achieving, particularly in 'Preparation for Adulthood'</p> <p style="padding-left: 40px;">The students will have a feeling of achievement, pride and self-worth in their practical work.</p> <p style="padding-left: 40px;">The work covered has a huge potential to increase their confidence levels.</p> <p style="padding-left: 40px;">It will assist students to take the initiative (as they plan, organize and execute their work) to be increasingly independent individuals.</p> <p style="padding-left: 40px;">It may also provide a route to future employment.</p>
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<b>Teacher Appraisal - My Post Holder target</b>
- To educate students to a level wherein they can, independently, recreate dishes that they have learned to cook in class

<b>Autumn Term – moderation notes (students' work, EFL)</b>

<b>Autumn Term – progress with intent of action plan</b>
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<b>Autumn Term – notes on student progress</b>

<b>Spring Term – moderation notes (students' work, EFL)</b>

<b>Spring Term – progress with intent of action plan</b>

<b>Spring Term – notes on student progress</b>

<b>Summer Term – moderation notes (students' work, EFL)</b>

<b>Summer Term – progress with intent of action plan</b>

<b>Summer Term – notes on student progress</b>

Cross-Curricular links, SMSC, FBV			
Journey 1   Confident Community Engagement		Journey 3   Further Study and Skilled Work Opportunities	
Central	<p><b>Maths:</b> Number: Counting ingredients (Autumn 1, Spring 1) Volume: Liquid measuring (Summer 1) Time: Preparation time &amp; cooking time (Spring 1) <b>IT:</b> Supermarkets &amp; shops (Spring 1), Microwave (Summer 1)</p>	District	<p><b>Maths:</b> Addition &amp; subtraction using ingredients (Autumn 1 &amp; 2) <b>Science:</b> Food packaging and sustainability (Spring 2)</p>
Circle	<p><b>Maths:</b> Number: Counting ingredients (Autumn 1, Spring 1) Volume: Liquid measuring (Summer 1) Time: Preparation time &amp; cooking time (Spring 1) <b>IT:</b> Supermarkets &amp; shops (Spring 1), Microwave (Summer 1)</p>	Bakerloo	<p><b>Maths:</b> Addition &amp; subtraction using ingredients (Autumn 1 &amp; 2) <b>Science:</b> Food packaging and sustainability (Spring 2)</p>
Victoria	<p><b>Maths:</b> Number: Counting ingredients (Autumn 1, Spring 1) Volume: Liquid measuring (Summer 1) Time: Preparation time &amp; cooking time (Spring 1) <b>IT:</b> Supermarkets &amp; shops (Spring 1,) Microwave (Summer 1),</p>	Ham. & City	<p><b>Maths:</b> Addition &amp; subtraction using ingredients (Autumn 1 &amp; 2) <b>Science:</b> Food packaging and sustainability (Spring 2)</p>
Journey 2   Community Engagement and Employment Opportunities		Wat. & City	<p><b>Maths:</b>Time: Preparation time &amp; cooking time (Summer 1 &amp; 2)</p>
Northern	<p><b>Maths:</b> Time: Preparation time &amp; cooking time (Summer 1 &amp; 2) <b>IT:</b> Supermarkets &amp; shops (Summer 2) <b>Science:</b> Healthy heart, healthy body (Autumn 2) Linking to food packaging / recycling &amp; Sustainability (Spring 1)</p>	DLR	<p><b>Maths:</b>Time: Preparation time &amp; cooking time (Summer 1 &amp; 2)</p>
Piccadilly	<p><b>Maths:</b> Time: Preparation time &amp; cooking time (Summer 1 &amp; 2) <b>IT:</b> Supermarkets &amp; shops (Summer 2) <b>Science:</b> Healthy heart, healthy body (Autumn 2) Linking to food packaging / recycling &amp; Sustainability (Spring 1)</p>	<p>Drama, Music, Performing Arts: N/A English Humanities: N/A Art: N/A PE: N/A PSHE: N/A</p>	
Metropol.	<p><b>Maths:</b> Time: Preparation time &amp; cooking time (Summer 1 &amp; 2) <b>Science:</b> Healthy heart, healthy body (Autumn 2) Linking to food packaging / recycling &amp; Sustainability (Spring 1)</p>		
Jubilee	<p><b>Maths:</b>Time: Preparation time &amp; cooking time (Summer 1 &amp; 2)</p>		



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Elizabeth	<b>Maths:</b> Addition & subtraction using ingredients (Autumn 1 & 2) Time: Preparation time & cooking time (Summer 1 & 2)	
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## FOOD TECH AND A WHOLE SCHOOL APPROACH

(~ this is the generic approach to whole school teaching and how Food Technology supports the curriculum. Specific links will be entered in the table above.)

We see Food Tech as underpinning the curriculum across the school through linking it, as a subject, to the following areas:

<u>Literacy</u>	<u>Maths</u>	<u>Science</u>	<u>Independence</u>
Reading (recipes) Comprehension – following instructions Writing - recipes Analysing Terminology/vocab development	Weights Measures Basic computations Timing	How food changes as it cooks 3 states: Solid, Liquid, Gas Freezing/thawing Different types of heat: water, air radiant Predicting Sensory involvement Growing food Hygiene Food poisoning Farm to fork Observation - practical - evaluation	<u>RE</u> Religious celebrations Religious diets  <u>ICT</u> Use of assisted technology Using laptops: researching E-Safety Collaborative working
<u>History</u> How recipes evolved <ul style="list-style-type: none"> <li>- recipes from different eras</li> <li>- recipes introduced by migrants</li> </ul>	<u>Geography</u> Foreign food Foreign customs Cultural diets Global inclusion	Nutrition Food types Balanced diet Exploration	
<u>PSHE</u> Teamwork Individual work Mores and manners Recycling/the environment	<u>ART</u> Presentation		





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Formal/informal situations

Ethical issues: price, income, fair trade, food miles, sustainability

### **Spiritual**

Instilling wonder and awe through work

Encouraging creativity

Allowing for the expression of thoughts and feelings

Reflect and learn from the process

Questioning: how, why, where

### **Social**

Meeting the needs of others

Valuing feedback

Peer and self-evaluation

Articulation of thoughts and feelings about their work and that of others

Give/take criticism without offense

Producing something to meet the needs of others

Developing partnerships to meet the needs of others

Influence of advertising

### **Linkable Life Skills developed by our students**

Practicality

Confidence

Independence

Creativity

Teamwork/working cooperatively

Participation

Etiquette development

Budgeting

Love of and appreciation of food

### **Moral**

Developing the moral conscience

Dilemmas - food sources, diet types

Sustainability

Environmental impact

Respect for the views/opinions of others

### **Cultural**

Recognising a range of backgrounds

Appreciating diversity

Local/national/global communities

Developing products sensitive to the needs and beliefs of others

Cultural influences

Diversity of ingredients

Staple foods of other countries

Cultural differences in food and diet

Exploring cultural assumptions and values

Recognise and respect cultural and social differences of peers

Cooking a variety of foods – traditional British foods & world foods

Government guidance on Healthy Eating



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## **Overarching Achievements in the subject:**

Developing life skills  
Transferring of practical skills to other environments  
Routines  
Identification of utensils  
Making a positive contribution  
Health & safety  
First aid  
Food storage, handling, preparation, cooking, serving, cleaning

## **Equal Opportunities & Inclusion**

**All pupils can access Food Technology regardless of their ethnicity, religious, beliefs or social or economic situation**