



YEAR 11 AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Topic: Coursework

Curriculum Intent	
Skills/Assessment Objective Links	<p>In addition to working further on objectives from Year 10 Autumn and Spring terms, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> Recap on health and nutrition, meal planning, meeting needs of the customer, cost, food safety Introduction to the coursework requirements Research and note making to prepare for the coursework Planning dishes for practical work Writing up coursework Practical work Practical exam preparation for Spring term
Spiritual, moral, social, and cultural development	<p>SMSC: Consideration of others when carrying out practical work, helping others where possible, working as a cooperative team in unit areas.</p> <p>PSHE/British Values: Taking responsibility for health, safety and food safety.</p> <p>Skills Builder: weighing, measuring, personal hygiene, use of equipment, organization, time management</p>
Numeracy	Accurate weighing and measuring, portion control, awareness of temperature control and the danger zone and temperatures for food storage and cooking, rating of food dishes
Literacy	<p>Vocabulary Tier 2: follow, weigh, measure, reduce, add, mix, health, customer needs, cook, clean, diet, recipes, meals, cost, modify, adapt, change, safety, hygiene</p> <p>Vocabulary Tier 3: macronutrients, micronutrients, vitamins, minerals, protein, amino acids, carbohydrate, sucrose, glucose, maltose, fats, oils, lipids, coeliac, lactose intolerant, coronary heart disease, anemia, obesity, malnutrition, osteoporosis, rickets, free sugars, hypertension, cardiovascular disease, cross contamination, special diets, knowledge of the skill terminology relating to their choice of dishes</p> <p>Reading: textbook, fact sheets, PowerPoints, recipes</p> <p>Writing: answers in booklets, instructional writing, evaluations, extended writing, long response exam essays</p> <p>Oracy: answering questions, giving opinions, evaluating own and other's work</p>
Becoming future ready	Careers/Employability: food preparation roles such as trainee chef
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: through practical work food products will vary in standard and quality depending on ability and support provided – guidance in coursework is covered by exam board guidelines, less able pupils will choose basic dishes, more able will choose complex dishes</p> <p>By resource: Booklets and factsheets provide stretch and challenge and scaffolding, word banks, literacy booklets</p> <p>By Intervention: by providing different levels of supervision and support, especially with practical activities</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue including in metacognition starters</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils will be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning. All pupils will be encouraged to practice dishes at home before being assessed in school sessions – parents will receive notification of this beforehand.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> Carry out practical work safely and hygienically Demonstrate good time management and organisation in practical work

Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> • Produce good quality, well finished food products and know how they can be served as : following the guidance of the Eatwell Guide and dietary guidelines • Take into account customer needs and requirements when planning menus • Choose appropriate recipes taking into account the customer, needs, costs, the Environment and the skill level • Reflect on work produced in order to write evaluations and sensory analysis <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Practical work will continue to be developed with complex skills building throughout the term in preparation for the final exam in Spring term.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

