



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

KS5 Discover - Meal Preparation

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.

Curriculum Leadership	Post 16 Lead – Kelly Smith
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. 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"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <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>
Subject Intent	<p>The intent of our <i>Meal Preparation and Cooking</i> curriculum is to equip learners with the essential life skills they need to become more independent and confident in everyday living. Through engaging, practical activities, learners will develop their understanding of good hygiene, kitchen health and safety, and how to plan, shop for, and prepare a variety of simple meals and snacks.</p> <p>This topic supports Preparation for Adulthood by teaching skills for independent living, healthy lifestyles, and social interaction. Learners will build confidence in using kitchen equipment safely, reading food labels and packaging, storing food correctly, and preparing and serving meals to others. They will learn how to plan balanced menus, shop with purpose, and manage waste responsibly.</p> <p>By exploring meal preparation in real-life contexts—including entertaining guests and clearing away—learners practise valuable routines that promote responsibility, communication, and pride in their achievements. These skills lay the foundation for greater independence at home, in supported living, or in the community.</p>

ASDAN Towards Independence	Year 12 - Meal preparation and cooking: Introduction <ul style="list-style-type: none"> • Hygiene • Health and safety • Planning and shopping • Food storage • Serving and cleaning away • Making a hot snack 	ASDAN Towards Independence	Year 13 - Meal preparation and cooking: Progression <ul style="list-style-type: none"> • Using equipment • Health and safety • Planning a menu • Food labelling and packaging • Cooking a meal • Entertaining
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Number of allocated hours - 1 x 45 session per week

One day a week alternate half terms at Height Nook

		Year 12 - Introduction	Year 13 – Progression
Autumn A	Topic: Hygiene		Topic: Using equipment
	Knowledge:	<ul style="list-style-type: none"> • Know how to prepare for cooking • Know why it is important to wash hands before handling food • Know why hair should be tied back and jewellery removed • Know the importance of wearing an apron when preparing food • Know why it is important to clear and clean the food preparation area 	Knowledge: <ul style="list-style-type: none"> • Know the names and purposes of a range of kitchen equipment (e.g., saucepans, chopping board, grater, knives, weighing scales, tin opener) • Know the names and functions of common kitchen appliances (e.g., blender, microwave, grill, hob, oven, kettle, toaster, air fryer, liquidiser, food mixer, slow cooker)
	Skills:	<ul style="list-style-type: none"> • Wash hands properly before cooking • Tie hair back independently or with support • Remove jewellery before cooking • Put on an apron correctly • Clear the work surface of unnecessary items • Clean the food preparation area using appropriate cleaning materials 	Skills: <ul style="list-style-type: none"> • Use a range of kitchen equipment safely and effectively (e.g., chopping with knives, grating, weighing ingredients) • Operate a variety of kitchen appliances correctly and safely (e.g., using a microwave, hob, oven, toaster, blender)
Autumn B	Topic: Health and Safety		Topic: Health and safety
	Knowledge:	<ul style="list-style-type: none"> • Recognise common dangers in the kitchen such as spillages, sharp knives, dirty hands, electric sockets, wet hands, saucepan handles on the hob, open cupboard doors • Know what to do in case of cuts, burns, spillages, breakages, and fire 	Knowledge: <ul style="list-style-type: none"> • Know about possible dangers in the kitchen and what to do if there was an accident • Know how to call the emergency services • Know how to leave the building safely
	Skills:	<ul style="list-style-type: none"> • Express or communicate what actions to take if there is an accident in the kitchen 	Skills: <ul style="list-style-type: none"> • Identify dangers such as dirty equipment, inappropriate clothing and shoes, long hair, metal appliances in toasters and microwaves • Identify what to do for cuts, burns, spillages, breakages, fire

	<ul style="list-style-type: none"> Identify and respond safely to dangers such as spillages, sharp knives, and electrical hazards Demonstrate how to deal with minor accidents like cuts or burns appropriately (e.g., tell an adult, use first aid) 	<ul style="list-style-type: none"> State the number to call in an emergency and the identify the emergency service required Follow fire evacuation procedures
Spring A	Topic: Planning and shopping	Topic: Planning a menu
	Knowledge: <ul style="list-style-type: none"> Choose foods that they would like to make Know what ingredients are needed Know where to purchase different items Know what to take with them when shopping Develop understanding of how to navigate the shop and purchase items 	Knowledge: <ul style="list-style-type: none"> Know what kinds of food and drinks people usually have at breakfast Know what kinds of food and drinks are common at lunchtime Know what people might eat and drink in the evening or at teatime Understand how to plan a full day of meals (breakfast, lunch, and tea)
	Skills: <ul style="list-style-type: none"> Identify foods and drinks they would like to make Identify key ingredients needed for a drink/ snack and create a shopping list Identify local shops where they can buy the food items Become familiar with items needed when shopping – money/ bank card, shopping bag, mobile phone Find and purchase items in a shop with support Be able to unpack shopping and store in the correct places 	Skills: <ul style="list-style-type: none"> Show examples of food and drinks people could have at breakfast Show examples of food and drinks people could have at lunch Show examples of food and drinks people could have in the evening or at teatime Plan own menu for one whole day (choose what they'd like for breakfast, lunch, and tea)
Spring B	Topic: Food Storage	Topic: Food labelling and packaging
	Knowledge: <ul style="list-style-type: none"> Recognise different types of storage for food and drink items Understand the purpose of different places where food can be stored (e.g., fridge, freezer, cupboard) 	Knowledge: <ul style="list-style-type: none"> Know what information is typically found on food packaging Know the purpose of cooking instructions Understand what serving size means Recognise the importance of nutritional information Recognise safe food storage on the packaging

	Skills: <ul style="list-style-type: none"> • Store foods in the correct place according to their type • Put food items away correctly, including dairy products, fresh produce, tinned food, and frozen foods 	Skills: <ul style="list-style-type: none"> • Spotting the name of the product on the packaging • Finding and following cooking instructions • Checking how many people the food is meant to serve • Looking at the nutritional details (like calories or sugar) • Finding the best before date • Seeing how the food should be stored (like in the fridge or freezer)
Summer A	Topic: Serving and cleaning away	Topic: Cooking a meal
	Knowledge: <ul style="list-style-type: none"> • Know how to prepare the table for a meal • Know how to serve food • Know how to clean up after a meal • Know how to leave a kitchen clean and tidy 	Knowledge: <ul style="list-style-type: none"> • Know how to prepare for cooking • Collect the equipment and ingredients needed • Know how to prepare a simple two course meal • Know how to dispose of waste
	Skills: <ul style="list-style-type: none"> • Lay a table with the correct cutlery • Serve food safely • Clear and clean the table after the meal has finished • Dispose of waste and rubbish safely • Identify how to store leftover food correctly • Wash up and put away all items that have been used 	Skills: <ul style="list-style-type: none"> • Getting yourself ready to cook (tying hair back, washing hands, wearing an apron) • Preparing the kitchen for use (cleaning surfaces, checking equipment is safe) • Choosing and collecting the correct cooking equipment and tools • Making a simple two-course meal (starter and main or main and dessert) • Cleaning up after cooking, including safely throwing away rubbish or food waste and recycling where necessary
Summer B	Topic: Making a hot snack	Topic: Entertaining
	Knowledge: <ul style="list-style-type: none"> • Choose a hot drink they would like to make • Know how to prepare to make a hot drink • Know the ingredients and equipment needed to make a hot drink • Make themselves a hot drink with support 	Knowledge: <ul style="list-style-type: none"> • Know how to choose someone to invite for a special meal • Understanding why it's important to check if your guest has a special diet • Know how to plan a simple meal that your guest will enjoy • Know what ingredients and items you'll need for your menu

		<ul style="list-style-type: none"> • Understand the steps to cook and serve food for others • Know how to make a room look nice and ready for guests • Know the right way to wash up and clean after a meal • Know how to safely throw away rubbish and food waste
	<p>Skills:</p> <ul style="list-style-type: none"> • Identify preferred hot drink – tea, coffee, hot choc etc. • Collect things needed to make preferred drink • Make preferred hot drink with support 	<p>Skills:</p> <ul style="list-style-type: none"> • Pick someone to invite for a meal • Ask them if they have any food needs or allergies • Plan what food and drink to make • Go shopping to buy the things needed • Cook the meal for the guest (with help if needed) • Get the room ready (e.g. set the table, tidy up) • Serve food and drinks to the guest in a friendly way • Clear the table and wash up after the meal • Put rubbish and food waste in the right bin