

# 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

[Catch up on previous webinars](#)





# 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

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## 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.

## 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.

#### 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.

#### 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.



# Oak Curriculum Principles

## **Knowledge and vocabulary rich**

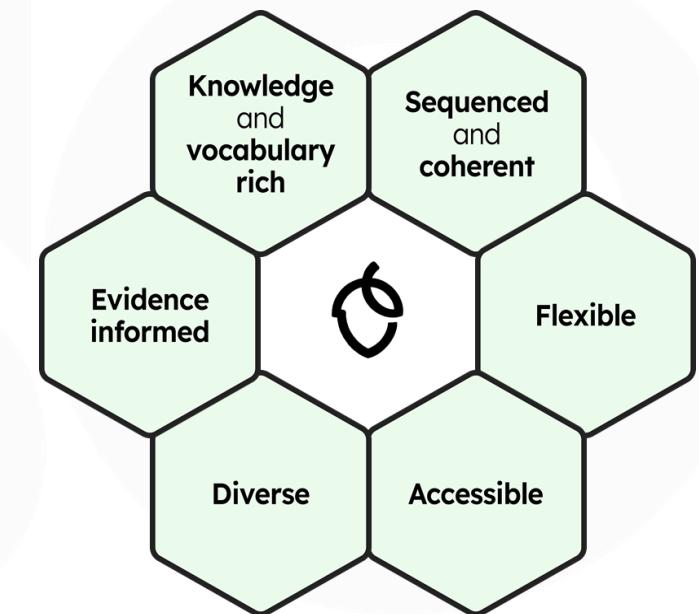
The curriculum builds pupils' substantive and procedural knowledge over time, explicitly mapping and revisiting key vocabulary to support learning.

## **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

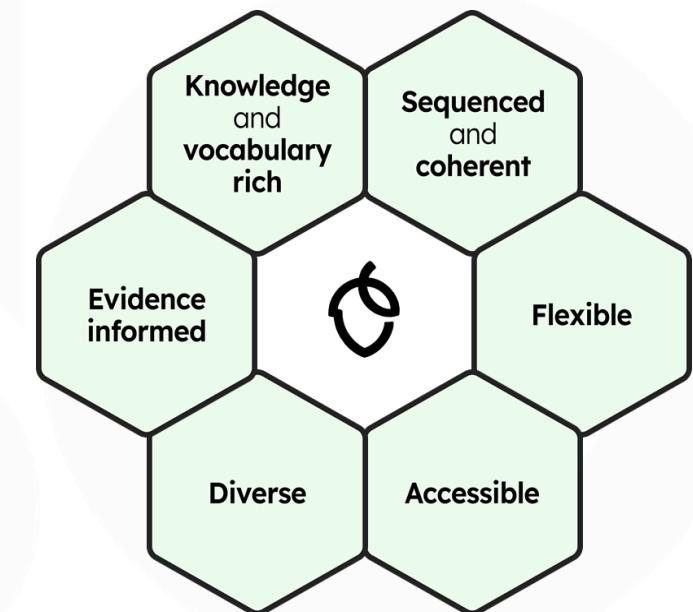
Schools can adapt and use the curriculum in full or in parts to suit their context, resources, pupil needs, and teaching priorities.

## 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.

**Explanation**

### 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?**

Name: \_\_\_\_\_

### 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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### Producing food locally

In the UK, food grown includes:

- apples
- plums

We also grow other things, things like apples on trees

**Play** **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.

**Lucas**

### Plants and animals

Food from **plants** includes ...

- fruit

**apples**

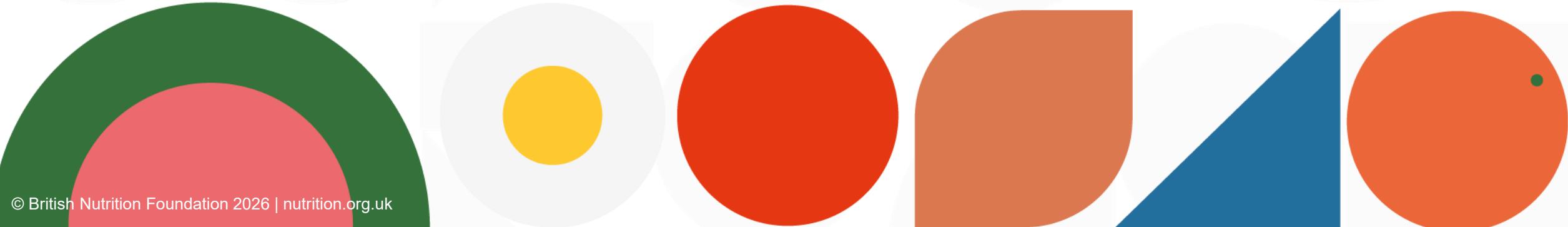
Apples, well done. Bananas, oranges, and blueberries.

**Play**

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# 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](#)

The image shows a digital interface for the Oak Curriculum. On the left, there are three pink-themed boxes representing the curriculum for Year 7, Year 8, and Year 9. Each box contains four numbered units with titles and 'Unit info >' links. On the right, a sidebar titled 'Threads' lists various themes with circular icons: All (selected), 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, and The science of food.

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



# Structure – curriculum level

**Cooking and nutrition units New**

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
	<b>Let's start cooking</b>	<b>Let's make a layered breakfast</b>	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.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-lets-make-a-layered-breakfast">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-lets-make-a-layered-breakfast</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-lets-make-some-veggie-snacks">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-lets-make-some-veggie-snacks</a>	<b>Let's make some veggie snacks</b>	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.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-lets-make-some-veggie-snacks">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-lets-make-some-veggie-snacks</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life</a>	<b>Let's make butter bean hummus on crackers</b>	I can make butter bean hummus.	Different pieces of equipment have specific jobs.	Hummus is a dip traditionally made from chickpeas, hummus are mashing, mixing and spreading.	The food skills used to make butter bean hummus are mashing, mixing and spreading.		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life</a>	<b>Eat, drink and grow</b>	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.		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life</a>	<b>Food likes and dislikes</b>	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.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-life</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals</a>	<b>Let's make some fruit salad kebabs</b>	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 taste.	When cutting food with a knife safely, we should use the Bridge Hold or the fork secure.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals</a>	<b>Plant or animal?</b>	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.		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals</a>	<b>Food sources</b>	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		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you</a>	<b>Let's make a potato salad</b>	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 (yogurt)	We measure ingredients to ensure success and so that we can make the recipe.		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you</a>	<b>My favourite fruit and veg</b>	I can describe the look and taste of different fruit and vegetables that we can eat.	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.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you</a>	<b>Family food</b>	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.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you</a>	<b>Let's make a stripy salad pot</b>	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	preparation and cooking.		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you</a>



Year 2	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Lesson link
	<b>Cooking without heat</b>	<b>Making veggie dip and dippers</b>	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.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat</a>	<b>Making a couscous salad</b>	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.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat</a>	<b>Making simple sushi</b>	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 to make simple sushi are spreading, grating, slicing and rolling.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat</a>
	<b>The Eatwell Guide: healthy eating</b>	<b>Introducing The Eatwell Guide</b>	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 by the Eatwell Guide.	We need a variety and balance of foods to stay healthy, as depicted by the Eatwell Guide.		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide</a>	<b>Healthy meal times</b>	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.		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide</a>	<b>Making a healthy wrap for lunch</b>	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,		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide</a>
	<b>Where my food comes from</b>	<b>Grown, reared and caught</b>	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.		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from</a>	<b>Food origins</b>	I can describe the origins of different foods.	Food is changed from 'farm to fork' to make it edible and safe to eat.	The term 'farm to fork' refers to the food chain of a food's origin to consumption.			<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from</a>	<b>Making a mackerel and tomato pâté, with celery sticks</b>	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, with celery sticks, originate from fish (caught), dairy cows (cream cheese, reared) and plants		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from</a>
	<b>Food for occasions and celebrations</b>	<b>Bread for all</b>	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 sensory words to describe the appearance, smell, taste and texture of		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations</a>	<b>World wide bread</b>	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.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations</a>
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations</a>	<b>Making a coronation chickpea pocket</b>	I can make a coronation chickpea pocket.	The food skills used to make a coronation chickpea pocket are draining, measuring, cutting, and	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		<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations">https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations</a>



# 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 glasses of water 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.

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

### 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...

#### ❖ 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	
<b>grow</b>	to get older and bigger
<b>active</b>	to do something, like playing, running or swimming
<b>healthy</b>	being free from illness or injury

Keywords	
<b>rationing</b>	a fixed amount of food per person
<b>dividing</b>	to split a mixture equally
<b>rubbing-in</b>	to rub butter into flour
<b>oven</b>	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

**Food origins: from farm to fork**

Year 3

1 New

Complete sign up to download this unit

Share  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





**Download**

All resources selected Slides, quizzes, worksheets

Slide deck

 **Lesson slides** (PPTX) 

Quizzes

 **Starter quiz questions** (PDF) 

 **Starter quiz answers** (PDF) 

 **Exit quiz questions** (PDF) 

 **Exit quiz answers** (PDF) 

Worksheet

 **Worksheet** (PDF) 

 **Worksheet** (PPTX) 





# 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			
British Nutrition Foundation			
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
<b>Cooking</b>			
1 Food skill development (precision and accuracy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Ingredients, equipment and cooking techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Cooking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Tasting and sensory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 4Cs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Storing food safely</b>			
8 Food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Food science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Using food labels for safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Food traditions, customs and cuisines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Health</b>			
12 Healthy eating (Eatwell Guide and 8 tips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Energy and nutrients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Nutritional needs and health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Healthy hydration (drinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Healthier and more sustainable food choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Allergies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Meal occasions, snacks and portion sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Using food labels for health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Consumer awareness and food choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Nutritional analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Where food comes from</b>			
22 Food origins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Growing, rearing and catching food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Food assurance schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Seasonal food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Producing and processing food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Food from the UK and world-wide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29			
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34			
© 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/>

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



Year 1	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Lesson link
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/lets-start/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/lets-start/</a>	Let's start cooking Let's make a layered breakfast	I can make a layered breakfast.	Before cooking, we need to wash-up equipment and clean and work surfaces.	Spoons can be used for measuring, adding ingredients and spreading.	The food skills used to make a layered breakfast are spooning and spreading.	We should have breakfast everyday.	<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/lets-start/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/lets-start/</a>	Let's make some veggie snacks	I can make veggie snacks.	After cooking, we need to wash-up equipment and clean and work surfaces.	Scissors can be used to cut different fruit and vegetable snacks with scissors and pliers.	The food skills used to make veggie snacks are cutting with scissors and pliers.		<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/lets-start/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/lets-start/</a>	Let's make butter bean hummus on crackers	I can make butter bean hummus on crackers.	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.		<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/</a>	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 to drink to be healthy.	We eat different food depending on the time of day and occasion.	We use our senses to see, smell and taste food.	<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/</a>	Food likes and dislikes	I can describe why we eat what we do.	People choose different types of food for different reasons, such as taste, location and culture.	The food skills used to make fruit kebabs are peeling (by hand), cutting and threading.	We all need to have more fruit and vegetables.	When cutting food with a knife safely, we should use the Bridge Hold or the Rock secure.	<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/</a>	Let's make some fruit salad kebabs	I can make fruit salad kebabs.	All food comes from plants or animals.	The food we eat comes from plants and/or animals.			<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/</a>	Food from plants and animals	Plant or animal?	I can sort food into plants or animals.	Food is purchased from shops, farms and markets, or grown at home.	There are a range of food from plants, such as eggs, cheese, vegetables, beans, pasta, rice, fish and meat.	There are a wide range of fruit and vegetables that we can eat.	<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/</a>	Food sources	I can describe foods from plants and animals.	The food skills used to make a potato salad are peeling, cutting, measuring, cutting, mixing and stirring.	The ingredients in this recipe come from a range of food groups and (potatoes) are so that we can eat them all.	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.	<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/</a>	Let's make a potato salad	I can make a potato salad.	Food for me and you	I can describe the look and taste of different fruit and vegetables.	We all need to eat a variety of lots of fruit and vegetables.	We use our senses to describe the look, smell, taste and texture of food.	<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/</a>	Food for me and you	My favourite fruit and veg	Family food	I can plan a salad for my family based on their food preferences.	We eat different food depending on the time of day, occasion and where we live, our culture and preferences.	We eat different food depending on where we live, why we live there, our culture and preferences.	<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>
	<a href="https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/">https://www.thenational.academy/teacher-programme/nutrition/primary/ks1/unit/food-and-drink-for-life/</a>	Let's make a stripy salad pot	I can make a stripy salad pot.		A vegetable peeler is a tool used to peel away the skin of carrots and other vegetables.	We eat different food depending on what we like and dislike.	We eat different food depending on where we live, why we live there, our culture and preferences.	<a href="https://www.thenational.academy/my/teachers/primary/nutrition/cooking">https://www.thenational.academy/my/teachers/primary/nutrition/cooking</a>

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



# 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**

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

fruit      vegetables      herbs      spices      flour



What dishes are these used in?

Image of Herbs: benjamini, ShutterStock.com. Image of Spices: Philip Lange (Shutterstock.com).

**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.



**Starter quiz**

Name: \_\_\_\_\_

**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)

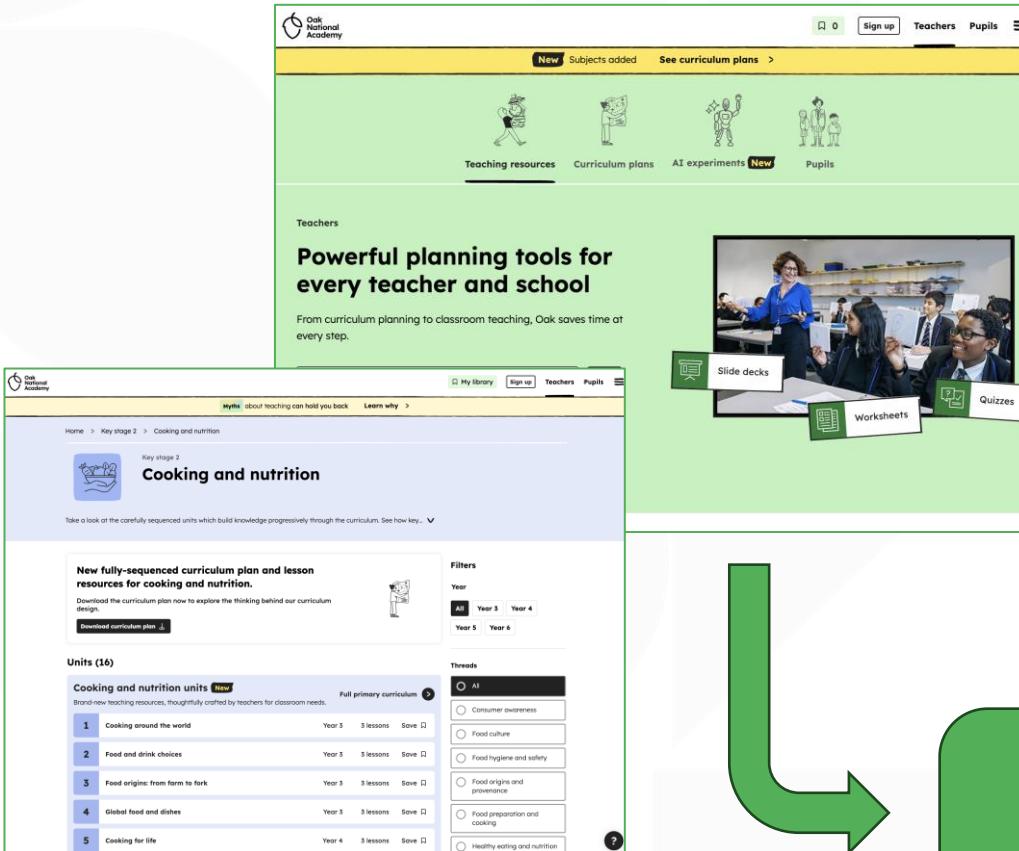
True  
 False

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

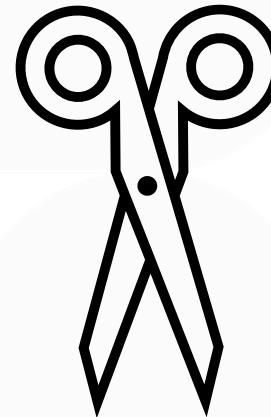
a	canned soup, dried rice and pasta	cupboard
b	fresh milk, ham and leftovers	freezer
c	ice cream, frozen peas and fish fingers	fridge



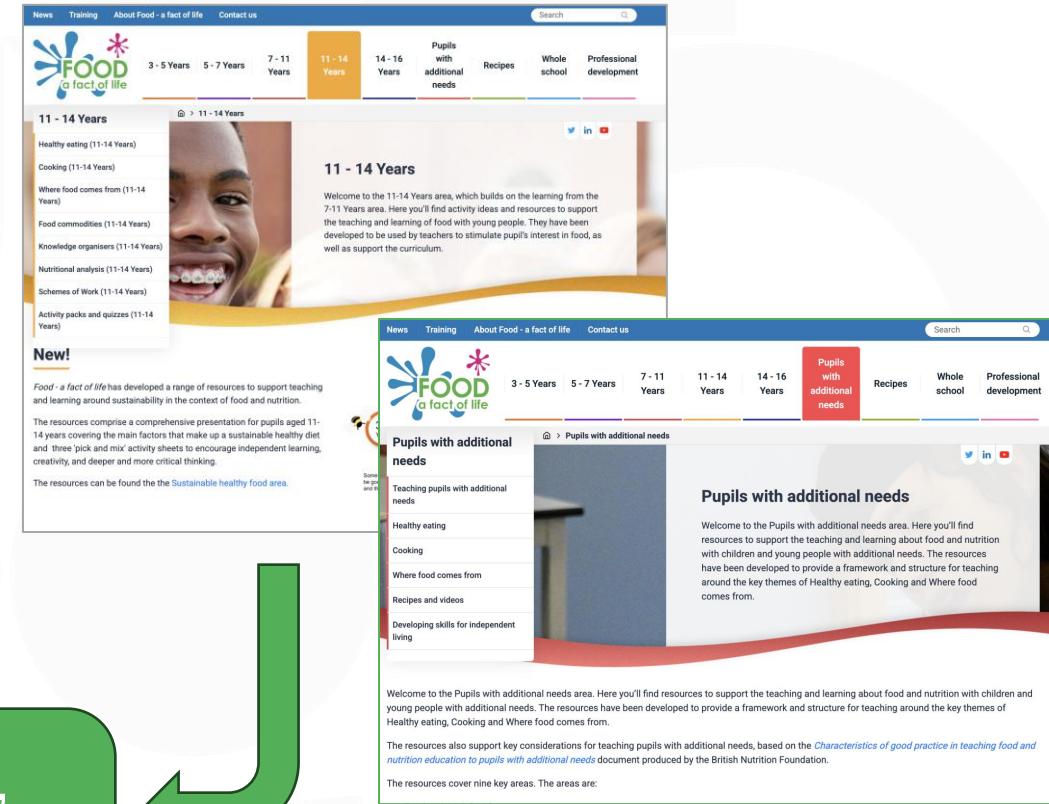
# Edit, cut 'n' paste – make your own



The image shows two screenshots of the Oak National Academy website. The top screenshot is the homepage for 'Teachers', featuring sections for 'Teaching resources', 'Curriculum plans', 'AI experiments', and 'Pupils'. The bottom screenshot is a detailed view of the 'Curriculum plans' section for 'Cooking and nutrition' at 'Key stage 2'. It shows a 'New fully-sequenced curriculum plan and lesson resources for cooking and nutrition' with a download button. Below this, a list of 'Cooking and nutrition units' is shown, each with a title, year, lessons, and a 'Save' button. A sidebar on the right provides filters for 'Year' (Year 3, Year 4, Year 5, Year 6) and 'Threads' (AI, Consumer awareness, Food culture, Food hygiene and safety, Food origins and provenance, Food preparation and cooking, Healthy eating and nutrition).



NEW lesson,  
slide deck,  
worksheet ...



The image shows two screenshots of the 'Food - a fact of life' website. The top screenshot is for the '11 - 14 Years' age group, under the 'Pupils with additional needs' section. It features a large image of a smiling child and a list of resources including 'Healthy eating (11-14 Years)', 'Cooking (11-14 Years)', 'Where food comes from (11-14 Years)', 'Food commodities (11-14 Years)', 'Knowledge organisers (11-14 Years)', 'Nutritional analysis (11-14 Years)', 'Schemes of Work (11-14 Years)', and 'Activity packs and quizzes (11-14 Years)'. The bottom screenshot is for the 'Pupils with additional needs' section, showing a list of resources: 'Teaching pupils with additional needs', 'Healthy eating', 'Cooking', 'Where food comes from', 'Recipes and videos', and 'Developing skills for independent living'. Both screenshots include a sidebar with filters for 'Year' (3 - 5 Years, 5 - 7 Years, 7 - 11 Years, 11 - 14 Years, 14 - 16 Years) and 'Threads' (Pupils with additional needs, Recipes, Whole school, Professional development).





# 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.food-a-fact-of-life.org.uk)

**Oak - Food curriculum to classroom**

Instructions: Tick the box opposite for each 'Training area' below. Under 'Rate (0 to 5)', use the dropdown to select your rating. 0 to 5 (only you will see the rating). An explanation for ratings can be found below.

2. Your personalised CPD plan will appear to the right. Click the line and box your choices.

Your name:  [Open Help!](#)

Training areas:

Training area	Rate (0 to 5)	Explain rating	Suggested CPD
1. Understanding the Oak Food Curriculum - Knowledge of the curriculum and how to use it effectively. This includes: clear, rich, sequenced, coherent, accessible, diverse, evidence	<input type="button" value="1 - Emerging awareness"/>	1 - Emerging awareness	This includes 1.1 Understanding the curriculum and how to use it effectively. This includes: clear, rich, sequenced, coherent, accessible, diverse, evidence
2. Curriculum Planning and Adaptation - Ability to plan (CPD) personal learning needs and adapt these to the needs of the learners	<input type="button" value="2 - Early development"/>	2 - Early development	This includes 2.1 Curriculum planning and adaptation. This includes: 2.1.1 Planning for personal learning needs and adapting these to the needs of the learners. 2.1.2 Planning for the needs of the learners. 2.1.3 Planning for the needs of the learners and the needs of the curriculum. 2.1.4 Planning for the needs of the learners and the needs of the curriculum and the needs of the learners.
3. Primary Food Teaching - Skills in delivering primary food education using Oak's structure and lesson materials	<input type="button" value="3 - Established practice"/>	3 - Established practice	This includes 3.1 Primary food teaching. This includes: 3.1.1 Skills in delivering primary food education using Oak's structure and lesson materials. 3.1.2 Skills in delivering primary food education using Oak's structure and lesson materials. 3.1.3 Skills in delivering primary food education using Oak's structure and lesson materials. 3.1.4 Skills in delivering primary food education using Oak's structure and lesson materials.
4. Secondary Food Teaching - Skills in delivering secondary food education using Oak's structure and lesson materials	<input type="button" value="4 - Confident and consistent"/>	4 - Confident and consistent	This includes 4.1 Secondary food teaching. This includes: 4.1.1 Skills in delivering secondary food education using Oak's structure and lesson materials. 4.1.2 Skills in delivering secondary food education using Oak's structure and lesson materials. 4.1.3 Skills in delivering secondary food education using Oak's structure and lesson materials. 4.1.4 Skills in delivering secondary food education using Oak's structure and lesson materials.
5. Lesson Implementation - Practical ability to integrate Oak resources into teaching and learning	<input type="button" value="5 - Expert / role model"/>	5 - Expert / role model	This includes 5.1 Lesson implementation. This includes: 5.1.1 Practical ability to integrate Oak resources into teaching and learning. 5.1.2 Practical ability to integrate Oak resources into teaching and learning. 5.1.3 Practical ability to integrate Oak resources into teaching and learning. 5.1.4 Practical ability to integrate Oak resources into teaching and learning.
6. Designing a Modern Food Curriculum - Comprehensiveness in aligning Oak with modern food education priorities and needs	<input type="button" value="6 - Emerging awareness"/>	6 - Emerging awareness	This includes 6.1 Designing a modern food curriculum. This includes: 6.1.1 Comprehensiveness in aligning Oak with modern food education priorities and needs. 6.1.2 Comprehensiveness in aligning Oak with modern food education priorities and needs. 6.1.3 Comprehensiveness in aligning Oak with modern food education priorities and needs. 6.1.4 Comprehensiveness in aligning Oak with modern food education priorities and needs.
7. Inclusive Food Education - Skills in adapting resources for individuals with additional needs and disabilities	<input type="button" value="7 - Early development"/>	7 - Early development	This includes 7.1 Inclusive food education. This includes: 7.1.1 Skills in adapting resources for individuals with additional needs and disabilities. 7.1.2 Skills in adapting resources for individuals with additional needs and disabilities. 7.1.3 Skills in adapting resources for individuals with additional needs and disabilities. 7.1.4 Skills in adapting resources for individuals with additional needs and disabilities.
8. Personalised and Active Learning - Ability to use Oak resources to empower pupils in safety and active learning	<input type="button" value="8 - Established practice"/>	8 - Established practice	This includes 8.1 Personalised and active learning. This includes: 8.1.1 Ability to use Oak resources to empower pupils in safety and active learning. 8.1.2 Ability to use Oak resources to empower pupils in safety and active learning. 8.1.3 Ability to use Oak resources to empower pupils in safety and active learning. 8.1.4 Ability to use Oak resources to empower pupils in safety and active learning.

To view and book all courses, go to <https://www.food-a-fact-of-life.org.uk/professional-development/oak-food-curriculum-to-classroom>

**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
<b>Cooking</b>			
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"/>
<b>Health</b>			
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"/>
Meals 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"/>
<b>Where food comes from</b>			
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"/>

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**Curriculum planner decision tree (KS3)**

Oak – Food curriculum to classroom

[click here to get started](#)

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# Support from *Food – a fact of life*

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Search 

3 - 5 Years 5 - 7 Years 7 - 11 Years 11 - 14 Years 14 - 16 Years **Pupils with additional needs** Recipes Whole school Professional development

**FOOD**  
a fact of life

**Pupils with additional needs**

Teaching pupils with additional needs  
Healthy eating  
Cooking  
Where food comes from  
Recipes and videos  
Developing skills for independent living



## Pupils with additional needs

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.

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:



**Characteristics of good practice in teaching food and nutrition education to pupils with additional needs**



**Recipes using Widgit Symbols**

MULTI-VIS Boiled rice Widgit Symbols  
A recipe for boiled rice using Widgit Symbols.  
[PDF](#) [Download](#)

MULTI-VIS English muffin pizzas Widgit Symbols  
A recipe for English muffin pizzas using Widgit Symbols.  
[PDF](#) [Download](#)

MULTI-VIS Chilli con carne Widgit Symbols  
A recipe for Chilli con carne using Widgit Symbols.  
[PDF](#) [Download](#)

MULTI-VIS Minty lamb and pea burgers Widgit Symbols  
A recipe for Minty lamb and pea burgers using Widgit Symbols.  
[PDF](#) [Download](#)

**Videos**

MULTI-VIS Getting ready to cook  
A short video which demonstrates the steps needed to get ready to cook.  
[Play](#)

MULTI-VIS Chilli con carne  
A short video which demonstrates how to make chilli con carne.  
[Play](#)

MULTI-VIS Boiled rice  
A short video which demonstrates how to make boiled rice.  
[Play](#)

MULTI-VIS Minty lamb and pea burger  
A short video which demonstrates how to make minty lamb and pea burgers.  
[Play](#)

MULTI-VIS English muffin pizza  
A short video which demonstrates how to make English muffin pizzas.  
[Play](#)

MULTI-VIS Scrambled egg on toast - on the hob  
A short video which demonstrates how to make scrambled egg on toast using a hob.  
[Play](#)

MULTI-VIS Scrambled egg on toast - in the microwave  
A short video which demonstrates how to make scrambled egg on toast using a microwave.  
[Play](#)

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

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



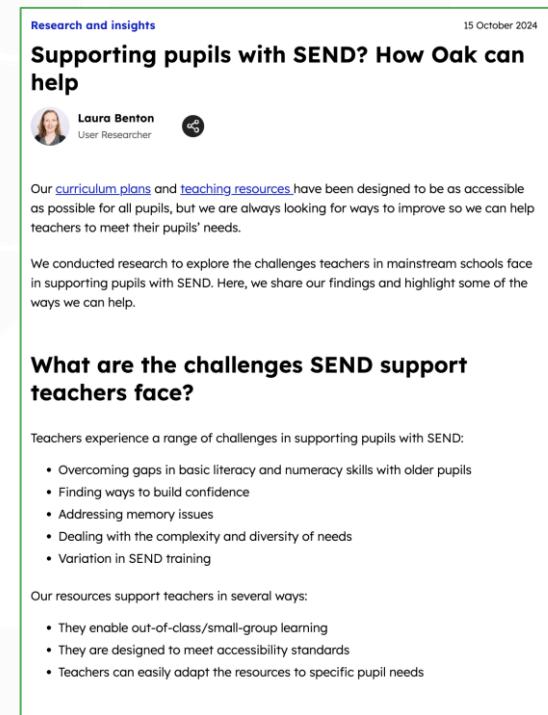
# Further support from Oak

## 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.

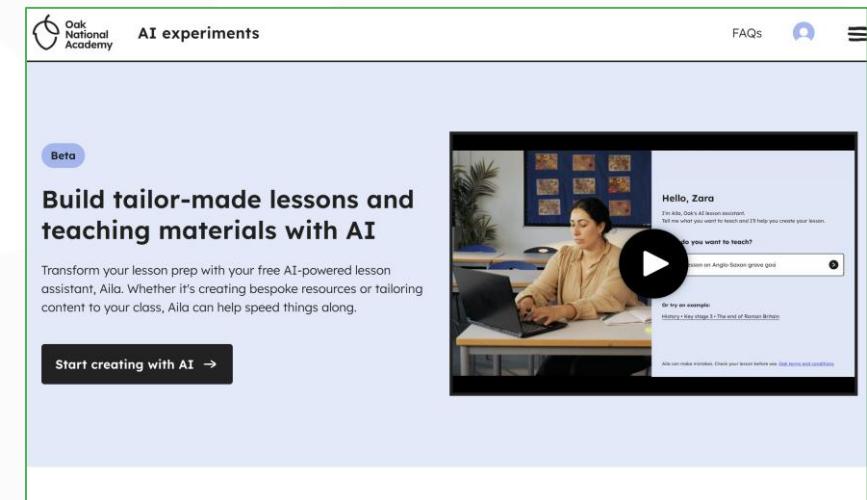
#### What are the challenges SEND support teachers face?

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

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

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

What do you want to teach?

On my example: History - Key stage 3 - The end of Roman Britain

You can make mistakes. Check your lesson before you [Test, terms and conditions](#)

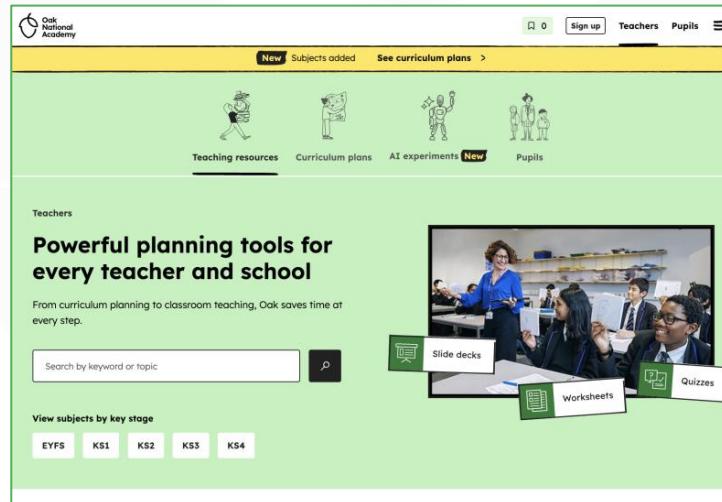




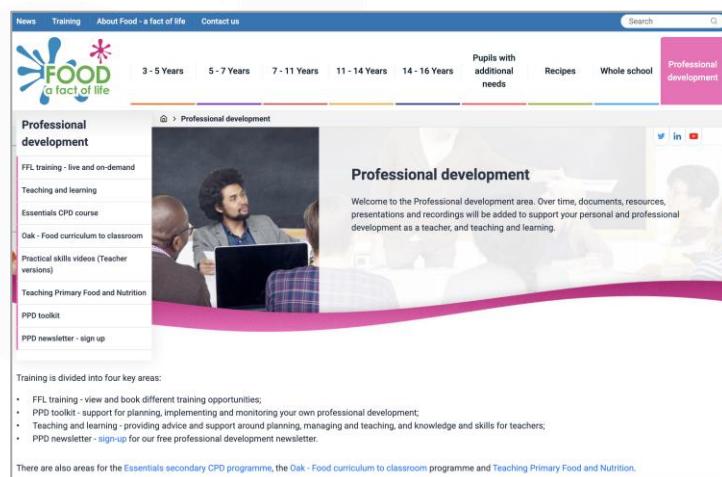
# Next steps

# 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!



The screenshot shows the Oak National Academy website for teachers. The top navigation bar includes 'Sign up', 'Teachers', 'Pupils', and a search bar. Below the bar, there are icons for 'Teaching resources', 'Curriculum plans', 'AI experiments', and 'Pupils'. The main content area is titled 'Teachers' and features a sub-section for 'Powerful planning tools for every teacher and school'. It includes a search bar, a 'View subjects by key stage' section with buttons for EYFS, KS1, KS2, KS3, and KS4, and a video thumbnail of a teacher in a classroom. To the right, there are icons for 'Slide decks', 'Worksheets', and 'Quizzes'.



The screenshot shows the 'Food - a fact of life' website's professional development section. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', 'Contact us', and a search bar. The main content area is titled 'Professional development' and features a video thumbnail of a teacher in a classroom. To the left, there is a sidebar with links to 'FFL training - live and on-demand', 'Teaching and learning', 'Essentials CPD course', 'Oak - Food curriculum to classroom', 'Practical skills videos (Teacher versions)', 'Teaching Primary Food and Nutrition', 'PPD toolkit', and 'PPD newsletter - sign up'. The right side of the page has a 'Professional development' section with a sub-section for 'Welcome to the Professional development area. Over time, documents, resources, presentations and recordings will be added to support your personal and professional development as a teacher, and teaching and learning.' At the bottom, there is a note about other available areas: 'There are also areas for the Essentials secondary CPD programme, the Oak - Food curriculum to classroom programme and Teaching Primary Food and Nutrition.'



# Training

- 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)**



Find out more  
about the training  
by following this  
QR code



# 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/>

