



Inclusion is at the heart of our trust

## Long Term/Curriculum Plan

School:

**Crosshill School**

Subject:

**Food Technology – Discover**

# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

<b>Curriculum Leadership</b>	Katie Phillips – Science and Technology Lead
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
<b>Subject Intent</b>	<p>At Crosshill, Food Technology within the Discover Pathway offers a highly bespoke, structured, and supportive learning experience, tailored to meet the complex and individual needs of our learners. Many pupils in this pathway require consistent adult support and benefit from a curriculum grounded in routine, sensory exploration, and communication development.</p> <p>Food Technology is delivered in a way that links communication, sensory input, and structure to help students understand and engage with the world around them. Through carefully planned and repeated experiences, pupils engage in functional cooking tasks that are relevant to their lives and support the development of independence at the earliest stages. Sensory exploration of ingredients, simple food handling, and experiencing different tastes and textures allow pupils to build familiarity, confidence, and curiosity in a safe, supported environment.</p> <p>Learning is highly personalised and constantly adapted to match each student's readiness and responsiveness. By combining structure with creativity, and individualised support with high expectations, Food Technology in the Discover Pathway nurtures each pupil's sense of self, curiosity, and capacity for independence—preparing them for the next steps in their learning and life journey.</p>

## Key Stage 1 and 2, National Curriculum Links

### KS1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

### KS2

- Understand seasonality
- Understand how a variety of ingredients are processed
- Understand the principles of a healthy and varied diet

KS3			KS4	
Cycle 1 Autumn	Cycle 2 Autumn	Cycle 3 Autumn	Cycle 1 Autumn	Cycle 2 Autumn
<b>Topic: Exploring Senses</b>	<b>Topic: Colourful Foods</b>	<b>Topic: Seasonal Foods</b>	<b>Topic: Sensory Exploration of Food</b>  <i>Qualification Unit options (select one): AQA Unit Awards: Sensory Experiences of Food the Preparation of a Meal 70171, Sensory Preparation of Food 118278, Sensory Cooking Skills 118280, Senses: Smell, Touch and Taste 82544</i>	<b>Topic: Exploring Seasonal Food</b>  <i>Qualification Unit options (select one): AQA Unit Awards: Multi-Sensory Experience of the Seasons LE5173, Experiencing and Responding to Food 71999, Healthy Eating with Support 79067, Tasting Food with Support 105669, Food Hygiene and Safety, with Support (Unit 1) 124085</i>
<b>Knowledge:</b>  By the end of this unit, pupils will begin to understand: -that food can be experienced through different senses (touch, taste, smell, sight, sound). -that foods can have different properties (e.g., hot/cold, wet/dry, soft/hard, sweet/sour).	<b>Knowledge:</b>  By the end of this unit, pupils will begin to understand: -that foods come in different colours -that fruits and vegetables have different textures, smells, and tastes. -that food can change with the seasons, and autumn brings special foods (e.g., pumpkin, squash, apple).	<b>Knowledge:</b>  By the end of this unit, pupils will begin to understand: -that autumn foods look, smell, and feel different from one another. -that food can have seasonal colours, smells, and temperatures. -that some foods are soft, crunchy, warm, cold, sweet, or spicy.	<b>Knowledge:</b>  -Demonstrate an understanding of various sensory attributes of foods (taste, texture, smell, appearance, and sound). -Demonstrate personal preferences and tolerances related to different foods.	<b>Knowledge:</b>  -Demonstrate an understanding that some foods grow and change throughout the year. -Begin to notice simple seasonal differences in temperature and foods (e.g., cold fruit in summer, warm soup in winter).

<p>-their own preferences and begin to anticipate or express likes/dislikes. -that some tools and routines are part of food exploration and preparation</p> <p><b>Skills:</b></p> <p>-Explore a variety of textures using hands or utensils -Try or reject different flavours using facial expressions or physical cues. -Engage with food smells using co-active exploration. -Visually track or look at colourful foods, food arrangements, and food tools. -Listen and respond to food-related sounds. -Express preferences through: Facial expressions, physical gestures, communication -Co-actively participate in basic food routines (e.g., stirring, pressing, placing food). -Begin to tolerate tools and food-related environments (e.g., sitting at a table with others, engaging with trays). -Anticipate sensory experiences through repetition and routine structure.</p>	<p>-that they can explore food using all of their senses -that food routines are enjoyable, safe, and predictable.</p> <p><b>Skills:</b></p> <p>-Look at and touch colourful foods. -Smell strong-scented items. -Taste or reject seasonal foods, using supported routines (e.g., smell → lick → taste). -Squash, peel, or press fruits and vegetables using hands or tools. -React to textures by showing preference or aversion -Show recognition or tolerance of autumnal colours and foods through consistent exposure. -Co-actively sort foods by colour or texture with adult help. -Help create snack trays and dishes (e.g., rainbow soup, sensory salad) by: Layering, placing, or mixing ingredients with hand-over-hand support. -Observing visual outcomes like colour change or layering. -Take part in food printing activities using halved fruits/veg: Press with support onto paper. Engage with colour-matching activities. -Choose a favourite food colour or snack using: symbols, colour trays, pointing, gaze, or reaching. -Anticipate the start and flow of food sessions using songs, symbols, and familiar cues. -Participate in shared group experiences: Take turns during rainbow soup or buffet-style activities. Join in during the “Autumn Food Festival” celebration. Express excitement or comfort through gestures, vocalisations, or imitation of adult actions.</p>	<p>-that foods can be explored using different senses — touch, smell, taste, sight, and temperature.</p> <p><b>Skills:</b></p> <p>-Begin to associate symbols, songs, or routines with autumn and seasonal food time. -Touch, squash, press, or handle different autumn foods (pumpkin, pear, apple, bread, etc.) with support. -Smell strong scents such as cinnamon, apple, or warm bread and respond (e.g. smile, flinch, vocalise). -Taste or tolerate food textures with support — crunchy, soft, warm, cold. -Engage with autumnal sensory trays containing textured materials (leaves, food, playdough). -Stamp or paint with food items dipped in coloured liquid or natural dyes. -Use food to create marks, patterns, or imprints, often with hand-over-hand assistance. -Explore the difference between warm and cold foods. -Sort or respond to soft vs crunchy textures. -Use symbols, photos, gestures, or switch devices to: Show interest or disinterest. Request to continue/stop a sensory experience. Indicate favourite food from a selection. -Begin to recognise symbols related to “Autumn,” “food,” or “taste.” -Participate in repeated seasonal routines, like sensory trays, food tasting time, or autumn food song. -Anticipate activities through cues like songs, objects of reference, or smell. -Show enjoyment, surprise, or rejection during food exploration. -Engage socially in celebration activities like the autumn sensory party</p>	<p>-Demonstrate developing comfort and familiarity with food-related environments and routines.</p> <p><b>Skills:</b></p> <p>-Engaging with a variety of foods through sensory exploration. -Expressing preferences using appropriate communication methods. -Participating in basic food preparation activities with full adult support. -Practicing hygiene routines such as handwashing and cleaning surfaces.</p>	<p>-Demonstrate safe food preparation and hygiene routines with support.</p> <p><b>Skills:</b></p> <p>-Experience a variety of foods linked to each season. -Engage in sensory exploration of seasonal fruits/veg. -Expressing preferences using appropriate communication methods. -Use kitchen tools with full adult support. -Follow basic kitchen hygiene routines with support. -Participate in simple food preparation related to seasonal dishes</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Cycle 1 Spring	Cycle 2 Spring	Cycle 3 Spring	Cycle 1 Spring	Cycle 2 Spring
<b>Topic: Routines</b>	<b>Topic: Food is Fun</b>	<b>Topic: Cooking with Colour</b>	<b>Topic: Simple Snack Making</b>  <i>Qualification Unit options (select one): AQA Unit Awards: Basic Cooking Skills with Verbal Prompts 117667, Making a Snack Unit Code: 79933, Selection and Preparation of Snack Meals with Verbal Prompts 73591, Having a Drink and a Snack with Friends 92485, Making a Snack Meal using a Toaster with Support 108347</i>	<b>Topic: Brilliant Breakfasts</b>  <i>Qualification Unit options (select one): AQA Unit Awards: Food Skills: Making Breakfast 116042, Making Choices at Breakfast with Physical Prompts 108165, Experiencing Breakfast Foods 112957, Making and Tasting Breakfasts with Support 123042, Food Hygiene and Safety, with Support (Unit 1) 124085</i>
<b>Knowledge:</b>  By the end of this unit, pupils will begin to understand: - that food routines have a beginning, middle, and end (e.g., set up, prepare, taste). - that tools like spoons, bowls, and whisks are used in food preparation. - how to anticipate simple routines using cues. - they can explore and interact with food and tools in supported, structured ways.  <b>Skills:</b>  - Holding, tapping, or mouthing tools (spoons, bowls, whisks). - Moving, pouring, or scooping ingredients with full support. - Sensory play using soft or wet foods - Participate in the structure of a session using:	<b>Knowledge:</b>  By the end of this unit, pupils will begin to understand: - that food play is fun and safe, and that it happens in a familiar routine. - that food has different textures, sounds, and colours that they can explore. - that they can use tools and actions to change or play with food. - that they can be part of imaginative play with food and people. - that they can express/show their likes/dislikes or preferences through food experiences.  <b>Skills:</b>  - Touch, squish, and smear different food textures with hands or tools (e.g., jelly, whipped cream, dough). - Pour and scoop dry and wet food items between containers with support. - Observe and respond to sensory elements such as:	<b>Knowledge:</b>  By the end of this unit, pupils will begin to understand: - that foods can be different colours. - that mixing two colours can make a new colour. - that coloured foods can have different textures. - that food can look, feel, taste, and smell different depending on its colour and form. - cause-and-effect e.g., squashing or mixing changes the food.  <b>Skills:</b>  - Begin to associate colours with specific routines or songs (e.g., red berries in red tray during “Red Song”). - Look at and attend to different coloured foods presented on trays or plates. - Touch, squish, drip, smear, or splash coloured food materials with support.	<b>Knowledge:</b>  - Demonstrate the steps involved in preparing simple snacks. - Demonstrate the recognition and use of basic kitchen equipment safely with support. - Demonstrate awareness of hygiene practices in food preparation. - Demonstrate increased confidence in participating in snack-making activities  <b>Skills:</b>  - Following simple, step-by-step instructions with visual aids. - Using basic kitchen tools (e.g., butter knife, grater), some with hand-over-hand support. - Engaging in hygiene routines: handwashing, cleaning surfaces, and equipment. - Expressing preferences and making choices regarding snack ingredients.	<b>Knowledge:</b>  - Demonstrate recognition of some common breakfast foods and drinks. - Demonstrate an understanding that breakfast is a meal we eat in the morning. - Demonstrate awareness of hygiene practices in food preparation.  <b>Skills:</b>  - Engage in making and trying simple breakfast items (e.g. toast, cereal, fruit). - Participate in handwashing and basic food hygiene routines. - Use simple tools like spoons, cups, bowls, and plastic knives with support. - Make simple choices about food and drink (e.g. “milk or juice?”, “jam or butter?”).

<p>Start/stop songs, objects of reference, or visual timetables.</p> <p>Repeated chains of actions (e.g., scoop → pour → stir → taste).</p> <p>-Show anticipation by orienting to the adult, smiling, reaching out, or preparing body posture.</p> <p>-Respond to and begin to tolerate:</p> <p>Tactile experiences (wet/dry, soft/hard textures).</p> <p>Visual stimuli (watching colour changes, food movements).</p> <p>Olfactory input (smelling herbs, spices, vinegar, or cocoa).</p> <p>Auditory input (hearing pouring sounds, mixing tools).</p> <p>Gustatory experiences using step-by-step tasting routines (“look, smell, lick, taste”).</p> <p>-Express preferences or choices through: facial expressions, physical gestures, communication</p> <p>-Engage in tasks with hand-over-hand or side-by-side support.</p> <p>-Mimic adult actions during pretend or real cooking play.</p> <p>-Show developing anticipation of food prep sequences through participation or gestures.</p>	<p>Sound (e.g., popping cereal, crunching crackers)</p> <p>Smell (e.g., yoghurt with flavour)</p> <p>Colour changes when mixing food or using food colouring.</p> <p>-Use tools such as rolling pins, cookie cutters, or spoons in:</p> <p>Rolling and pressing dough</p> <p>Scooping and spreading soft food</p> <p>-Co-actively place, cut, or move food items with adult support.</p> <p>-Indicate preferences using:</p> <p>Facial expressions, eye gaze, pointing, symbols, hand-over-hand choices</p> <p>-React to or copy symbolic food actions, such as stirring or feeding.</p> <p>-Anticipate routines through repeated activities (e.g., food party song, group circle).</p> <p>-Engage with peers through:</p> <p>Watching others</p> <p>Taking part in group food play</p> <p>-Participating in the Food Fun Celebration</p> <p>-Show excitement, tolerance, or joy through longer engagement or repeated actions.</p>	<p>-Taste or tolerate various coloured food items and observe reactions (facial expressions, vocalisations, gestures).</p> <p>-Engage with activities involving single-colour foods.</p> <p>-Begin to associate specific colours with familiar foods or routines.</p> <p>-Observe how mixing two coloured foods makes a new colour.</p> <p>-Participate in squashing, mixing, or dripping activities and observe resulting changes.</p> <p>-React to sound or visual effect of dripping or splashing food.</p> <p>-Place food onto paper, trays, or plates to make patterns, collages, or visual arrangements.</p> <p>-Press or stick fruit pieces onto surfaces using edible glue (yoghurt, custard) with hand-over-hand help.</p> <p>-Use symbols, photos, switches, gestures, or gaze to:</p> <p>Show interest in specific colours.</p> <p>Indicate a favourite activity or colour tray.</p> <p>Communicate “more,” “stop,” or request a repeat.</p> <p>-Join in with colour-themed songs, routines, and transitions using props and visual cues.</p> <p>-Begin to anticipate the focus colour based on routine cues.</p> <p>-Participate in shared sensory play, especially during the colour celebration party.</p> <p>-Observe peers or adults during group tasks and take part with support.</p>		<p>-Develop routine awareness (morning routine, sequencing steps).</p>
<b>Cycle 3 Summer</b>	<b>Cycle 3 Summer</b>	<b>Cycle 3 Summer</b>	<b>Cycle 3 Summer</b>	<b>Cycle 3 Summer</b>
<b>Topic: Simple Snacks</b>	<b>Topic: Snacks to Share</b>	<b>Topic: Healthy Eating</b>	<p><b>Topic: Healthy Eating</b></p> <p><i>Qualification Unit options (select one):</i>  AQA Unit Awards: Personal Presentation (Unit 2): Healthy Eating 71344, Healthy Eating with Support 79067, Tasting Food</p>	<p><b>Topic: Lovely Lunch</b></p> <p><i>Qualification Unit options (select one):</i>  AQA Unit Awards: Making a Simple Meal with Support 108557, Preparing Tables for Lunch with Support 111822, Making a Packed Lunch 99113</p>



			<i>with Support 105669, Food Hygiene and Safety, with Support (Unit 1) 124085</i>	
<p><b>Knowledge:</b></p> <p>By the end of this unit, pupils will begin to understand:</p> <ul style="list-style-type: none"> <li>-that snacks are foods eaten between meals</li> <li>-that snacks can be prepared using simple steps.</li> <li>-that familiar foods have different textures, temperatures, and tastes (e.g., soft, crunchy, cold, sweet).</li> <li>-that snack-making routines have a predictable sequence (e.g., get tools → prepare food → eat → finish).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate that they can participate in shared food experiences with others using tools, symbols, and adult support.</li> <li>-Explore food tools (e.g., spoons, spreaders, plates, bowls) through: Hand-over-hand or side-by-side spreading, scooping, dipping, or placing food items.</li> <li>Repeated routines that reinforce tools use and location</li> <li>-Engage in snack creation with tasks such as: Spreading soft foods onto crackers or bread.</li> <li>Dipping food items into sauces, dips, or yogurts.</li> <li>Layering ingredients into pots or building snack faces.</li> <li>-Engage the senses during snack activities: Touch: Feel textures like soft fruit, spreadables, bread, crunchy foods.</li> </ul>	<p><b>Knowledge:</b></p> <p>By the end of this unit, pupils will begin to understand:</p> <ul style="list-style-type: none"> <li>-that food can be shared with others during snack time.</li> <li>-that they can help prepare snacks with an adult or peer.</li> <li>-that snack time includes routines such as saying hello, choosing, giving, and taking turns.</li> <li>-that they can make choices for themselves and sometimes for others (with support).</li> <li>-that food experiences can be social and fun – for togetherness, not just eating</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Co-actively scoop, pour, spread, or place snacks with support.</li> <li>-Use basic food tools like spoons, bowls, cups, and trays with adult guidance.</li> <li>-Help prepare snacks for sharing or role-play scenarios.</li> <li>-Participate in “my turn/your turn” routines (supported by visuals, songs, or signs).</li> <li>-Use gesture, symbol or eye gaze to offer food, accept food</li> <li>-Respond to adult prompts in turn-taking or cooperative play.</li> <li>-Pretend to feed dolls, adults, or peers (symbolic understanding of social food routines).</li> <li>-Engage in group snack prep and eating experiences, developing social awareness and shared attention.</li> <li>-Participate in group café or picnic setups with familiar routines.</li> <li>-Explore textures, tastes, and smells of snacks during prep and eating time.</li> </ul>	<p><b>Knowledge:</b></p> <p>By the end of this unit, pupils will begin to understand:</p> <ul style="list-style-type: none"> <li>-Some foods are called fruit and vegetables.</li> <li>-Healthy foods can come in different colours, textures, smells, and tastes.</li> <li>-Some foods are sweet (like fruit) and some are savoury (like hummus or vegetables).</li> <li>-We can explore food with our hands, mouths, eyes, and noses.</li> <li>-Food can be shared and enjoyed with others.</li> <li>-They can indicate their likes or dislikes using actions, symbols, facial expressions, or sounds.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Tolerate handling or being near different healthy foods with varying textures, smells, and tastes.</li> <li>-Explore food items using their senses – touching, smelling, tasting, looking at, or listening to (e.g. crunch sounds).</li> <li>-Begin to develop preferences or aversion responses (e.g. turning away, smiling, reaching, vocalising).</li> <li>-Begin to associate key words, symbols, or objects of reference with specific food items (e.g. fruit = apple or banana).</li> <li>-Distinguish between broad food categories like fruit and vegetables using visuals or trays.</li> <li>-Experience and begin to react to simple food-based contrasts such as: crunchy vs. soft, sweet vs. savoury, cold vs. room temperature</li> <li>-Co-actively engage in snack-making routines, including: Dipping (e.g. fruit into yogurt)</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate an understanding that some foods help our bodies feel good (e.g. fruit, water, veg).</li> <li>-Demonstrate an understanding that we can try new foods and decide if we like them.</li> <li>-Demonstrate understanding of washing hands and surfaces keeps us safe when touching food</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Experience handling and tasting healthy foods with support.</li> <li>-Use symbols or gestures to express preferences (like/don’t like).</li> <li>-Follow simple routines: wash hands, wipe table, try food.</li> <li>-Use basic kitchen tools with hand-over-hand or physical prompts.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate recognition that lunch/dinner is usually eaten in the afternoon.</li> <li>-Demonstrate awareness of hygiene practices in food preparation.</li> <li>-Develop confidence in choosing and helping make a basic lunch meal.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Experience a range of simple lunch meals.</li> <li>-Participate in preparing and trying simple dinner dishes (e.g. pasta, wraps, sandwiches, jacket potato).</li> <li>-Engage in handwashing and clean-up routines.</li> <li>-Make a food choice from visual prompts or symbol boards.</li> </ul>



<p><b>Taste:</b> Try or reject foods; use step-based tasting (smell → lick → taste).</p> <p><b>Smell:</b> Smell fruit, sauces, or dips before tasting.</p> <p><b>Sound:</b> Respond to crunchy textures or kitchen sounds (e.g., chopping, pouring).</p> <p><b>Thermal:</b> React to temperature (e.g., cold cheese or grapes).</p> <p>-Express preferences using:</p> <p><b>Facial/body cues</b></p> <p>Symbols, photos, or objects of ref to request or refuse foods.</p> <p>-Participate in snack time as a structured routine using:</p> <p>Repeated cues (e.g., snack song, symbol, object).</p> <p>Start-to-finish routines (e.g., “get bowl → prepare → eat → finished”).</p> <p>Anticipation behaviours (e.g. looking, reaching for tools).</p> <p>-Take part in group snack tasks by:</p> <p>Watching peers model actions.</p> <p>Taking turns with tools or ingredients</p> <p>Sitting at a table for shared food experiences.</p> <p>-Participating in a final “Snack Café” event with familiar routines and foods</p>	<p>-React to the act of sharing, receiving, and giving food items.</p> <p>-Demonstrate preference through facial expression, gesture, or supported choice-making.</p> <p>-Begin to anticipate snack routines (e.g., with a hello song, symbol/object of reference).</p> <p>-Show enjoyment or recognition of repeated actions (e.g., putting food on a tray, choosing for a friend).</p> <p>-Participate in simple café routines, building familiarity with sequencing (e.g. make → give → eat).</p>	<p>Scooping (e.g. fruit salad into bowls)</p> <p>Arranging (e.g. food faces or colourful snacks on a plate)</p> <p>-Perform repetitive movements with support such as:</p> <p>Reaching, pressing, dipping, stirring, and spooning</p> <p>-Indicate likes or dislikes through body language, sounds, eye gaze, symbols, or signs.</p> <p>-Communicate choices</p> <p>-Begin to anticipate food-related routines (e.g. snack time, celebration, familiar food songs).</p> <p>-Co-operate in simple sharing routines.</p> <p>-Participate in group snack sessions and celebrations through co-active participation.</p> <p>-Observe or imitate food-based social behaviours (e.g. clapping, smiling, turn-taking, watching others eat).</p>		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--