

Inclusive food education

- adapting Oak for learners with additional needs

3 February 2026



Welcome

- Adapting the Oak food curriculum for pupils with additional needs
- Curriculum strengths for learners, such as structure, progression, flexibility and clear vocabulary
- Practical ways of using and adapting Oak food lessons and materials
- Reviewing your CPD opportunities
- Next steps





Adapting the Oak food curriculum for pupils with additional needs

The Oak 'food' curriculum

- New curriculum, built from the ground up (based on NC)
- Built on *Food – a fact of life* programme
- Curriculum 'explainers' available
- Key 1, 2 and 3 – 108 lessons
- Fully editable, totally free
- Built around the Oak 'way' and principles

Contents	
1 Aims and purpose	Aims and purpose What are the aims and purpose of our curriculum? This curriculum equips pupils with practical food skills and develops their understanding of healthy and sustainable diets. Pupils will be taught to make informed decisions about food and drink, and to celebrate food as an important part of different cultures, and source of nourishment, connection, and joy.
2 Oak curriculum principles	Oak curriculum principles What overarching curriculum principles inform the design of our curriculum? Knowledge and vocabulary rich This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, play in learning. Substantive knowledge, such as healthy eating or food science, is taught with increasing complexity throughout the key stages. Procedural knowledge is developed through practical cooking lessons, where knowledge of food, skills and techniques for more accurate and precise work are introduced. These types of knowledge work together to enable pupils to plan, prepare, make and evaluate a range of dishes. We identify and map vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary that has gone before. New vocabulary, called keywords, are signalled in bold in our lesson materials to indicate their importance.
3 Oak subject principles	Sequenced and coherent A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. For example, in year 1, when learning about food origin and provenance the focus is on the sources of food, with pupils able to describe food from plants and animals. This knowledge is built on to include food origins, through learning about 'farm to fork', seasonal fruit and vegetables and the processing of foods. Pupils apply this learning by making recipes such as potato salad, mackerel and tomato pâté and a seasonal salad. Attention is paid to vertical coherence via threads, which map the developments of concepts over time; for example, in our 'healthy eating and nutrition' thread, pupils are introduced to the Eatwell Guide in year 2 which is part of the fundamental knowledge for pupils to be able to explain why macronutrients are needed for health in year 8.
4 National curriculum	Evidence-informed Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level.
5 Curriculum delivery	
6 Curriculum coherence	
7 Recommendations from subject specific reports	
8 Subject-specific needs	
9 Our curriculum partner	



Oak Curriculum Principles

Knowledge and vocabulary rich

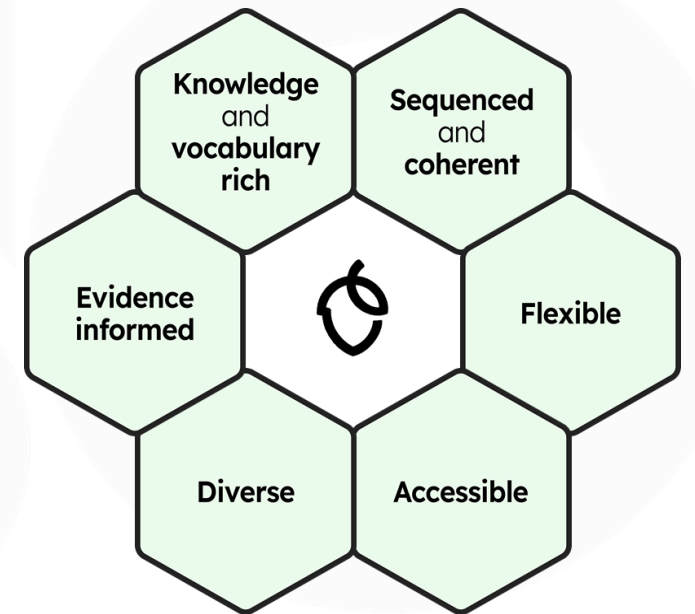
The curriculum builds pupils' substantive and procedural knowledge over time, explicitly mapping and revisiting key vocabulary to support learning.

Sequenced and coherent

Content is carefully ordered so new learning builds on prior knowledge, with vertical threads ensuring concepts develop logically across year groups.

Evidence-informed

The curriculum and resources are grounded in educational research, subject-specific guidance, and national recommendations for effective teaching and learning.



Oak Curriculum Principles

Flexible

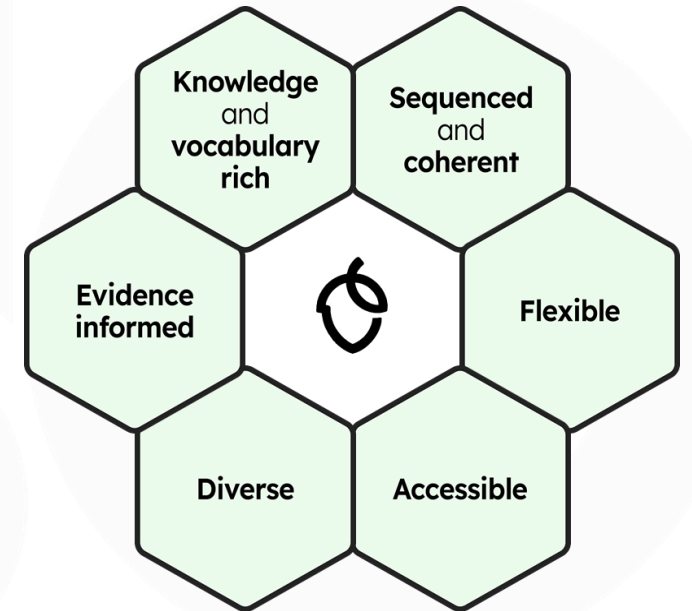
Schools can adapt and use the curriculum in full or in parts to suit their context, resources, pupil needs, and teaching priorities.

Diverse

The curriculum reflects a wide range of cultures, foods, contexts, and perspectives to broaden pupils' understanding and experiences.

Accessible

Resources are designed to support all learners, including those with SEND, through clear instruction, reduced cognitive load, inclusive design, and flexible use.



The Oak 'food' curriculum - accessible

- Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND.
- Aligned with EEF guidance, our resources have a focus on clear explanations, modelling including food skills videos and frequent checks for understanding, with guided and independent practice.
- Lessons are chunked into learning cycles and redundant images and information are minimised to manage cognitive load. For example, a reduced pictorial representation of the Eatwell Guide is provided.
- We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age.
- The resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos.



The Oak 'food' curriculum – lessons

- Slide decks
- Worksheets
- Quizzes
- Lesson video
- Recipes
- Additional information

✓ No reference to Year group

✓ Pick and choose

✓ Fully editable - make it your own

✓ OGL

✓ They are all FREE!

Getting ready to cook


Before cooking, we need to get ready.
We need to be **hygienic**.
Hygienic means to be clean.



Producing food locally

In the UK, food grown includes:

apples plums



We also grow other things, things like apples on trees

Play 1:10 10+ 2:36 / 13:51

Hide transcript

Hello, thanks for joining me.
My name's Mr. Ballam, and today's lesson is all about food from the UK.
Let's get started.
So what are we gonna be able to do by the end of this lesson? Well, you are gonna be able to name and locate food, which is from the UK.
That sounds great, doesn't it? Let's look at a couple of key words together, shall we? The first one is produced.

When and what we eat

We need to eat so our bodies can:

grow be active stay healthy



When do you eat food during the day?




Lucas

Name: _____

Making food safe to eat

1 We need to be hygienic when we cook. What is this pupil doing here? (Tick 1 answer)



☐ washing hands
☐ tying up long hair
☐ putting on an apron
☐ rolling up long sleeves

2 Hands only need to be washed and dried before and after cooking. (Tick 1 correct answer)

☐ True
☐ False

3 Where should the following food be stored? (Write the correct letter in each box)


a	canned soup, dried rice and pasta	cupboard
b	fresh milk, ham and leftovers	freezer
c	ice cream, frozen peas and fish fingers	fridge

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Plants and animals

Food from **plants** includes ...

fruit



apples

Apples, well done. Bananas, oranges, and blueberries.

Play 1:10 10+ 2:55 / 11:52





Curriculum strengths for learners

Your Oak foundation

- Oak curriculum has done this for you – a great ‘starter for 10’
- The lessons are delivered in 4 units per year: cooking, healthy eating, where food comes from, and a social context.
- Lessons are content and vocabulary rich – could split between lessons or focus on one aspect (shorter lessons).
- ‘Threads’ throughout the curriculum have been weaved in, supporting progression, e.g. sensory, science, culture.
- All lessons and resources are flexible – only use what you want.
- Lessons are progressive and are connected yet are also ‘stand-alone’.

[Catch up on previous webinars](#)

Year 7			
1 Independent and confident cooking Unit info >	2 The Eatwell Guide: meals and diets Unit info >	3 Food origins Unit info >	
4 Informed food choices Unit info >			
Year 8			
1 Cooking techniques and proficiency Unit info >	2 Energy and nutrients: source and function Unit info >	3 More sustainable diets Unit info >	
4 Local food to worldwide cuisine Unit info >			
Year 9			
1 Accurate and precise cooking Unit info >	2 Health and dietary needs Unit info >	3 Global food challenges Unit info >	
4 Food culture and custom Unit info >			

Threads

☒ All

☐ Consumer awareness

☐ Food culture

☐ Food hygiene and safety

☐ Food origins and provenance

☐ Food preparation and cooking

☐ Healthy eating and nutrition

☐ Sensory evaluation

☐ Sustainability and climate change

☐ The science of food



Structure – curriculum level

Cooking and nutrition units New				Full secondary curriculum >
Brand-new teaching resources, thoughtfully crafted by teachers for classroom needs.				
1	Independent and confident cooking	Year 7	3 lessons	Save
2	The Eatwell Guide: meals and diets	Year 7	3 lessons	Save
3	Food origins	Year 7	3 lessons	Save
4	Informed food choices	Year 7	3 lessons	Save
5	Cooking techniques and proficiency	Year 8	3 lessons	Save
6	Energy and nutrients: source and function	Year 8	3 lessons	Save
7	More sustainable diets	Year 8	3 lessons	Save
8	Local food to worldwide cuisine	Year 8	3 lessons	Save
9	Accurate and precise cooking	Year 9	3 lessons	Save
10	Health and dietary needs	Year 9	3 lessons	Save
11	Global food challenges	Year 9	3 lessons	Save

Filter and highlight

Year group

All Year 1 Year 2
Year 3 Year 4 Year 5
Year 6

Highlight a thread

☒ None highlighted

☐ Consumer awareness

☐ Food culture

☐ Food hygiene and safety

☐ Food origins and provenance

☐ Food preparation and cooking

☐ Healthy eating and nutrition

☐ Sensory evaluation

☐ Sustainability and climate change

☐ The science of food

Year 1

1
Let's start cooking
Unit info >

2
Food and drink for life
Unit info >

3
Food from plants and animals
Unit info >

4
Food for me and you
Unit info >

Year 2

1
Cooking without heat
Unit info >

2
The Eatwell Guide: healthy eating
Unit info >

3
Where my food comes from
Unit info >

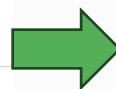
4
Food for occasions and celebrations
Unit info >

Year 3



Progression – Year 1 to 9

Year 1	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Lesson link
	Let's start cooking	Let's make a layered breakfast	I can make a layered breakfast.	Before cooking, we need to get ready to cook to be safe and hygienic.	Spoons can be used for measuring, adding ingredients and spreading.	The food skills used to make a layered breakfast are spooning and layering.	We should have breakfast everyday.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking	Let's make some veggie snacks	I can make veggie snacks.	After cooking, we need to wash-up equipment, and clean and tidy work surfaces.	Before cooking, we need to get ready to cook to be safe and hygienic.	Scissors can be used to cut different fruit and vegetables safely.	The food skills used to make veggie snacks are cutting with scissors and mixing.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
		Let's make butter bean hummus on crackers	I can make butter bean hummus.	Different pieces of equipment have specific jobs.	Hummus is a dip traditionally made from chickpeas, originating from the Middle East.	The food skills used to make butter bean hummus are mashing, mixing and spreading.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
	Food and drink for life	Eat, drink and grow	I can list the reasons why we need food and drink.	We need food and drink to stay alive.	We need food to grow, be active and maintain health.	We need to drink to be healthy.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-drink
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-drink	Food likes and dislikes	I can describe why we eat what we do.	People choose different types of food for different reasons, such as preference, location.	We eat different food according to what we like and dislike.	We eat different food depending on the time of day and occasion.	We use our senses to see, smell and taste food.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-drink
		Let's make some fruit salad kebabs	I can make fruit salad kebabs.	The food skills used to make fruit kebabs are peeling (by hand), cutting and threading.	We all need to have more fruit and vegetables.	We can describe the appearance, smell and taste of fruit, and evaluate a recipe based on our	When cutting food with a knife safely, we should use the Bridge Hold or the fork secure	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-drink
	Food from plants and animals	Plant or animal?	I can sort foods into plants and animals.	All food comes from plants or animals.	Food can be sorted into plants or animals.	The food we eat comes from plants and/or animals.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals	Food sources	I can describe foods from plants and animals.	Food is purchased from shops, farms and markets, or grown at home.	There are a range of food from animals, such as eggs, milk, cheese, honey, fish and	There are a wide range of food from plants, such as fruit, vegetables, beans, rice, pasta and		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals
		Let's make a potato salad	I can make a potato salad.	The food skills used to make a potato salad are weighing, measuring, cutting, mixing and	The ingredients in this recipe come from plants (potatoes) and animals (yoghurt)	We measure ingredients to ensure success and so that we can make the recipe		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me
	Food for me and you	My favourite fruit and veg	I can describe the look and taste of different fruit and vegetables.	There are a wide range of fruit and vegetables that we can eat.	We all need to eat a variety of lots of fruit and vegetables.	We eat different food according to what we like and dislike.	We use our senses to describe the look, smell, taste and texture of food.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me	Family food	I can plan a salad for my family.	We can plan a dish or meal for our family based on their food preferences.	We eat different food depending on the time of day, occasion and lifestyle.	We eat different foods, depending on where we live, who we live with, our culture and	We need lots of different food and drinks to be healthy.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me
		Let's make a stripy salad pot	I can make a stripy salad pot.	A vegetable peeler is used to peel away the skin of carrots and other vegetables.	The food skills used to make a salad pot are peeling, cutting, measuring, grating and layering.	We should avoid wasting food during preparation and cooking.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me



Year 2	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Lesson link
	Cooking without heat	Making veggie dip and dippers	I can make a veggie dip and dippers.	Before preparing and cooking food, we should tie back long hair, put on an apron and wash	Crudités, the dippers, comes from the French word meaning 'rawness'.	The food skills used to make veggie dips and dippers are measuring, mixing, peeling and cutting.	When cutting food with a knife safely, we should use the Bridge Hold and the Claw Grip.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers	Making a couscous salad	I can make a couscous salad.	Couscous is a traditional North African dish. There are many variations.	Food must be stored and prepared safely and hygienically.	Liquids, such as water, are measured in a measuring jug. Dry foods, such as	The food skills used to make a couscous salad are measuring, cutting and mixing.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
		Making simple sushi	I can make simple sushi.	A dish can be evaluated by its look, smell and taste.	Recipes can be inspired by foods and dishes from around the world.	Sushi is associated with Japan, but has origins in Southeast Asia. It is traditionally made	The food skills used to make simple sushi are spreading, grating, slicing and rolling.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
	The Eatwell Guide: healthy eating	Introducing The Eatwell Guide	I can use the Eatwell Guide to talk about the foods I need to be healthy.	The Eatwell Guide has four main food groups, each having a variety of food.	The size of each food group indicates the amount we should consume, e.g. lots	We need a variety and balance of foods to stay healthy, as depicted by the Eatwell		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers	Healthy meal times	I can plan a healthy meal.	Meals should include 3-4 of the main food groups and a drink	We need at least 5 fruit and vegetables every day (5 A DAY)	We need to have 6-8 drinks a day. Water is a good choice.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
		Making a healthy wrap for lunch	I can make a healthy wrap, based on the Eatwell Guide.	A wrap is a flatbread, with origins from Mexico, and can contain a range of fillings.	The Eatwell Guide can be used to evaluate a recipe.	The food skills used to make a wrap safely and hygienically are grating, spreading,		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
	Where my food comes from	Grown, reared and caught	I can name and sort foods that are grown, reared and caught.	Animals are reared for our food, such as dairy cows and sheep, on farms.	Plants are grown for our food, such as tomatoes and carrots, on farms or at home.	Some of our food is caught, such as fish from the sea.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers	Food origins	I can describe the origins of different foods.	Food is changed from 'farm to fork' to make it edible and safe to eat.	Food is changed from 'farm to fork' to make other foods, such as cheese from milk, bread	The term 'farm to fork' refers to the food chain of a food's origin to consumption.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
		Making a mackerel and tomato pâté, with celery sticks	I can make mackerel and tomato pâté, with celery sticks.	A range of words can be used to describe the texture of a dish, such as smooth or crunchy	Pâté is a savoury spread, often made from fish, meat, cheese and vegetables. It can	The food skills used to make mackerel and tomato pâté are measuring, mixing, cutting and	The ingredients originate from fish (caught), dairy cows (cream cheese, reared) and plants	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
	Food for occasions and celebrations	Bread for all	I can name and describe the look, smell, taste and texture of	All bread is made from flour, mainly from wheat or corn (maize).	Some people cannot eat wheat, which is milled into flour to make bread. A different type of	There is a wide range of breads available to purchase (or make) in the UK.	We can use a range of sensory words to describe the appearance, smell, taste and texture of	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers	World wide bread	I can name a range of breads from around the world.	Bread is eaten on a variety of occasions and celebrations.	In the UK, most bread is made with flour, which is from the plant wheat.	There is a range of different types of bread around the world.	We can plan to make a pitta pocket for people based on occasion.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers
		Making a coronation chickpea pocket	I can make a coronation chickpea pocket for a party.	The food skills used to make a coronation chickpea pocket are draining, measuring, cutting,	The original recipe, Coronation chicken, was invented for a lunch during the coronation of	We can ask other people to evaluate a recipe by tasting it. This can help improve work next		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/cooking-dip-and-dippers



Structure – lesson level

Lesson details

Key learning points

1. We need food and drink to stay alive.
2. We need food to grow, be active and maintain health.
3. We need to drink to be healthy.

Keywords

Grow - to get older and bigger

Active - to do something, like playing, running or swimming

Healthy - being free from illness or injury

Common misconception

We need six - eight glasses of water a day.

We need six - eight drinks a day. Water is a great choice, but other drinks count too, such as milk and juice.

How to plan a lesson using our resources

To help you plan your year 1 cooking and nutrition lesson on: Eat, drink and grow, [download](#) all teaching resources for free and adapt to suit your pupils' needs...

When explaining that food and water are essential, you can use plants as an example. Plants need food and water to stay alive. You can also have different photographs of food and drinks to show pupils that there are many different types that we can have.

Teacher tip

✂ Equipment

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Lesson details

Key learning points

1. We need a variety and balance of foods to stay healthy, as depicted by the Eatwell Guide.
2. The Eatwell Guide has four main food groups, each having a variety of food.
3. The size of each food group indicates the amount we should consume, e.g. lots, some.

Keywords

Eatwell Guide - a guide that shows us what food to eat to be healthy

Food groups - food groups contain similar foods

Common misconception

The Eatwell Guide tells you exactly what foods to eat each day.

The Eatwell Guide shows that we should eat a wide variety of food from each food group.

How to plan a lesson using our resources

To help you plan your year 2 cooking and nutrition lesson on: Introducing The Eatwell Guide, [download](#) all teaching resources for free and adapt to suit your pupils' needs...

Create the Eatwell Guide on the floor, e.g. a chalk outline in the playground. Give each pupil a food card. Ask them to walk/run to the 'guide' and place it in the correct food group. Pupils could be split into teams.

Teacher tip

✂ Equipment

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Vocabulary rich – key words

- All lessons have a list of key words
- It is a form of knowledge that carries great importance in learning - The Education Endowment Foundation (2021) reviewed the best available international research and consulted experts to arrive at key principles for effective literacy:
 - *extending pupils' vocabulary by explicitly teaching new words*
 - *providing repeated exposure to new words*
 - *providing opportunities for pupils to use new words.*

Keywords	
grow	to get older and bigger
active	to do something, like playing, running or swimming
healthy	being free from illness or injury

Keywords	
rationing	a fixed amount of food per person
dividing	to split a mixture equally
rubbing-in	to rub butter into flour
oven	part of a cooker, used to bake or roast foods

<https://www.thenational.academy/blog/our-approach-to-curriculum>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>



Flexibility

- Easy to download
- Easy to edit
- Just pick and make your own

New Year 3

Food origins: from farm to fork

Complete sign up to download this unit | Share | New | Save

Lessons (3)

1 Food from around the UK

I can name and locate food which is from the UK.

1 Slide deck | 1 Worksheet | 2 Quizzes | 1 Video

2 Food from around the world

I can name and locate food which is from outside the UK.

1 Slide deck | 1 Worksheet | 2 Quizzes | 1 Video

3 Making apple flapjack bites

I can make flapjack bites, and describe the origins of the ingredients from the UK.

1 Slide deck | 1 Worksheet | 2 Quizzes | 1 Video

Food from around the UK

I can name and locate food which is from the UK.

Download all | Share lesson | New | Create more with AI

Lesson slides

Download lesson slides

Food from the UK

Cooking and nutrition

Unit Food origins: from farm to fork

Oak National Academy

Google Slides

Download

☒ All resources selected
Slides, quizzes, worksheets

Slide deck

Lesson slides (PPTX) Editable ☒

Quizzes

Starter quiz questions (PDF) ☒

Exit quiz questions (PDF) ☒

Starter quiz answers (PDF) ☒

Exit quiz answers (PDF) ☒

Worksheet

Worksheet (PDF) ☒ | **Worksheet** (PPTX) Editable ☒






Practical ways of using and adapting Oak food lessons and materials

Planning your curriculum

- Use the plans as a guide to develop our own curriculum
- Audit what you do and see how Oak can help (gaps)
- Look for and adapt new ways of teaching
- Get some recipe ideas and top tips

Oak - Food curriculum to classroom			
			
Review your existing scheme of learning (work). Consider which of these areas you cover.			
Tick the areas in each Year group you currently cover, highlighting gaps in subject content. Think about progression throughout each Year Group, as well as across a Key Stage.			
	Key		
	Year 7	Year 8	Year 9
Cooking			
Food skill development (precision and accuracy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingredients, equipment and cooking techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tasting and sensory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4Cs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storing food safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using food labels for safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food traditions, customs and cuisines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health			
Healthy eating (Eatwell Guide and 8 tips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy and nutrients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritional needs and health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy hydration (drinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthier and more sustainable food choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allergies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal occasions, snacks and portion sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using food labels for health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer awareness and food choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritional analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where food comes from			
Food origins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing, rearing and catching food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food assurance schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seasonal food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Producing and processing food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food from the UK and world-wide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
© British Nutrition Foundation 2025			

<https://foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>



Adapting lessons

- Download the 'plan' and adapt for your pupils – use the 'thinking'
- Tweak the lesson plans
- Use the AI tool to create 'SEND' lessons

<https://labs.thenational.academy/>

Year 1	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Lesson link
	Let's start cooking	Let's make a layered breakfast	I can make a layered breakfast.	Before cooking, we need to get ready to cook to be safe and hygienic.	Spoons can be used for measuring, adding ingredients and spreading.	The food skills used to make a layered breakfast are spooning and layering.	We should have breakfast everyday.	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me	Let's make some veggie snacks	I can make veggie snacks.	After cooking, we need to get ready to cook to be safe and hygienic.	Before cooking, we need to get ready to cook to be safe and hygienic.	Scissors can be used to cut different fruit and vegetables safely.	The food skills used to make veggie snacks are cutting with scissors and peeling.	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
		Let's make butter bean hummus on crackers	I can make butter bean hummus.	Different pieces of equipment have specific jobs.	Hummus is a dip traditionally made from chickpeas, originating from the Middle East.	The food skills used to make butter bean hummus are mashing, mixing and spreading.		https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
	Food and drink for life	Eat, drink and grow	I can list the reasons why we need food and drink.	We need food to drink to stay alive.	We need food to grow, be active and maintain health.			https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me	Food likes and dislikes	I can describe why we eat what we do.	People choose different types of food for different reasons, such as preference, location.	We eat different food according to what we like and dislike.	We eat different food depending on the time of day and occasion.	We use our senses to see, smell and taste food.	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
		Let's make some fruit salad kebabs	I can make fruit salad kebabs.	The food skills used to make fruit kebabs are peeling (by hand), cutting and threading.	We all need to have more fruit and vegetables.	We can describe the appearance, smell and taste of fruit, and evaluate a recipe based on our senses.	When cutting food with a knife safely, we should use the Bridge Hold or the Lock secure.	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
	Food from plants and animals	Plant or animal?	I can sort foods into plants and animals.	All food comes from plants or animals.	Food can be sorted into plants or animals.	The food we eat comes from plants and/or animals.		https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me	Food sources	I can describe foods from plants and animals.	Food is purchased from shops, farms and markets, or grown at home.	There are a range of food from animals, such as fruit, eggs, milk, cheese, honey, fish and...	There are a wide range of food from plants, such as fruit, vegetables, beans, rice, pasta and...		https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
		Let's make a potato salad	I can make a potato salad.	The food skills used to make a potato salad are weighing, measuring, cutting, mixing and...	The ingredients in this recipe come from plants (potatoes) and so that we can make the recipe.	We measure ingredients to ensure success and so that we can make the recipe.		https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
	Food for me and you	My favourite fruit and veg	I can describe the look and taste of different fruit and vegetables.	There are a wide range of fruit and vegetables that we can eat.	We all need to eat a variety of lots of fruit and vegetables.	We eat different food according to what we like and dislike.	We use our senses to describe the look, smell, taste and texture of food.	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me	Family food	I can plan a salad for my family.	We can plan a dish or meal for our family based on their food preferences.	We eat different food depending on the time of day, occasion and season.	We eat different foods, depending on where we live, who we live with, our culture and...	We need lots of different food and drinks to be healthy.	https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me
		Let's make a striped salad pot	I can make a striped salad pot.	A vegetable peeler is used to peel away the skin of carrots and other vegetables.	The food skills used to make a salad pot are peeling, cutting, measuring, grating and layering.	We should avoid wasting food during preparation and cooking.		https://www.thenational.academy/teachers/programmes/cooking-nutrition/primary-ks1/units/food-for-me

<https://foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>

Hello, Roy

I'm Aila, Oak's AI lesson assistant.

Tell me what you want to teach and I'll help you create your lesson.

What do you want to teach?

create a healthy eating lesson for my Year 5 class which has a range of learners with additional needs. Ensure that it is clear and uses key vocabulary so that it does not confuse the pupils.

To base your lesson on one of these existing Oak lessons, type the lesson number. Tap **Continue** to start from scratch.

make the lesson shorter

Are the learning outcome and learning cycles appropriate for your pupils? If not, suggest an edit. Otherwise, tap **Continue** to move on to the next step.

simplify as I teach pupils with SEND

Are the simplified learning outcome and learning cycles suitable for your pupils with SEND? If not, suggest an edit. Otherwise, tap **Continue** to move on to the next step.

↺ Retry ↻ Report

Continue

Type your response here

Key stage 2 • Rsh pshe

Healthy eating

✓ Learning outcome

I can name healthy foods and say why they are good for me.

Modify Flag

✓ Learning cycles

- Name different food groups and their benefits.
- Say why eating fruits and vegetables is good for us.

Modify Flag



Amending resources

- Amend the slide decks as PowerPoint (or Google slides) or Worksheets (Word doc) – customise for you/your pupils
- Change the language, font size, colours, backgrounds and layouts
- Reduce or expand the content
- Remove and/or add images
- Save, use and amend (again)

Cooking around the world Explanation

Ingredients are foods used in **cooking**.
There are different **ingredients**, such as:

fruit vegetables herbs spices flour



What dishes are these used in?




Aisha

Name: _____ starter quiz

Making food safe to eat

1 We need to be hygienic when we cook. What is this pupil doing here? (Tick 1 correct answer)



☐ washing hands
☐ tying up long hair
☐ putting on an apron
☐ rolling up long sleeves

2 Hands only need to be washed and dried before and after cooking. (Tick 1 correct answer)

☐ True
☐ False

3 Where should the following food be stored? (Write the correct letter in each box)

a	canned soup, dried rice and pasta	cupboard
b	fresh milk, ham and leftovers	freezer
c	ice cream, frozen peas and fish fingers	fridge

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Name: _____ Worksheet

Healthy snack swaps

Task A: Healthier snacks

1) Jacob has created a snack chart for the school week. Suggest smart **snack swaps** Jacob could make.



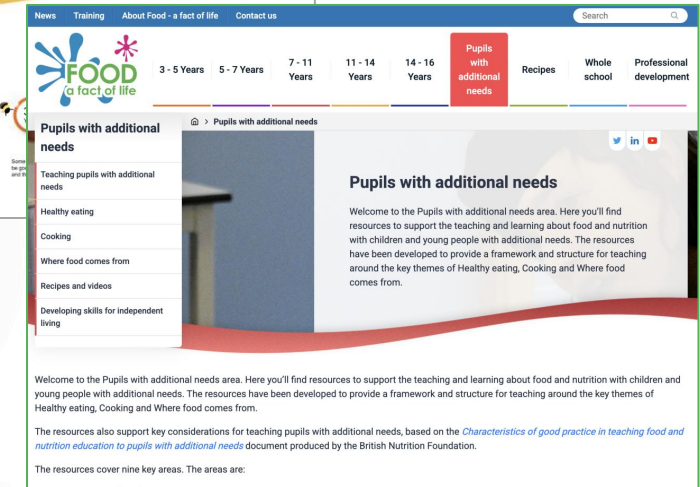
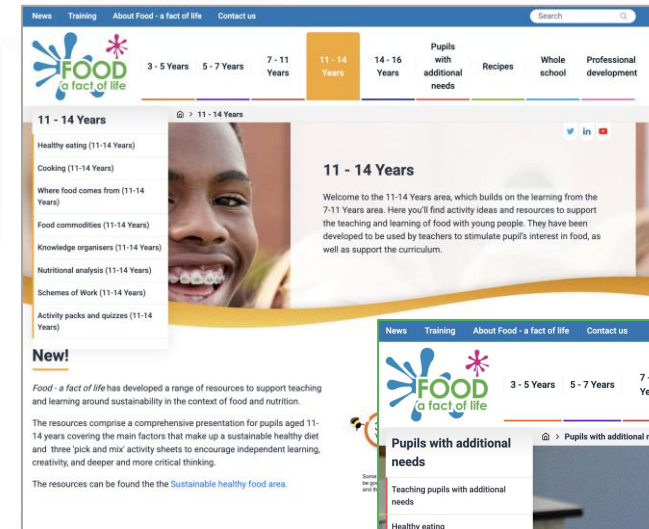
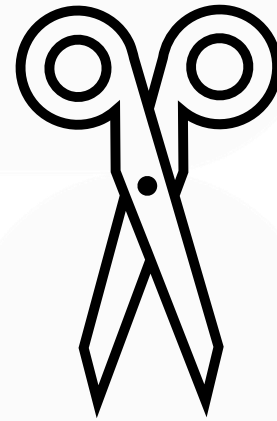
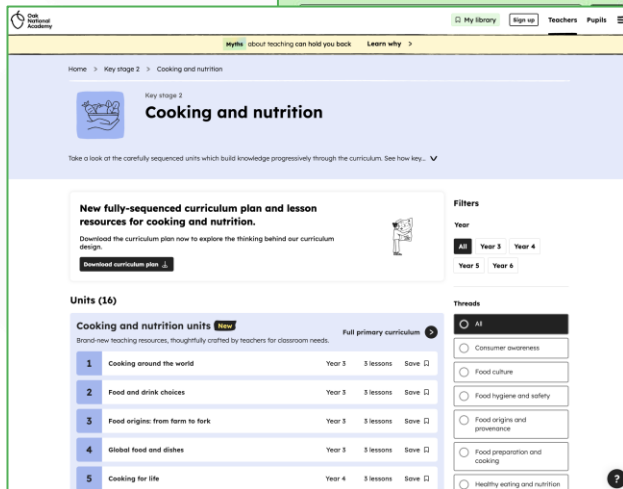
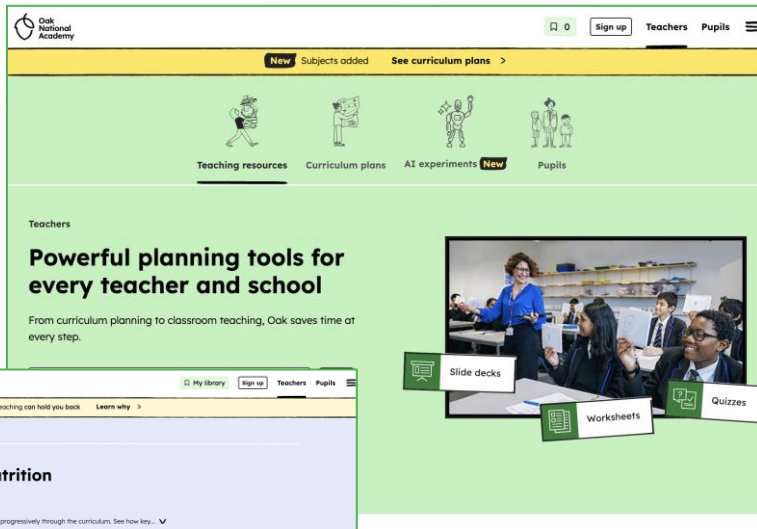
Jacob

Day	Snack	Snack swap to ..
Mon	crisps	
Tue	sweets	
Wed	cake	
Thur	biscuits	
Fri	ice cream	

1



Edit, cut 'n' paste – make your own



NEW lesson,
slide deck,
worksheet ...





Review your CPD opportunities

Your CPD

- Audit what you do – discover what you don't
- Go through the planning guide & SMART planner
- Training and resources decision tree
- Curriculum planner decision trees
- previous training sessions (recordings and presentations)
- Review and use the Oak materials

All available via [Food – a fact of life](https://www.bnf.org.uk/food-a-fact-of-life)

Oak - Food curriculum to classroom		Nutrition Foundation	
Introduction		Key	
Your aims		Year 7	Year 8
Training area		Year 9	
1. Understanding the Oak Food Curriculum - Knowledge of the curriculum's purpose, structure, and the principles that underpin it, including current assessment, delivery, evidence.	2 - Established practice		
2. Curriculum Planning and Evaluation - Ability to plan (CPD) pathways and adapt curriculum resources to school context.	4 - Confident and consistent		
3. Primary Food Teaching - Skills in delivering primary food education using Oak's structure and lesson materials.	3 - Established practice		
4. Secondary Food Teaching - Skills in delivering secondary food education using Oak's structure and lesson materials.	2 - Established practice		
5. Lesson Implementation - Practical ability to integrate Oak lessons into everyday teaching effectively.	4 - Confident and consistent		
6. Engaging a Modern Food Curriculum - Competence in engaging Oak with modern food education priorities and topics.	3 - Established practice		
7. Inclusive Food Education - Skills in engaging learners with additional needs and ensuring accessibility for all.	3 - Established practice		
8. Providing Independent and Active Learning - Ability to use Oak resources to empower pupils in self-reflection and action.	3 - Established practice		

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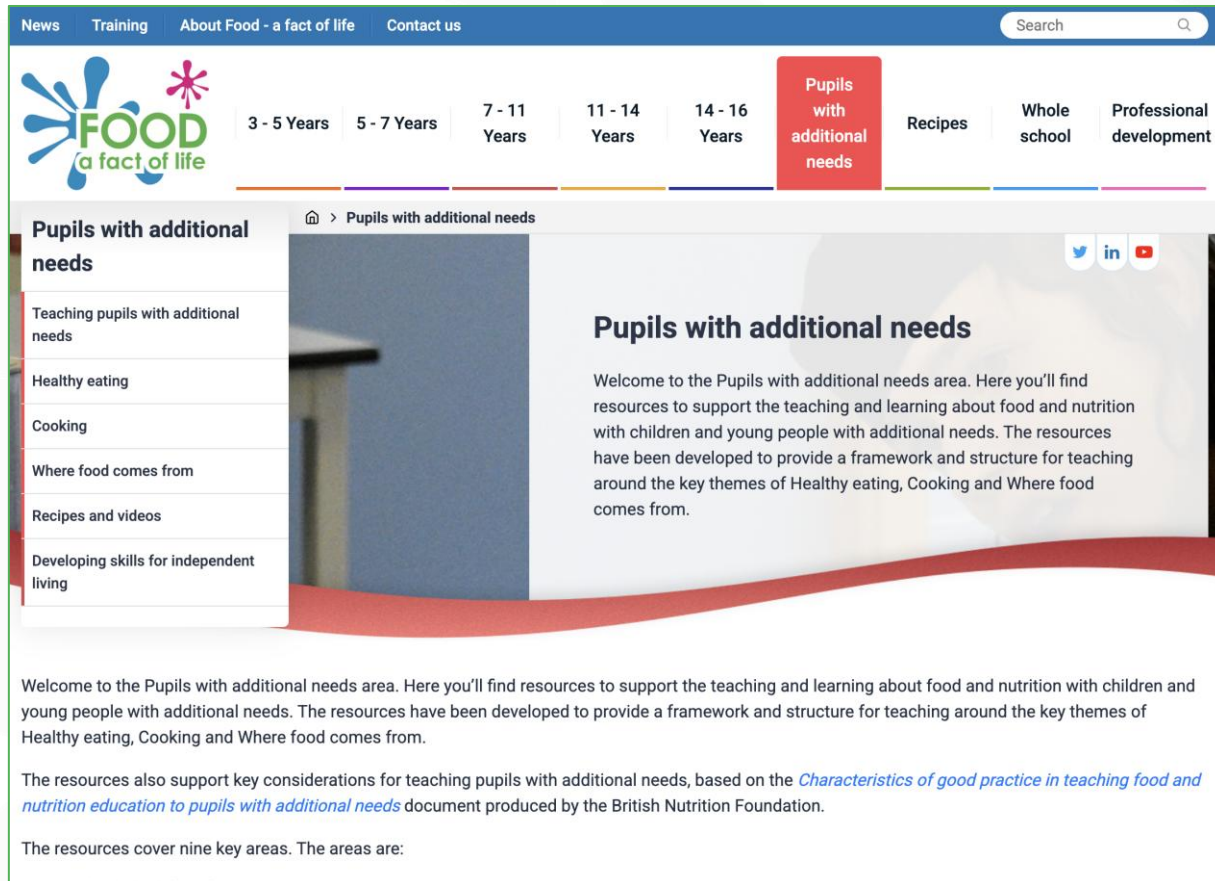
Curriculum planner decision tree (KS3)

Oak – Food curriculum to classroom

[click here to get started](#)



Support from *Food – a fact of life*



The screenshot shows the 'Food – a fact of life' website. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', and 'Contact us'. Below this is a search bar and a series of tabs for age groups: '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years', '14 - 16 Years', 'Pupils with additional needs' (highlighted in red), 'Recipes', 'Whole school', and 'Professional development'. The main content area is titled 'Pupils with additional needs' and features a welcome message: 'Welcome to the Pupils with additional needs area. Here you'll find resources to support the teaching and learning about food and nutrition with children and young people with additional needs. The resources have been developed to provide a framework and structure for teaching around the key themes of Healthy eating, Cooking and Where food comes from.' Below this, there is a sidebar with links to 'Teaching pupils with additional needs', 'Healthy eating', 'Cooking', 'Where food comes from', 'Recipes and videos', and 'Developing skills for independent living'. At the bottom, there is a paragraph about the resources and a list of nine key areas.

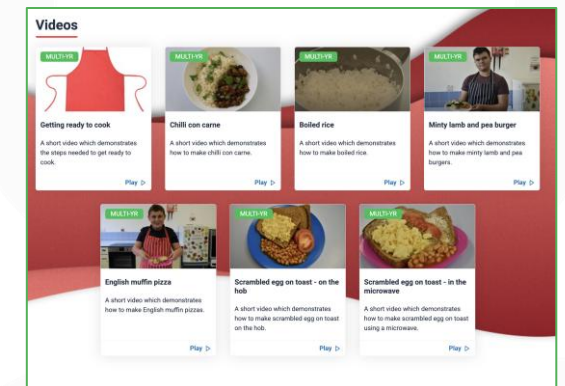
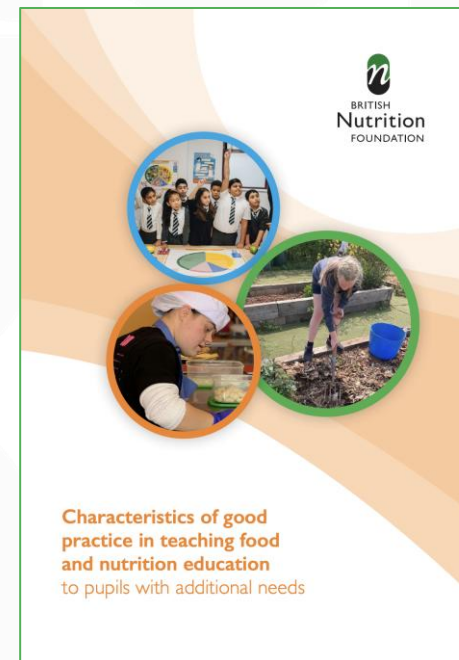
Welcome to the Pupils with additional needs area. Here you'll find resources to support the teaching and learning about food and nutrition with children and young people with additional needs. The resources have been developed to provide a framework and structure for teaching around the key themes of Healthy eating, Cooking and Where food comes from.

The resources also support key considerations for teaching pupils with additional needs, based on the [Characteristics of good practice in teaching food and nutrition education to pupils with additional needs](#) document produced by the British Nutrition Foundation.

The resources cover nine key areas. The areas are:

<https://foodafactoflife.org.uk/pupils-with-additional-needs/>

Neurodivergent learners and practical food lessons - [blog](#)



Further support from Oak

Supporting pupils with SEND?


- <https://www.thenational.academy/blog/supporting-pupils-with-send-how-oak-can-help>
- <https://www.thenational.academy/blog/sen-support-accessible-remote-learning-and-making-the-most-of-the-oak-offer>
- <https://www.thenational.academy/teachers/specialist/subjects>

Try out the AI tool on Oak - Aila

- <https://labs.thenational.academy/>

Research and insights 15 October 2024

Supporting pupils with SEND? How Oak can help

 **Laura Benton**
User Researcher

Our [curriculum plans](#) and [teaching resources](#) have been designed to be as accessible as possible for all pupils, but we are always looking for ways to improve so we can help teachers to meet their pupils' needs.

We conducted research to explore the challenges teachers in mainstream schools face in supporting pupils with SEND. Here, we share our findings and highlight some of the ways we can help.

What are the challenges SEND support teachers face?

Teachers experience a range of challenges in supporting pupils with SEND:

- Overcoming gaps in basic literacy and numeracy skills with older pupils
- Finding ways to build confidence
- Addressing memory issues
- Dealing with the complexity and diversity of needs
- Variation in SEND training

Our resources support teachers in several ways:

- They enable out-of-class/small-group learning
- They are designed to meet accessibility standards
- Teachers can easily adapt the resources to specific pupil needs

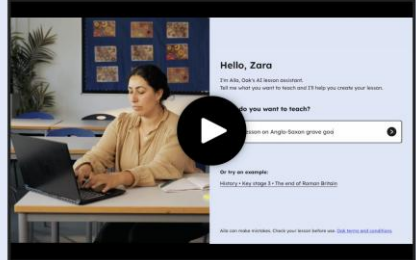
Oak National Academy AI experiments FAQs

Beta

Build tailor-made lessons and teaching materials with AI

Transform your lesson prep with your free AI-powered lesson assistant, Aila. Whether it's creating bespoke resources or tailoring content to your class, Aila can help speed things along.

[Start creating with AI →](#)



Hello, Zara

You're Aila, Oak's AI lesson assistant. Tell me what you want to teach and I'll help you create your lesson.

What do you want to teach?

do try an example: History topic page 1: The end of Roman Britain

Aila can make mistakes. Check your lesson before you click lesson and publish.

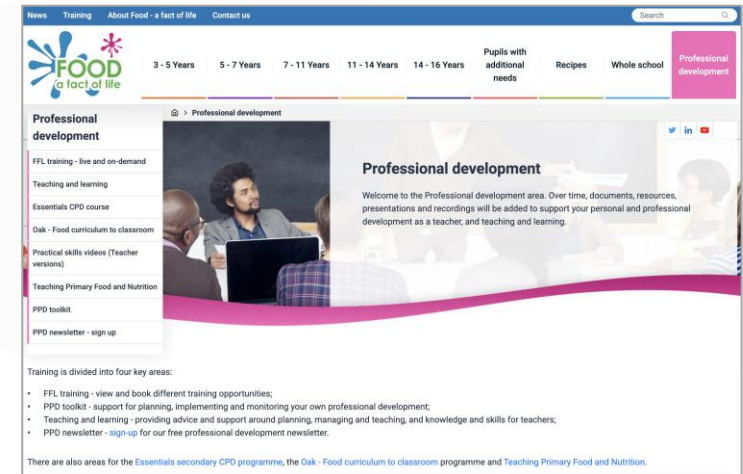
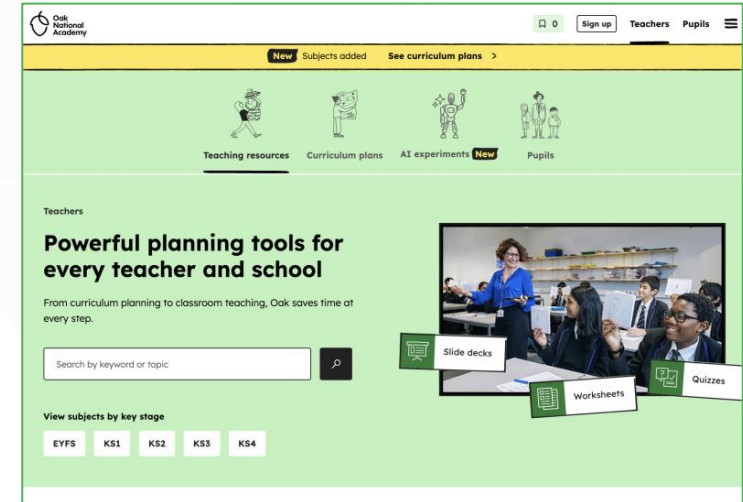




Next steps

Next steps for you

- Check out the Oak curriculum and lessons
- [Audit](#) what you currently do and identify any gaps
- Try out a few lessons, worksheets and/or recipes – 'get a taste'
- Use the tools to help on *Food – a fact of life*
- Join us for the next training session!



Training



Find out more
about the training
by following this
QR code

- 23/9/25 – Getting started with Oak - [recording available](#)
- 30/9/25 – Map your own path (CPD) - [recording available](#)
- 7/10/25 – Inside the curriculum – [recording available](#)
- 21/10/25 – Primary food teaching made easy with Oak – [recording available](#)
- 21/10/25 – Bringing Oak to life in secondary food lessons – [recording available](#)
- 11/11/25 – Making Oak work in primary (practical tips) – [recording available](#)
- 11/11/25 – Making Oak work in secondary (strategies for success) – [recording available](#)
- 20/1/26 – Designing a modern food curriculum – [recording available](#)
- 3/2/26 – Inclusive food education (learners with additional needs) - *recording available soon*
- **17/2/26 – Empowering pupils (independent and home learning)**



Q&A

Any questions?





Thank you for attending.

For further advice, support and training, go to:
<https://www.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>

