

Primary food teaching

... made easy with Oak

21 October 2025



Welcome

- Welcome and thanks to All Saints Educational Trust
- The Oak food curriculum structure, threads, units and lessons
- Exploring KS1 and KS2 lessons: slides, videos, worksheets, quizzes, recipes, and teacher support
- Discover the free editable resources for use in the classroom - Year 1 to Year 6 (72 lessons in total)
- Practical guidance and demonstration of the website and resources available
- Explore support for your pupils
- Review CPD opportunities for you
- Support and resources available for FREE for you
- Next steps for you

[Catch up on previous webinars](#)



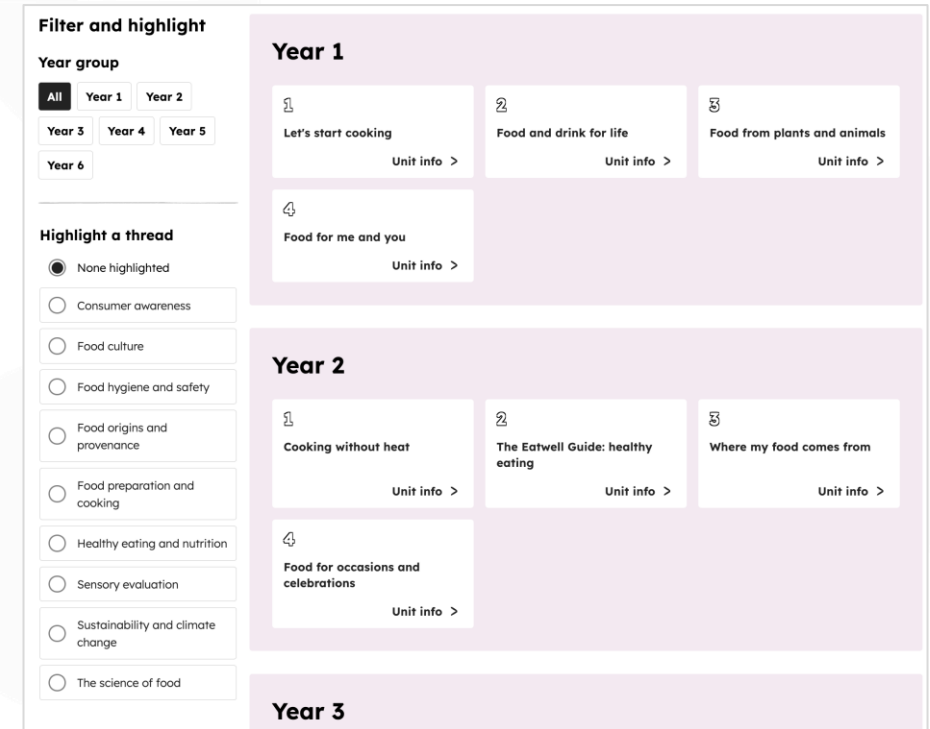


The Oak food curriculum structure, threads, units and lessons

The Oak food curriculum KS1-2

A fully sequenced and coherent curriculum plan, which is flexible, accessible and diverse.

- Planned for teaching from year 1 to year 6.
- 72 lessons – 12 for each year (year 1 to 6).
- The lessons are delivered in 4 units per year: cooking, healthy eating, where food comes from, and a social context.
- ‘Threads’ throughout the curriculum (KS1 to 2) have been weaved in, supporting progression.
- All lessons and resources are flexible – only use what you want.
- All content covers National Curriculum D&T: Cooking and nutrition.
- Lessons are progressive and are connected yet are also ‘stand-alone’.



[Catch up on previous webinars](#)



Year group, units and lessons

Key stage 1

Cooking and nutrition

New fully-sequenced curriculum plan and lesson resources for cooking and nutrition.

Download the curriculum plan now to explore the thinking behind our curriculum design.

[Download curriculum plan](#)

Units (8)

Cooking and nutrition units New Full primary curriculum

Brand-new teaching resources, thoughtfully crafted by teachers for classroom needs.

1	Let's start cooking	Year 1	3 lessons	Save
2	Food and drink for life	Year 1	3 lessons	Save
3	Food from plants and animals	Year 1	3 lessons	Save
4	Food for me and you	Year 1	3 lessons	Save
5	Cooking without heat	Year 2	3 lessons	Save
6	The Eatwell Guide: healthy eating	Year 2	3 lessons	Save
7	Where my food comes from	Year 2	3 lessons	Save
8	Food for occasions and celebrations	Year 2	3 lessons	Save

Filters

Year

☒ All ☐ Year 1 ☐ Year 2

Threads

☒ All

- ☐ Consumer awareness
- ☐ Food culture
- ☐ Food hygiene and safety
- ☐ Food origins and provenance
- ☐ Food preparation and cooking
- ☐ Healthy eating and nutrition
- ☐ Sensory evaluation
- ☐ The science of food

New Year 1

Food from plants and animals

[Download unit](#) [Share](#) [New](#) [Save](#)

Lessons (3)

1 **Plant or animal?**

I can sort foods into plants and animals.

[1 Slide deck](#) [1 Worksheet](#) [2 Quizzes](#) [1 Video](#)

2 **Food sources**

I can describe foods from plants and animals.

[1 Slide deck](#) [1 Worksheet](#) [2 Quizzes](#) [1 Video](#)

3 **Let's make a potato salad**

I can make a potato salad.

[1 Slide deck](#) [1 Worksheet](#) [2 Quizzes](#) [1 Video](#)

[View unit](#) **Lesson 1 of 3**

Year 1

Plant or animal?

I can sort foods into plants and animals.

[Download all](#) [Share activities with pupils](#) [Add teacher note and share](#)

Lesson slides [Download lesson slides](#)

Lesson details

Lesson video

Worksheet

Quizzes

Prior knowledge starter quiz
Assessment exit quiz

Plant or animal?

Cooking and nutrition

Unit Food from plants and animals

Oak National Academy

Google Slides



Exploring KS 1 and KS2 lessons and the free editable resources

What's available?

A complete food teaching toolkit!

Why we need energy and nutrients



Cooking and nutrition

Unit Food for energy and nutrients

Oak National Academy

Food and religion

We will be making **paska**.

Paska is a traditional Easter bread from the **Ukraine**.

It is usually made with eggs, butter, sugar, and sometimes raisins, and has a light, sweet taste.

The bread is often beautifully decorated with designs such as crosses (representing Jesus), flowers (symbolising new life), and braids or swirls (eternity and faith).



Top image: Traditional Ukrainian Paska with a Trypilian pysanka egg and willow branches, APARTNICK, 2014, CC BY-SA 3.0

Creative and inspired

Recipes can also be **modified** to meet the needs and preferences of different people. These might include:

- My likes and dislikes.
- I am a vegan.
- My religion.
- Allergy.
- I like to eat healthily.

Jacob, Sam, Aisha, Alex, Izzy

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.

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

Making fruit scone wedges

Additional material

This additional material details how to set up a safe cooking area for pupils to work in a classroom, along with the ingredients, equipment and method for carrying out the task. It also provides both risk assessment and health and safety information.

Making my fruit scone wedges

Task B recipe: fruit scone wedges

Pupils will make fruit scone wedges. They will rub-in baking block into flour, then add the fruit and milk, mixing to form a soft dough. Pupils will shape the dough and cut lines to make the wedges.

Ingredients

- 170 g wholemeal self-raising flour
- 1 x 5 ml spoon ground cinnamon (or ginger)
- 35 g baking block (or butter)
- 20 g sugar
- 80 g fresh, canned or frozen fruit
- 100 ml milk

Equipment

- Greaseproof paper, baking tray, weighing scales, mixing bowl, mixing spoon, measuring jug, table knife, oven gloves, cooling rack.


Method

1. Preheat the oven to 200°C or gas mark 6.

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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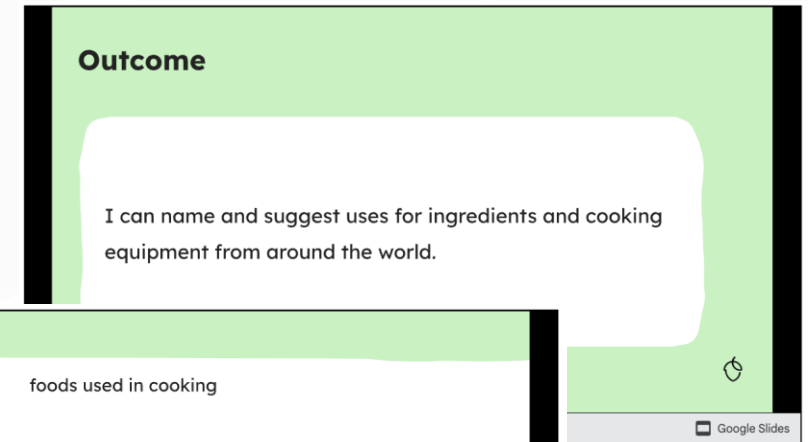
Curriculum mapping,
72 lessons,
worksheets, videos,
quizzes, recipes ...



What does a lesson include?

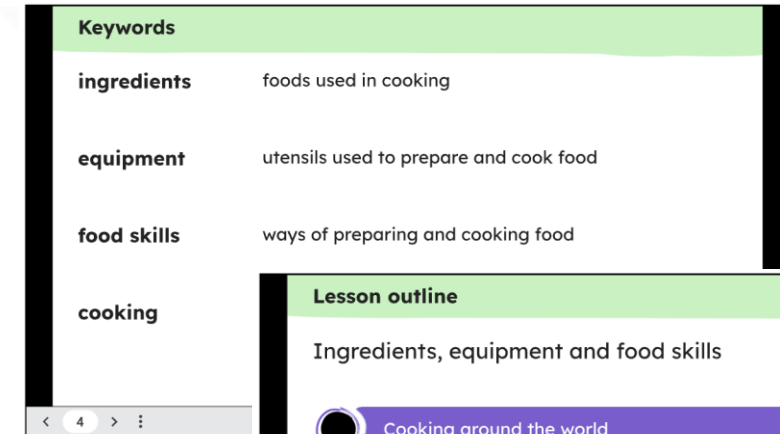
Slides

- The slide deck provides all the detail for the lesson, broken into 'learning cycles', helping not to overload pupils.
- Slides start with a pupil outcome and key words, and end with a summary.
- Throughout the slide deck, 'checks for understanding' are provided, supporting pupils' retention.
- At the end of each 'learning cycle' a task is provided (the task also appears on the pupil worksheet).
- The slide decks are completely editable – use what you want. For example, you might use the entire deck, or a selected slide to support an existing lesson.



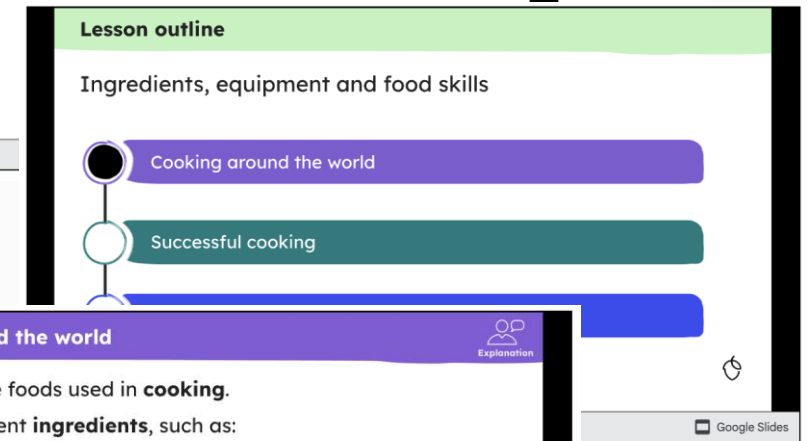
Outcome

I can name and suggest uses for ingredients and cooking equipment from around the world.



Keywords

ingredients	foods used in cooking
equipment	utensils used to prepare and cook food
food skills	ways of preparing and cooking food
cooking	



Lesson outline

Ingredients, equipment and food skills

Cooking around the world

Successful cooking



Cooking around the world

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

fruit	vegetables	herbs	spices	flour
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What dishes are these used in?

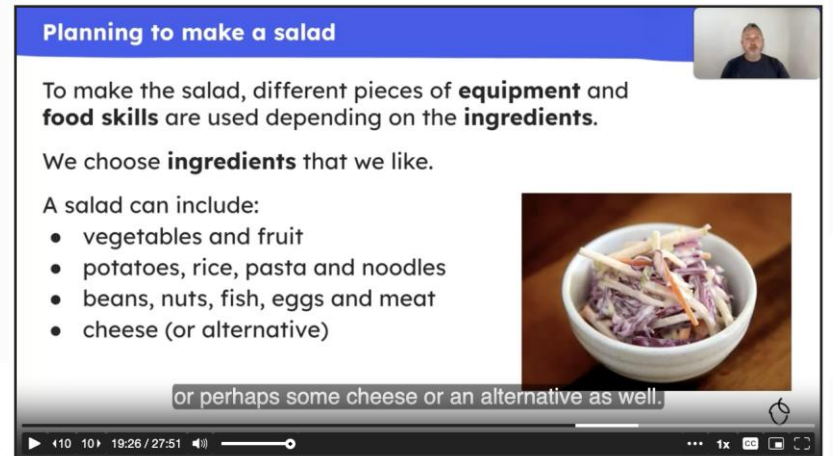
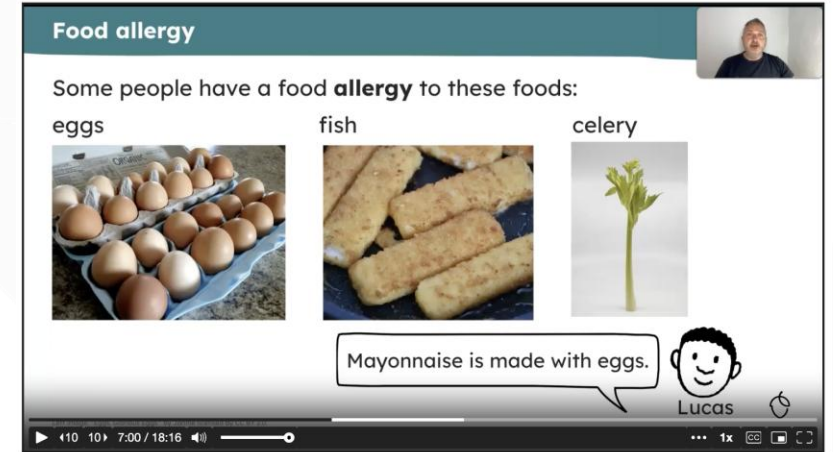
Aisha



What does a lesson include?

Videos

- The video is a complete presentation of the entire lesson.
- The teacher goes through all the slides, asks questions and sets tasks (asking the teacher/pupil to pause the video), and discusses the answers.
- The videos could be used in a variety of settings:
 - in class, with pupils following and answering questions, guided by the teacher
 - independent study, using the worksheet (where appropriate as homework)
 - as part of a CPD session, for example to cover new food skills or explore how concepts are explained.



What does a lesson include?

Worksheets





- Based on the tasks in the slide deck, worksheets can be printed or edited for use in the classroom.
- Editable (and PDF).
- Answers also given.

Name: _____ Worksheet

Ingredients, equipment and food skills

Task A: Cooking around the world

1) Name these **ingredients**.
What could they be used for?

Image				
Name				
Uses				





1

Answers Worksheet





Ingredients, equipment and food skills

Task A: Cooking around the world

1) Name these **ingredients**.
What could they be used for?

Image				
Name	<i>pasta</i>	<i>beans</i>	<i>flour</i>	<i>vegetables</i>
Uses	<i>in a salad, or spaghetti bolognese</i>	<i>in chilli-con-carn e, salads</i>	<i>make bread, cakes and biscuits</i>	<i>curry, side dishes, on pizza</i>

2) Name these pieces of **equipment**.
What are they used for?

Image				
Name	<i>wok</i>	<i>rolling pin</i>	<i>grater</i>	<i>juicer</i>
Use	<i>stir-frying food</i>	<i>rolling-out pastry</i>	<i>grating cheese</i>	<i>juicing an orange</i>

1

What does a lesson include?

Quizzes


- Starter quiz
 - available as a worksheet, which pupils could complete before/at the start of the lesson to check prior knowledge.
 - An answer sheet is also provided.
 - Quizzes are found with each lesson.
- Exit quiz
 - will test your pupils' understanding of the key learning points.
 - An answer sheet is also provided.
 - Quizzes are found with each lesson.

Name: _____

Starter quiz

Reducing food waste

1 Is this food usually grown, reared or caught? (Tick 1 correct answer)



☐ grown
☐ reared
☐ caught

2 Where do these foods from come? Match their origin. (Write the correct letter in each box)

a	milk	orange tree
b	bread	potato plant
c	orange juice	wheat plant
d	fries	dairy cow

3 To help buy only what you need, you could ... (Tick 1 correct answer)

☐ go to the shops early.
☐ write a shopping list.
☐ cook the meals in advance.


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Answers

Starter quiz

Reducing food waste

1 Is this food usually grown, reared or caught? (Tick 1 correct answer)



☐ grown
☐ reared
☒ caught

2 Where do these foods from come? Match their origin. (Write the correct letter in each box)

a	milk	c	orange tree
b	bread	d	potato plant
c	orange juice	b	wheat plant
d	fries	a	dairy cow

3 To help buy only what you need, you could ... (Tick 1 correct answer)

☐ go to the shops early.
☒ write a shopping list.
☐ cook the meals in advance.

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1



What does a lesson include?

Recipes

- Considered the barriers, but also provided opportunities to enhance and challenge.
- At Key stage 1, all 'practical' lessons are 'non-heat', and predominately savoury.
- Food skill development has been built into the lessons.
- All recipes are found within each lesson (slide deck, pupil worksheet and teacher additional information).
- The slide deck goes through the food skills for each recipe.

Let's make a potato salad

Recipe: Potato salad

Ingredients

150 g potatoes
1 spring onion
1 x 15 ml spoon yogurt
1 x 5 ml spoon vinegar
½ x 5 ml spoon mustard

Equipment

Weighing scales, chopping board, table knife, kitchen scissors, measuring spoon, bowl.

Method

1. Cut the potatoes in half.
2. Put the potatoes in the bowl.
3. Put the yogurt, vinegar and mustard in the bowl.
4. Cut the spring onion.
5. Put half of the spring onion in the bowl.
6. Mix everything together.
7. Sprinkle the leftover spring onion on top.

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Task B Making my potato salad

Recipe: Potato salad

Ingredients

150 g potatoes
1 spring onion
1 x 15 ml spoon yogurt
1 x 5 ml spoon vinegar
½ x 5 ml spoon mustard

Equipment

Weighing scales, chopping board, table knife, kitchen scissors, measuring spoon, bowl.

Weigh and measure carefully.

Laura

Task B Making my fruit scone wedges

Recipe: Fruit scone wedges

Ingredients

170 g wholemeal self-raising flour
1 x 5 ml spoon around cinnamon

Equipment

Greaseproof paper, baking tray, weighing scales, mixing bowl, mixing spoon, measuring jug, table knife, oven gloves, cooling rack.

Name: _____

Making fruit scone wedges

Task A: Scone recipe origins

1) Create two batches of scones: one savoury and one sweet.

basic dough

self-raising flour
baking block
milk

savoury ingredients

vegetables, beans, cheese, fish, meat, herbs, garlic, chilli ...

sweet ingredients

fruit (fresh, dried, canned and frozen), seeds, nuts, spices ...

shaping

name?

Task B: Making my fruit scone wedges

1) Follow the recipe and make fruit scone wedges.

Before you cook:

- get ready, e.g. tie up long hair, remove jumpers, wash hands, wear an apron
- have your ingredients and equipment ready

As you prep and cook:

- be safe and hygienic
- use your food skills


Alex



What does a lesson include?

Additional information

- The recipe that is used
 - Ingredients – extra teacher support
 - Equipment

Let's make potato salad **Additional material**

This additional material details how to set up a safe cooking area for pupils to work in a classroom, along with the ingredients, equipment, and method for carrying out the task. It also provides both risk assessment and health and safety information.

Making my potato salad

Task B Recipe - Potato salad

Pupils will make potato salad. They will help to weigh and measure ingredients, cut the potatoes and spring onions, and mix everything together. Lastly, they will sprinkle chopped spring onion on top.


Ingredients
150 g potatoes (small, canned or cooked)
1 spring onion
1 x 15 ml spoon yogurt (plain)
1 x 5 ml spoon vinegar
½ x 5 ml spoon mustard

Equipment
Weighing scales, chopping board, table knife, kitchen scissors, measuring spoon, bowl.

Method

1. Cut the potatoes in half. (Cut into quarters if they are too big.)
2. Put the potatoes in the bowl.
3. Put the yogurt, vinegar and mustard in the bowl.
4. Cut the spring onion.
5. Put half of the spring onion in the bowl.
6. Mix everything together.
7. Sprinkle the leftover spring onion on top.

Food skills
Weighing, measuring, cutting, mixing and sprinkling.

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What does a lesson include?

Additional information

- Tips for the teacher for a practical lesson.
- Practical suggestions for cooking activities
 - pre-weighing ingredients, central location
 - group work, demonstrations
 - key food skills being used.
- Ideas for modifying the recipe
 - using seasonal or school grown fruit/veg
- Setting up the classroom.
- Risk assessment, and safety and hygiene.
- Ingredients, e.g. allergies, pupils following vegan diets.

Lesson title	Additional material
Cooking practicalities <p>This lesson introduces weighing and measuring ingredients. Take time to demonstrate how to weigh using weighing scales, and measure using measuring spoons. Pupils will need to share. The lesson also reinforces using the bridge hold - a safe cutting technique. If you do not have enough chopping boards, pupils could share or plates could be used. Pupils could work together to make the potato salad, sharing the tasks of weighing, measuring, cutting and sprinkling; this would reduce ingredients and equipment used. Allow pupils, one or two at a time, to collect the ingredients they need to make their potato salad from a central ingredient station.</p>	Modification to the recipe <p>There are many different ways the potato salad can be modified. For example:</p> <ul style="list-style-type: none">• using ready boiled potatoes• changing to seasonal potatoes, grown at school• adding other vegetables and fresh herbs. Setting up the classroom <p>Proper planning and advance preparation are essential to ensuring that all food sessions are safe and enjoyable. Please click here to read our guidance on how to organise safe sessions.</p> Risk assessment <p>A risk assessment must be completed for any activity in which there is a significant risk of harm from an identified hazard, whether to pupils, teachers, technicians or occasional visitors to the department. Staff training is a critical aspect of H&S management, and any employee carrying out or supervising an activity that presents a risk must be adequately trained. The information outlined in this guidance contains advice for how to work safely in and out of the classroom. However, risk assessments are the responsibility of the individual school. Please contact a local or national advisory service, such as CLEAPSS, on all health and safety aspects for further support.</p> Health and Safety <p>Adult supervision is required.</p> Ingredients <p>Check for any food allergy, intolerance or religious/cultural reasons for pupils not handling or eating certain foods.</p> <p>For pupils following a vegan diet or with a dairy intolerance, use a non-dairy alternative for the yogurt. Check for allergies to mustard, and swap to fresh herbs.</p>

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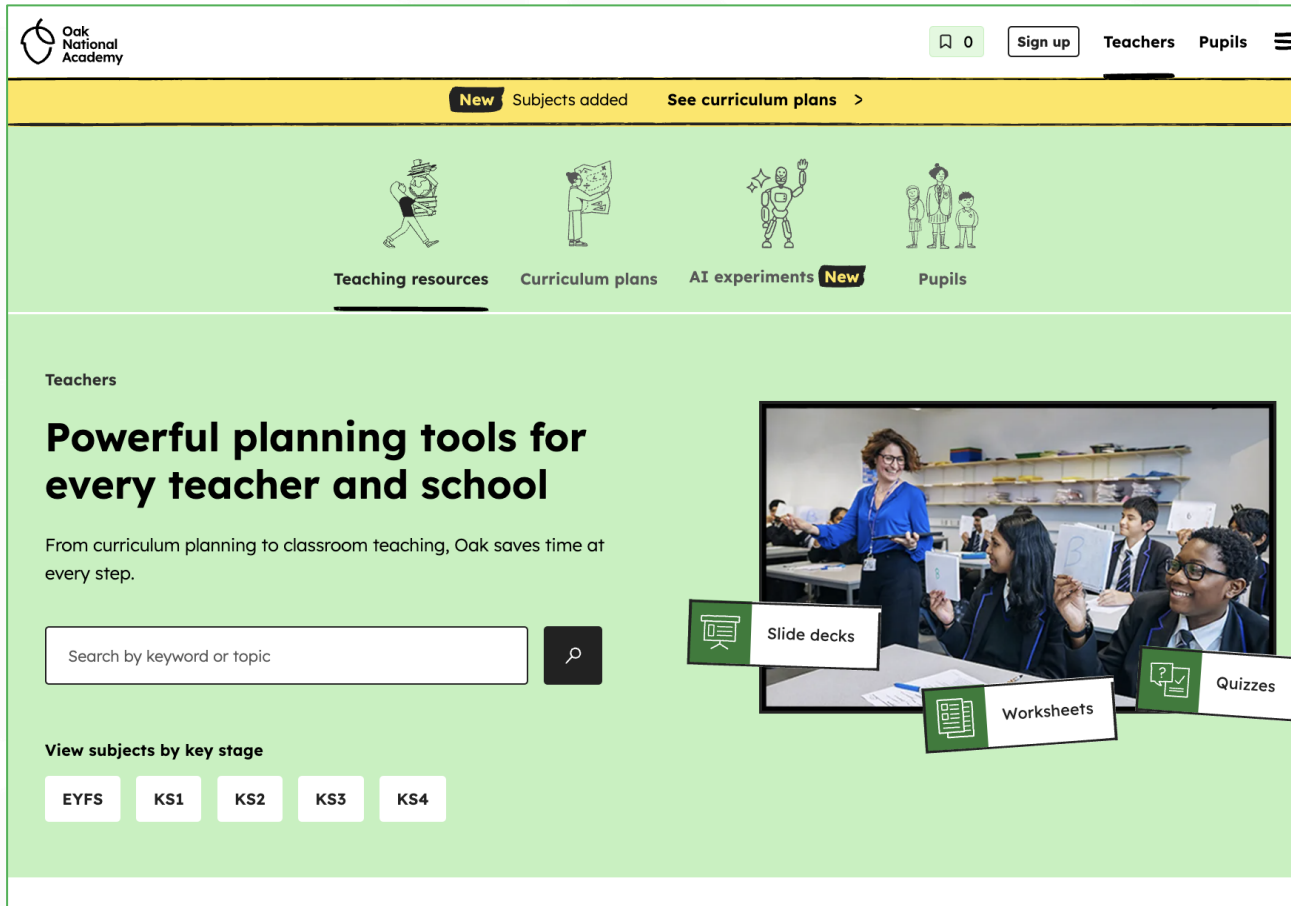
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Demonstration

Oak National Academy



- Teaching resources
- Curriculum plans
- Support for your pupils



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

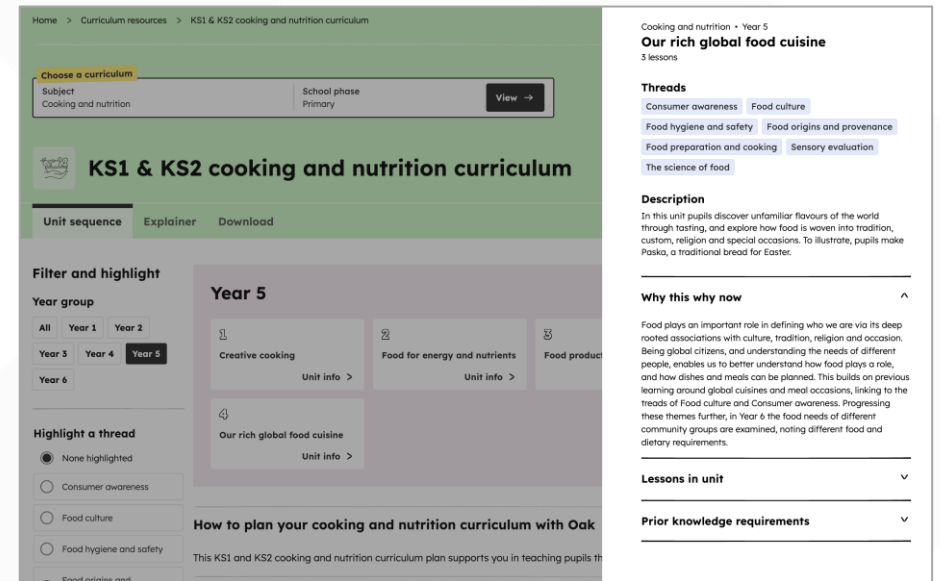




CPD opportunities for you

Oak curriculum overview

- Explore the curriculum.
- Assess its content – what works for you and your pupils?
- Audit it against what you currently do.
- Use it as an example of curriculum planning (SoL/W).
- Check out ...
 - Threads
 - Description
 - Why this why now
- How could this be used in your school for planning?



Lesson slides, quizzes and worksheets

- Review lesson.
- Check the 'teacher tip' and 'common misconceptions'.
- Reflect on what subject knowledge and skills you need to support different lessons.
- Look at the keywords.

Lesson details

Key learning points

1. To be active and healthy, food is needed to provide energy for the body.
2. Different people need different amounts of energy, and different activities use different amounts.
3. Food and drinks provide nutrients, fibre and water. They have different functions to keep us healthy.
4. A wide variety of food is needed as different food provides different types and amounts of nutrients.

Keywords

Energy - derived from food and required for us to stay alive and function

Nutrients - substances that are essential for life, growth and health

Fibre - substances in food from plants that are resistant to digestion

Water - a colourless and odourless liquid, the basis of living things

Common misconception

Activity is about being sporty, being active.

Activity is all the things we do and movements we make, not only sports. It includes sports, but also reading, sleeping and watching TV.

Use food packaging to allow pupils to investigate the energy provided by different foods. Pupils could arrange the foods in order - from highest to lowest energy.

Teacher tip

✂ Equipment

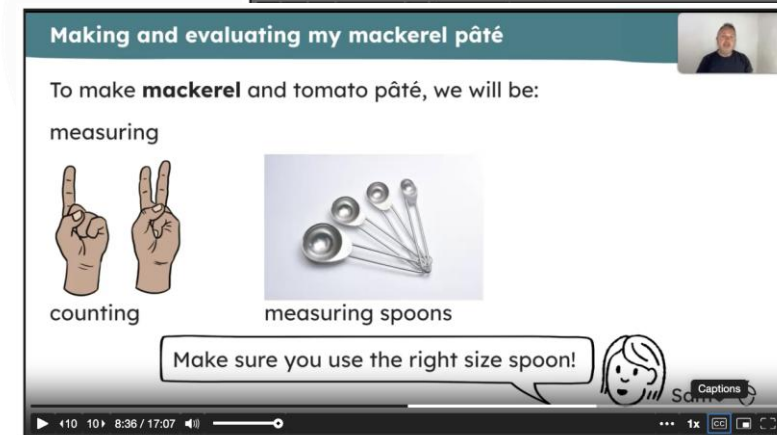
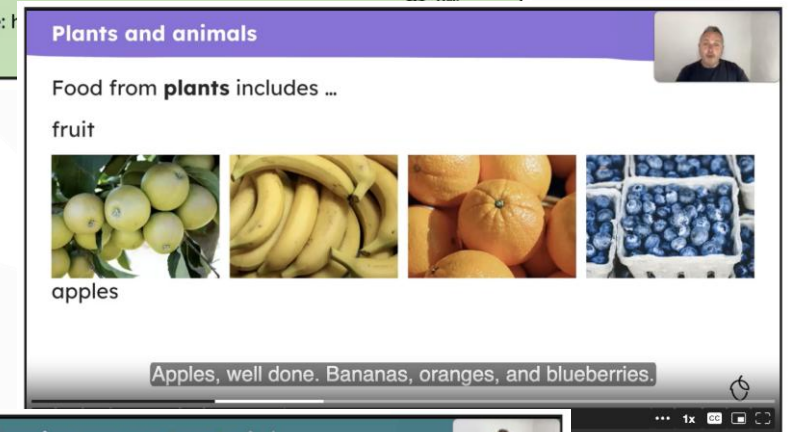
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Lesson videos

- Watch the videos to see:
 - teaching styles
 - vocabulary use (key words)
 - how subject content and food skills are explained and demonstrated.
- Think about your areas of development and watch to update your teaching.
- Use the videos as part of a CPD session, for example to cover new food skills or explore how concepts are explained.



Recipes


- Reflect on your current recipe selection in terms of learning, cost, diversity, pupil appeal ...
- Consider opportunities for personal/departmental practise and rehearsal – have a go and think about:
 - ingredient type and quantities
 - equipment needed
 - timing
 - hygiene and safety
 - food skills – yours and pupils
 - other learning, e.g. health, science, where food comes from.



Additional materials

- Useful for considering your competence and CPD in relation to:
 - classroom management and organisation
 - modifying the recipe, especially in relation to allergies and pupils following vegetarian/vegan diets
 - risk assessment

Making a healthy wrap

 Additional material

This additional material details how to set up a safe cooking area for pupils to work in a classroom, along with the ingredients, equipment, and method for carrying out the task. It also provides both risk assessment and health and safety information.

Making a healthy wrap

Task B Recipe - A healthy wrap

Pupils will make a healthy wrap each. They will grate the cheese, spread the mayonnaise, arrange the salad items and fold the wrap. Have some salad items already prepared for them to choose from, such as sliced tomato, shredded lettuce and canned sweetcorn.

Ingredients
20 g Cheddar cheese (or another hard cheese)
1 wrap (wholemeal)
1 x 5 ml spoon mayonnaise (reduced fat)
2 salad items, e.g. sliced tomato, shredded lettuce, canned sweetcorn

Equipment
Chopping board, grater, 5 ml spoon, table knife, plate.


Method

1. Grate the cheese.
2. Place the wrap on a plate.
3. Spread some mayonnaise down the middle.
4. Sprinkle the grated cheese on top.
5. Arrange two salad items on top.
6. Fold the bottom of the tortilla up, over the filling.
7. Fold over one side.
8. Fold over the other side.

Food skills
Grating, spreading, arranging and folding.

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Making a healthy wrap

 Additional material

Cooking practicalities
Pupils should spread the mayonnaise using a table knife. However, if they are not confident using a knife, or are in short supply, they could spread the mayonnaise using the back of a spoon.

While some pupils could slice the cheese with a knife, a key learning point for this lesson is to use a grater safely.

Modification to the recipe
There are many different ways a wrap can be modified. For example:

- changing the wrap type and/or size
- using a wide variety of fruit and vegetables
- omitting mayonnaise, if using hummus or cheese spread (or something similar)
- using different bean, fish, egg and meat based fillings.

Setting up the classroom
Proper planning and advance preparation are essential to ensuring that all food sessions are safe and enjoyable. [Please click here](#) to read our guidance on how to organise safe sessions.

Risk assessment
A risk assessment must be completed for any activity in which there is a significant risk of harm from an identified hazard, whether to pupils, teachers, technicians or occasional visitors to the department. Staff training is a critical aspect of H&S management, and any employee carrying out or supervising an activity that presents a risk must be adequately trained. The information outlined in this guidance contains advice for how to work safely in and out of the classroom. However, risk assessments are the responsibility of the individual school. Please contact a local or national advisory service, such as CLEAPSS, on all health and safety aspects for further support.

Health and Safety
Adult supervision is required.

Ingredients
Check for any food allergy, intolerance or religious/cultural reasons for pupils not handling or eating certain foods.

You may need to modify the recipe accordingly. For example, for pupils following a vegan diet, a dairy-free cheese or hummus could be used, and for pupils following a coeliac diet, use gluten-free wraps.

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Support and resources

Support and resources

In addition to the Oak curriculum and lessons, the British Nutrition Foundation has developed:

- Interactive CPD planner
- Training and resources decision tree
- Curriculum planner decision trees
- Audit
- SMART goal planner
- previous training sessions

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

Oak - Food curriculum to classroom		
Instructions 1. Rate your competence 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 link and book your courses.		
Your name:	<type here>	
Training area	Rate (0 to 5)	Suggested CPD
1. Understanding the Oak Food Curriculum – Knowledge of the curriculum's purpose, structure, and key principles (knowledge-rich, sequenced, coherent, accessible, diverse, evidence-based).	3 – Established practice	Take course 3 (Inside the curriculum) to refine curriculum mapping and select principles across your planning, as you may have already looked at the new resources. If you teach primary, join course 4 (Primary food teaching made easy with Oak), and 7 (secondary, course 5 (Bringing Oak to life in secondary food lessons)).
2. Curriculum Planning and Adaptation – Ability to plan CPD pathways and adapt curriculum resources to school context.	4 – Confident and consistent	Use course 2 (Make your own CPD) to help plan your CPD using the interactive tools available, as well as best departmental CPD. Use course 3 (Inside the curriculum) and 8 to deepen strategic planning. If you teach primary, join course 4 (Primary food teaching made easy with Oak) or 6 (Making Oak work in primary), and if secondary, course 5 (Bringing Oak to life in secondary food lessons) or 7 (Making Oak work in secondary).
3. Primary Food Teaching – Skills in delivering primary food education using Oak's structure and lesson materials.	3 – Established practice	Book on courses 4 (Primary food teaching made easy with Oak) and 6 (Making Oak work in primary) to refine teaching techniques at KS1-2, as well as better understand the food teaching possibilities in primary schools. For support for pupils with additional needs, review course 9 (Inclusive food education).
4. Secondary Food Teaching – Skills in delivering secondary food education using Oak's structure and lesson materials.	3 – Established practice	Book on courses 5 (Bringing Oak to life in secondary food lessons) and 7 (Making Oak work in secondary) to better understand the Oak offer at KS3, as well as explore the pragmatic approaches to food teaching and how Oak resources can support. For support for pupils with additional needs, review course 9 (Inclusive food education).
5. Lesson Implementation – Practical ability to integrate Oak lessons into everyday teaching effectively.	4 – Confident and consistent	Explore course 6 (Making Oak work in primary) or 7 (Making Oak work in secondary) to refine how the Oak approach can be implemented in your school. Use these courses to deepen your impact and peer-share strategies. Ensure lesson learning from course 9 (Inclusive food education) and 10 (Empowering pupils: Using Oak for independent and home learning) approaches are considered.
6. Designing a Modern Food Curriculum – Competence in aligning Oak with modern food education priorities and recipes.	5 – Expert / role model	Based on course 8 (Designing a modern food curriculum with Oak as your foundation) and 9 (Supporting pupils with additional needs), share case studies of approaches with colleagues, and others at network meetings.
7. Inclusive Food Education – Skills in adapting lessons for pupils with additional needs and ensuring accessibility for diverse learners.	5 – Expert / role model	Deliver CPD around supporting pupils with additional needs using examples from course 9 (Inclusive food education) and 10 (Empowering pupils: Using Oak for independent and home learning), ensuring accessibility for diverse learners.
8. Promoting Independent and Active Learning – Ability to use Oak resources to empower pupils in self-study and active learning.	3 – Established practice	Use course 10 (Empowering pupils: Using Oak for independent and home learning) to refine and embed independent and home learning approaches. Ensure that these link to the strategies outlined in course 6 (Making Oak work in primary), 7 (Making Oak work in secondary), and 9 (Inclusive food education).
To view and book all courses, go to: https://www.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/		
Ratings explained	Descriptor	Supportive Guidance
0 – Not yet started	I have not yet engaged with this area.	This may be a new focus for you. Professional learning here could open exciting opportunities.
1 – Emerging awareness	I have a basic awareness but little experience.	You may need initial support, examples, or guided practice.
2 – Early development	I have tried this and can apply it in limited situations.	You're building confidence. Targeted CPD can help strengthen and extend skills.
3 – Established practice	I can apply this in most situations with some support if needed. I apply this effectively and adapt it to different contexts.	You are becoming consistent. Refinement CPD could help you add a more flexibility.
4 – Confident and consistent		You're a strong practitioner here. CPD could focus on deepening impact or supporting peers.
5 – Expert / role model	I consistently model excellent practice and support others to develop in this area.	You could share your expertise and lead CPD in this area.

Curriculum planner decision tree (KS1)

Oak – Food curriculum to classroom

[click here to get started](#)



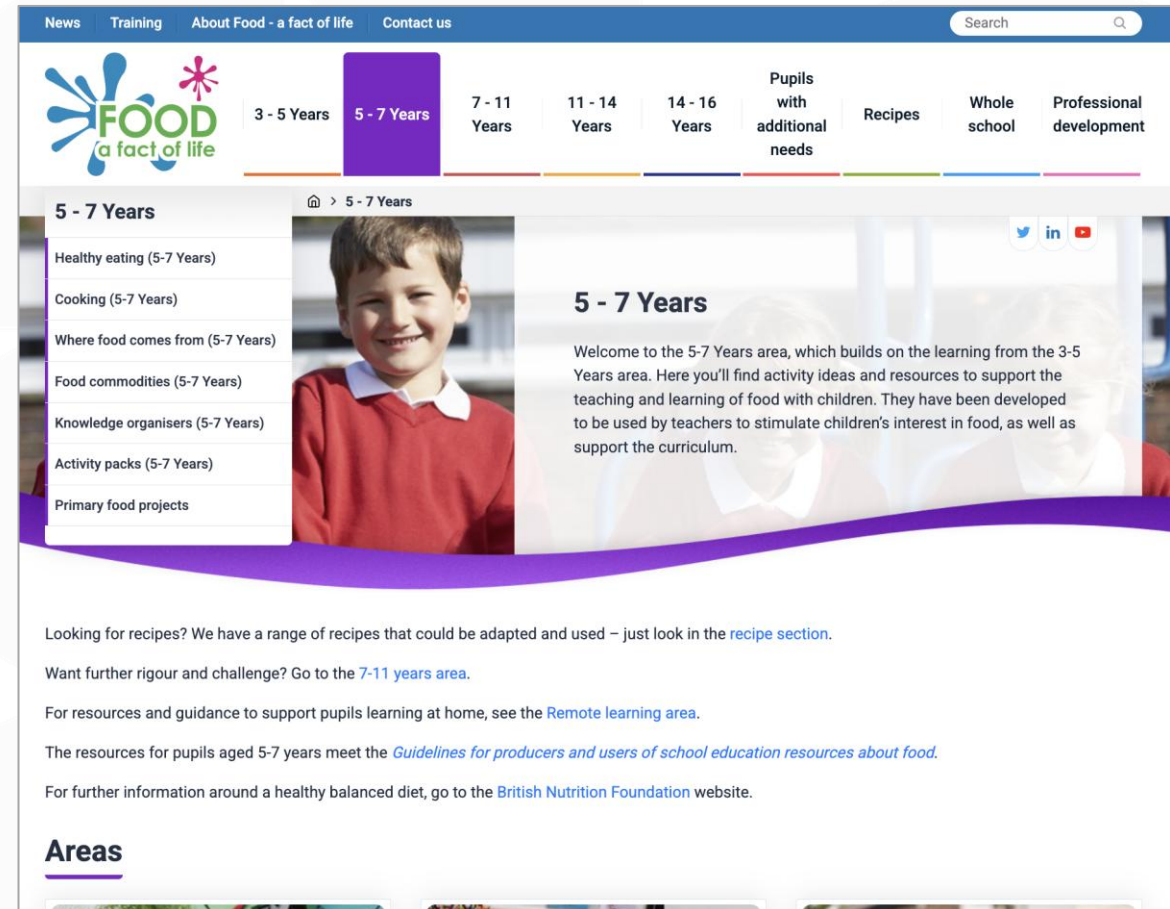
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Support and resources

Food – a fact of life

- 3-5, 5-7 & 7-11 years
- Recipes
- Teacher CPD
- Primary food teaching

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

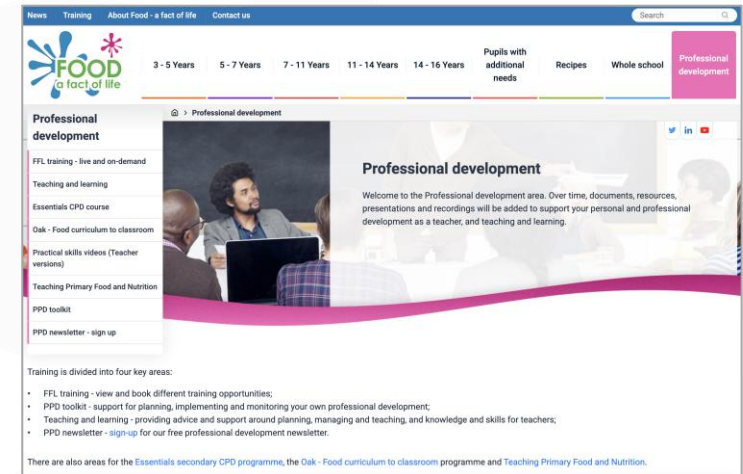
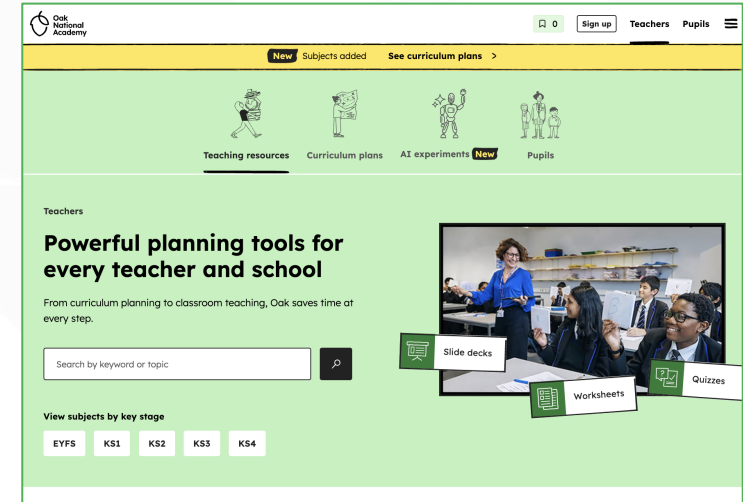




Next steps

Next steps for you

- Check out the primary Oak resources— become familiar
- [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*:
 - Oak curriculum and lessons overview (with direct links)
 - Training and resources decision tree – *plan your training and use resources from Oak and FFL*
 - Curriculum planner decision tree (KS1-3) – *plan your Cooking and nutrition curriculum based on the focus and number of lessons you have*
- Join us for the next training session!



Training

- 23/9 – Getting started with Oak - [recording available](#)
- 30/9 – Map your own path (CPD) - [recording available](#)
- 7/10 – Inside the curriculum – [recording available](#)
- 21/10 – Primary food teaching made easy with Oak – *recording available soon*
- 21/10 – Bringing Oak to life in secondary food lessons – *recording available soon*
- **11/11 – Making Oak work in primary (practical tips)**
- **11/11 – Making Oak work in secondary (strategies for success)**
- 9/12 – Designing a modern food curriculum
- 29/1 – Inclusive food education (learners with additional needs)
- 3/2 – 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/>

