

# PHSE/Life Skills Structured & Experiential Rubric Autumn 1 2024

## Preparing food and drink

<b>Subject curriculum intent</b>	
<ul style="list-style-type: none"><li>• PSHCE education helps to prepare our pupils to live as independently as they can and supports them in making informed and safe choices about their lives.</li><li>• This PSHE Policy works with, and alongside, our RSE, Behaviour and Safeguarding Policies.</li><li>• Teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies.</li></ul>	
<b>Intent for this topic:</b>	
<p>In this unit pupils will develop their skills and knowledge of basic life skills. Pupils will learn to prepare a basic snack and cold drink. Others will advance to hot drinks and will prepare set meals.</p> <p>Pupils will understand basic nutrition and will clean their area before and after preparing food. Pupils will be able to reflect on the tasks they complete and evaluate their learning experience.</p>	
<b>Key vocabulary taught within this topic:</b>	Food, drink, healthy, unhealthy, ingredients, recipe, hygiene, safe, taste, texture, equipment, spoon, knife, fork, bowl, plate, measure, mix, pour
<b>Links to other subjects:</b>	English- following instruction Maths- counting and measuring
<b>UNICEF Rights of The Child</b>	<p><b>RRS Articles:</b> This unit of work is linked to <b>Articles 6, 24 and 28</b> of the UN Convention on the Rights of the Child. The pupils need to be taught about their right and the right of all children to an education and to have healthy lifestyle during this unit.</p> <p>See the link for a summary of the Rights Of the Child <a href="https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018">https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018</a></p> <p><b>Article 6 (life, survival and development)</b> Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.</p> <p><b>Article 24 (health and health services)</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this</p>

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

	Progression step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
<b>Key learning: Understanding healthy portions and nutrition</b>					
<b><u>Subject specific knowledge</u></b>	Can visually choose a healthy option from a choice of 2.	Can sort healthy and unhealthy foods  Knows that a balanced diet should contain a range of different foods.  Can identify what is a healthy portion from a choice of 2	Knows at least 2 different types of food groups.  Knows that a balanced diet contains a variety of food  Can identify a range of healthy food items	Knows all the different food groups  Knows how to plan balanced meal	Knows all the different food groups  Knows how to plan balanced menu (daily/weekly)
<b><u>Subject specific skills</u></b>	Can communicate in their chosen way a healthy choice of food or drink.  Can listen to a song/sensory story about healthy living.	Can portion food out in to a healthy amount	Can portion food out in to a healthy amount	Can plan what a healthy meal looks like including appropriate portion control.	Can plan what a healthy diet looks like across a whole day (extension - week) including appropriate portion control.
<b>Key Learning- Preparing food</b>					
<b><u>Subject specific knowledge</u></b>	Watches as food is prepared - can communicate if things are being done correctly.  With staff support can follow simple instructions - verbal/picture/symbol  Can make informed choices about food items that go together e.g. bread goes with butter.	Can sequence instructions through matching, to create a snack e.g. knows that butter goes on the bread first.  Can make informed choices about what food items go together e.g. Jam, butter, and bread.  Know how to correctly store key food items, e.g, milk in the fridge, bread - sealed.	Can sequence instructions to create a snack e.g. knows that butter goes on the bread first.  Knows which foods go together and can link 3 or more ingredients to one snack, e.g. bread, butter, ham on a sandwich.  Knows where to find equipment and ingredients  Correctly put equipment and ingredients away.	Can write simple instructions to make a snack.  Can sequence instructions to make a healthy meal  Can plan and create a set of instructions for a snack or healthy meal  Can safely communicate how to use kitchen and cooking equipment e.g. Kettle, oven, hob, blender.  Is aware of basic food hygiene	Can write simple instructions to make a snack and a healthy meal.  Can plan and create a set of instructions for a snack or healthy meal  Can safely communicate how to use kitchen and cooking equipment e.g. Kettle, oven, hob, blender.  Is aware of basic food hygiene

<b><u>Subject specific skills</u></b>	With hand over hand support can cut soft food	Can follow simple instructions to make a simple snack	Is able to make a simple snack with little support.	With support can make a healthy meal using the oven or hob.	With minimal support can make a healthy meal using more complex cooking equipment.
	Can hold and use cutlery with some accuracy	Can use cutlery with increasing accuracy	Butters bread with a knife	Can chop fruits and vegetables holding a knife correctly.	Can correctly use all cutlery, chop food accurately and behave safely in the kitchen.
	Can use switches to use food preparation equipment	Can use a knife to cut a sandwich in half	Cuts and chops food	Knows when food is cooked and ready/safe to eat.	Knows when food is cooked, e.g. meat.
	Can choose symbols to make requests	Can spread butter Can chop ingredients Can use a range of kitchen equipment safely.	Pours liquids with little spillage Safely uses equipment - e.g. hold knives correctly, can safely use a blender.	Works alongside others in a café setting.	Works alongside others and follows instructions to work in a café setting.

### Key Learning- Cleaning and hygiene in cooking/preparing food

<b><u>Subject specific knowledge</u></b>	Knows that a cloth is used to clean	With prompt can match pictures/symbol instruction to clean e.g. wash up, wipe tables, mop/hover	Can make suggestions, when given choices, about what and how to clean before preparing food.	Can verbally suggest what and when to clean when preparing food.	Can verbally suggest what and when to clean when preparing food.
	Can tell the difference between a clean surface and a dirty surface - shows this through pointing, making vocal sounds or other gestures.	Knows it is important to wash hands before preparing food and eating. Knows it is important to keep areas clean before and after preparing food.	Can make suggestions, when given choices, about what and how to clean after preparing food. Knows it is important to keep food areas clean Knows it is important to wash hands before and after handling food - with a basic understanding of why.	Can suggest materials and equipment to clean with e.g. washing up liquid, spray, cloth, sponge, tea towel. Washes hands before and after handling food with little prompting.	Can suggest materials and equipment to clean with e.g. washing up liquid, spray, cloth, sponge, tea towel. Washes hands before and after handling food with no prompting. Is able to offer an explanation about why it is important to have good food hygiene
<b><u>Subject specific skills</u></b>	Engages in a sensory story about cleaning	With prompt can follow pictures/symbol instruction to clean an area they have been working in.	Is able to sequence a cleaning activity using symbols to support.	Is able to write or order a series of symbols to create cleaning instructions.	Is able to write or order a series of symbols to create cleaning instructions.
	Can tell when the room/area is clean.		Is able to follow a symbol supported instructions sheet to clean down areas with little prompting from staff. Is able to suggest a specific cleaning activity	Is able to independently wash pots and wipe tables.	Is able to independently carry out a range of cleaning activities with little or no prompting.

for a specific purpose, e.g.  
dirty dishes - wash up.

**Personal development**

Developing skills for life, independence, learning to live a healthy life, learning and understanding the importance of cleanliness.

**Suggested activities**

**Progression Step 1 - 3**

- Sort food that is healthy and unhealthy.
- Make portion control plates
- Symbol supported recipe/method - make a sandwich, fruit salad, wrap, salad
- Prepare a drink following instructions - juice, cordial, water
- Create a café setting - serve friends and/or family
- Use switches to operate kitchen appliances
- Tastes a range of flavours and communicates a preference
- Can match smells and taste to foods

**Progression Step 4 - 5**

- Learn about nutrition and food groups
- Learn about portion control
- Follow recipe cards to create healthy meals e.g. tuna salad, pasta salad, spaghetti bolognaise, curry.
- Follow recipe cards to make drinks e.g. smoothie, fresh juice, coffee, tea.
- Work experience in the on site café - 1 day each.





### **Online resources**

<https://www.bbcgoodfood.com/recipes/collection/kids-cooking>

<https://www.twinkl.co.uk/resources/early-years-food-drink-and-eating/early-years-healthy-eating/early-years-healthy-eating-activities-and-games>

### **Evidencing Work**

Where appropriate the following should be available as evidence:

- Notes on discussions pupils have had
- Written/symbol supported pupil work
- Recipe sheets/instructions
- Worksheets
- Photo/video evidence

Please submit 3 pieces of work from Higher, middle and lower ability in your class to the PSHCE lead each half term for evaluation. These should be clearly annotated and dated.