

Making Oak work in primary

Practical tips for the classroom

11 November 2025



Welcome

- Welcome and thanks to All Saints Educational Trust
- An overview of the Oak food curriculum for KS1 and KS2
- How Oak supports good food teaching
- What is available for you and your school
- Pragmatic approaches to:
 - a) deciding what, why and how to teach
 - b) planning and managing cooking and tasting sessions
 - c) dealing with allergies
 - d) covering curriculum content
 - e) time and resource constraints and opportunities
- Discover instant support for your pupils
- Review your CPD opportunities
- Next steps





Overview of the Oak KS1 and KS2 cooking and nutrition curriculum

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’.

The screenshot shows a digital interface for the Oak food curriculum. On the left, a sidebar titled 'Filter and highlight' includes 'Year group' buttons for All, Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6. Below this is a 'Highlight a thread' section with a radio button for 'None highlighted' and a list of 12 food-related topics: 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. The main area is divided into three horizontal sections for Year 1, Year 2, and Year 3. Each section contains four units, each with a number, a title, and a 'Unit info >' link. In Year 1, the units are: 1 Let's start cooking, 2 Food and drink for life, 3 Food from plants and animals, and 4 Food for me and you. In Year 2, the units are: 1 Cooking without heat, 2 The Eatwell Guide: healthy eating, 3 Where my food comes from, and 4 Food for occasions and celebrations. In Year 3, the units are: 1 Food for health and well-being, 2 Food for life, 3 Food for fun, and 4 Food for the environment.

[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)

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

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

Year 1

New 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](#)

New 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

Lesson slides [Download lesson slides](#)

Plant or animal?

Cooking and nutrition

Unit Food from plants and animals





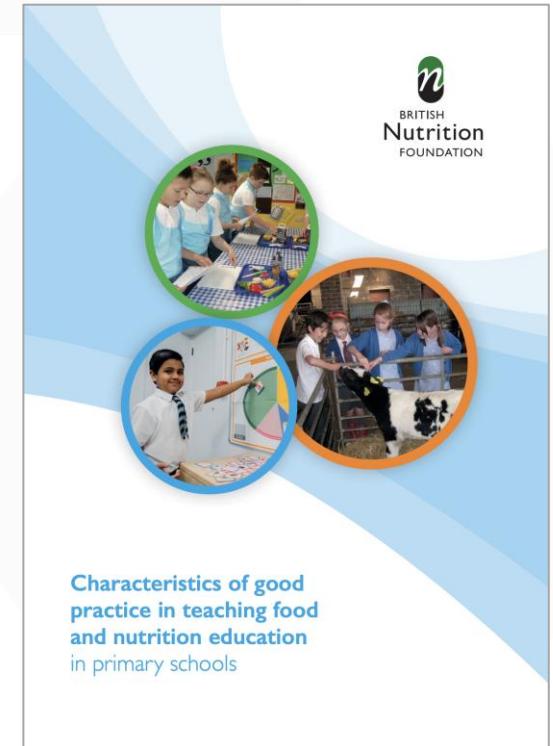
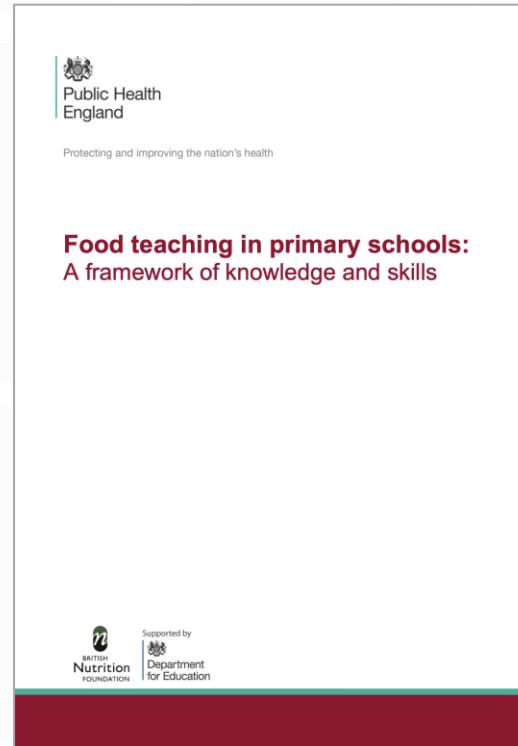
How Oak supports good food teaching

Good food teaching

- [DfE teacher framework](#) documents
- Characteristics of good practice documents ([primary](#) and [additional needs](#))
- *Food – a fact of life*
- *Design & Technology Association*
- Research on food skill development

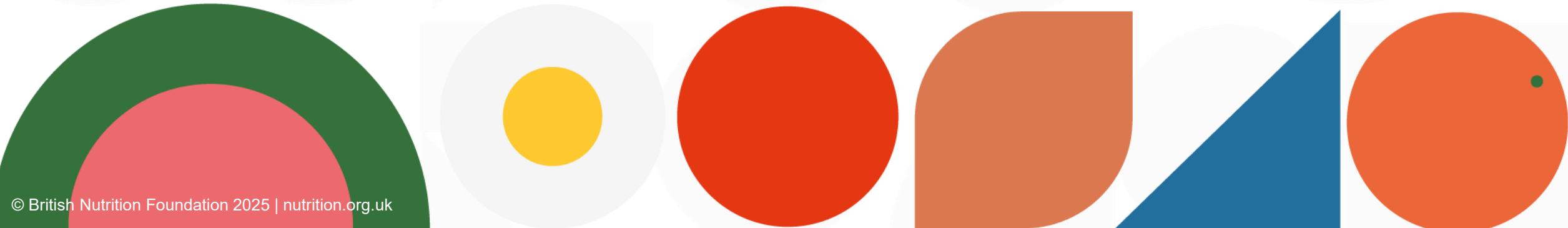
Subject content

- Health and nutrition, cooking, provenance, hygiene and safety, sensory, science, culture, heritage ...





What is available to you and your school?



What's available to me?

72 lessons – 12 for each year (year 1 to 6)

- Curriculum plans
- Slide decks (lessons)
- Quizzes (starter and exit)
- Worksheets
- Videos
- Recipes

Food allergy

Some people have a food **allergy** to these foods:

eggs fish celery

Mayonnaise is made with eggs.

Lucas

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Let's make a potato salad

Worksheet

Recipe: Potato salad

Ingredients

150 g potatoes
1 spring onion
1 x 15 ml spoon yogurt
1 x 5 ml spoon vinegar
¼ 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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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)
55 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

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)

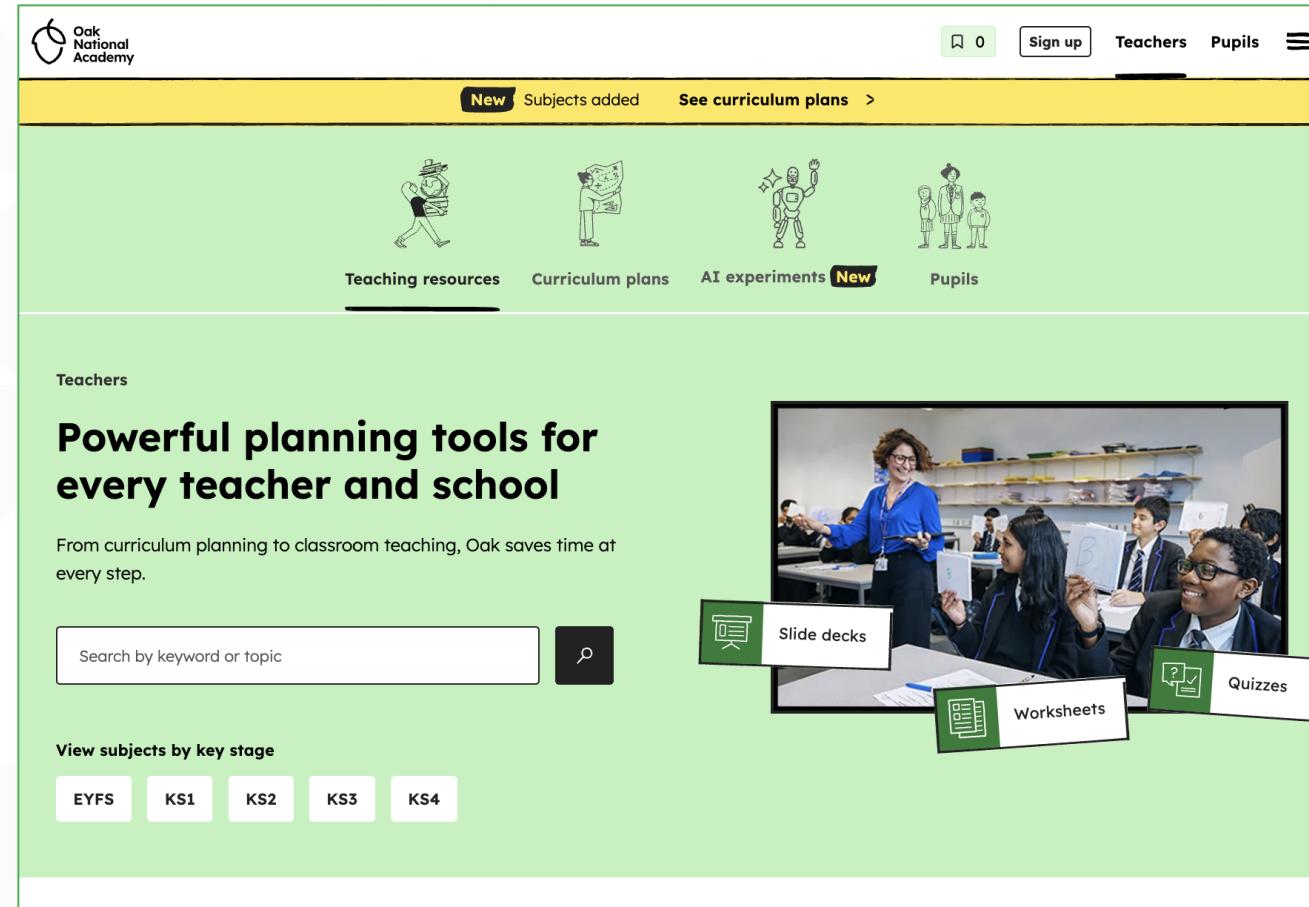
a	canned soup, dried rice and pasta	cupboard
b	fresh milk, ham and leftovers	freezer
c	ice cream, frozen pizzas and fish fingers	fridge

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Oak National Academy

- Let's see how you can access these resources



The screenshot shows the Oak National Academy website for Teachers. The top navigation bar includes the logo, a search icon with '0', a 'Sign up' button, and 'Teachers' and 'Pupils' links. A yellow header bar displays 'Subjects added' (New) and 'See curriculum plans >'. Below the header, there are four icons: 'Teaching resources' (person writing), 'Curriculum plans' (person reading), 'AI experiments' (robot), and 'Pupils' (two children). The main content area is titled 'Teachers' and features the heading 'Powerful planning tools for every teacher and school'. It highlights curriculum planning and classroom teaching. A search bar and a 'View subjects by key stage' section with buttons for EYFS, KS1, KS2, KS3, and KS4 are also present. To the right, there is a video thumbnail showing a teacher and students in a classroom, with labels for 'Slide decks', 'Worksheets', and 'Quizzes'.

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





Pragmatic approaches to teaching food

Deciding what, why and how to teach

Whole curriculum planned

- Year groups, with units of lessons
- Unit descriptions
- Why this why now
- Learning outcome and key learning points
- Teacher tip
- Additional information

- Make it your own! (Use what you want – get inspired!)

The screenshot shows a curriculum page for the 'KS1 & KS2 cooking and nutrition curriculum'. The page is for Year 5. It includes a 'Threads' section with categories like Consumer awareness, Food culture, Food hygiene and safety, Food origins and provenance, Food preparation and cooking, and Sensory evaluation. The 'Description' section explains that pupils will discover unfamiliar flavours through tasting and explore how food is woven into tradition, custom, religion and special occasions. The 'Lesson details' section includes a 'Key learning points' list:

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.

A 'Teacher tip' box contains the text: '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.'

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.

Equipment

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Planning and managing cooking and tasting

Lesson slides

- Full lesson, with worksheet and quizzes (learning cycles)

Videos

- Models how cooking and tasting could happen

Additional information

- cooking practicalities
- modification & ingredients
- setting up, risk assessment, and health & safety

Lesson title

Additional material

Cooking practicalities

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.

Modification to the recipe

There are many different ways the potato salad can be modified. For example:

- using ready boiled potatoes
- changing to seasonal potatoes, grown at school
- adding other vegetables and fresh herbs.

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.

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.



Dealing with allergies

- 40% children in the UK have been diagnosed with an allergy (most common: food allergy, eczema, asthma and hay fever) - 8% suffer from a food allergy
- 20% of severe allergic reactions to food occur while pupils are in school
- Support in 'Additional information'
- Planning and managing food handling and tasting



- Adverse reactions to food and the management of allergens in the classroom – [PPT](#) & [video](#)
- [Natasha's Law](#) & [Benedict Blythe Foundation](#) (checklist)
- Natasha Allergy Research Foundation [Allergy School](#)



Covering curriculum content

- National Curriculum - unpacked

Design and technology – key stages 1 and 2							
Cooking and nutrition							
As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.							
Pupils should be taught to:							
Key stage 1 <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 							
Key stage 2 <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 							

Year 1	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Lesson link
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start	Let's start cooking Let's make a layered breakfast Let's make some veggie snacks Let's make butter bean hummus on crackers	I can make a layered breakfast. I can make veggie snacks. I can make butter bean hummus on crackers.	Before cooking, we need to get ready to cook to be safe and hygienic. After cooking, we need to wash-up equipment, and clean and tidy work surfaces.	Spoons can be used for measuring, adding ingredients and spreading. Scissors can be used to cut different fruit and vegetables safely.	The food skills used to make a layered breakfast are spooning and layering. The food skills used to make veggie snacks are cutting with scissors and mixing.	We should have breakfast everyday. The food skills used to make butter bean hummus are mashing, mixing and smearing.	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition- https://www.thenational.academy/my/teachers/programmes/cooking-nutrition- https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-grow	Food and drink for life Food likes and dislikes Let's make some fruit salad kebabs	I can list the reasons why we need food and drink. I can describe why we eat what we do.	We need food and drink to stay alive, grow, be active and maintain health.	The food skills used to make butter bean hummus are mashing, mixing and smearing.	We need to drink to be healthy.		https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-animals	Food from plants and animals Food sources Let's make a potato salad	I can sort foods into plants and animals. I can describe foods from plants and animals.	All food comes from plants or animals.	The food skills used to make fruit kebabs are peeling (by hand), cutting and threading.			
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/the-eatwell-guide	Food for me and you Family food Let's make a stripy salad pot	I can describe the look and taste of different fruit and vegetables. I can plan a salad for my family.	There are a wide range of fruit and vegetables that we can eat. We can plan a dish or meal for our family based on their food preferences.	The food skills used to make a potato salad are weighing, measuring, cutting, mixing and			
Year 2		Cooking without heat Making veggie dip and dippers Making a couscous salad Making simple sushi		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 hands.	Crudités, the dippers, comes from the French word meaning 'rawness'.	The food skills used to make veggie dips and dippers are measuring, mixing, stirring and cutting.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/introducing-the-eatwell-guide	The Eatwell Guide: healthy eating Healthy meal times Making a healthy wrap for lunch Where my food comes from		I can use the Eatwell Guide to talk about the foods I need to eat to be healthy.	The Eatwell Guide has four main food groups, each having a variety of food.	Food must be stored and prepared safely and hygienically.	The food skills used to make a couscous salad are measuring, cutting and mixing.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-origins	Food origins Making a mackerel and tomato pâté, or very sticks Food for occasions and celebrations		I can make a healthy meal.	The size of each food group indicates the amount we should consume, e.g. lots of fruit and vegetables.	Meals should include 3-4 of the main food groups and a drink.	Recipes can be inspired by foods and dishes from around the world.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/bread-for-all	Bread for all World wide bread Making a coronation chickpea pocket		I can make a healthy wrap, based on the Eatwell Guide.	The Eatwell Guide can be used to evaluate a recipe.	A wrap is a flatbread, with origins from Mexico, and can contain a range of fillings.	Sushi is associated with Japan, but has origins in Southeast Asia. It is traditionally made.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/lets-explore						The food skills used to make simple sushi are spreading, grating, slicing and rolling.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-



Covering curriculum content

- [Core food competences for children](#)
- DfE teacher framework documents
- *Food – a fact of life (FFL) [key facts](#)*
- D&TA and FFL good practice documents
- Reputable sources of information, e.g.
Eatwell Guide, FSA, Defra, UN, UNESCO ...

Core competences for children and young people aged 5-16 years												
<ul style="list-style-type: none">○ The competences represent core skills and knowledge around the themes of Diet (food and drink), Consumer Awareness, Cooking (Food Preparation and Handling skills), Food Safety and Active Lifestyles (physical activity) and provide an essential benchmark.○ The competences are progressive and cumulative from one age phase to the next.○ They could be met at home, school or through other activities.○ They show essential knowledge and capability – they are neither a curriculum nor an examination specification.○ The competences reflect UK-wide practice.○ Their aim is to help children and young people to develop the skills and knowledge to make and implement healthy food choices.												
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that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.... understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. maintaining a healthy weight.... know that their bodies contain water and that they need fluid from food and drink to keep the body working properly.... know that it is important to drink regularly throughout the day to stay hydrated.</td><td><ul style="list-style-type: none">... use current healthy eating advice to choose a varied balanced diet for their needs and those of others.... know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.... be able to apply current healthy eating recommendations, and understanding of people's needs, to their own diet and those of others, e.g. before and during pregnancy, breastfeeding.... be able to understand how to maintain a healthy diet throughout life, understanding the relationship between diet and physical activity, as well as taking into account other factors, e.g. advertising, food availability.... know why, when and how to make changes to their diet.... understand that their need for water is affected by many factors, especially hot weather and levels of physical activity, and be aware of the consequences of dehydration.</td></tr></tbody></table>					By the age of 7, children should:	By the age of 11, children should:	By the age of 14, pupils should:	By the age of 16, students should:	Diet (food and drink)	<ul style="list-style-type: none">... recognise that food and water are essential for life.... be aware that we all need a balanced diet to keep healthy, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in <i>the eatwell guide</i>.... be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day.... know that food and drinks provide energy and in different amounts... know that it is important to eat breakfast every day.... know that a variety of food is needed in the diet because different foods provide different substances required for our health, namely nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre.... drink plenty and not get thirsty, e.g. drink 6-8 glasses a day.	<ul style="list-style-type: none">... make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in the eatwell guide.... be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.... know that food and drinks provide energy and nutrients in different amounts; 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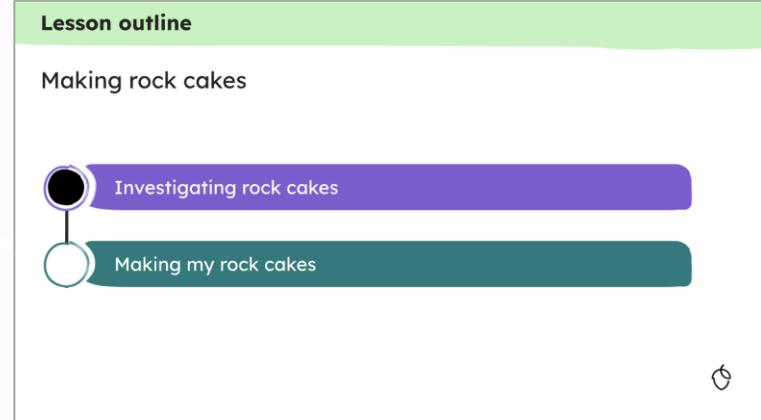
Time and resources

Time

- Everything is flexible – use what you want
- Break-up lessons to best suit the time you have (learning cycles in slide decks)
- Pre-prepare when you can

Resources

- Pair and group work
- Use of everyday equipment (keep simple and multipurpose)
- Ingredients – consider type and quantity (as well as storage)





Discover instant support for your pupils

Support for your pupils

Worksheets

Healthy snack swaps

Task A: Healthier snacks

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

Jacob

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

Quizzes

Reducing food waste

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



grown
 reared
 caught

2 Where do these foods come from? 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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Videos

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.**

I have an allergy. **I like to eat healthily.**

Jacob **Sam** **Aisha** **Alex** **Izzy**

Captions

▶ 10 10 4:13 / 18:03 🔍 1x CC

Interactive content

Where would these dishes be cooked on a cooker?

Click and drag answers to change the order, or select using **Tab** then move by pressing **Space** and the **↑ ↓** arrows on your keyboard.

oven hob grill

stir-fried tofu and vegetables
lamb and veggie kebabs
soda bread





Review your CPD opportunities

Using Oak to support food teaching confidence

- Audit what you do – discover what you don't
- Review your own 'food' skills and knowledge – any gaps?
- Use Oak materials:
 - review lessons, e.g. structure, content, style ...
 - watch videos, e.g. explanations ...
 - make the resources your own ...

Introducing The Eatwell Guide

Cooking and nutrition

Unit: The Eatwell Guide: healthy eating

Oak National Academy

Plants and animals

Food from **plants** includes ...

fruit

apples

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

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		Key Stage 2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking					
Food skill development (precision and accuracy)					
<input type="checkbox"/>					
Ingredients, equipment and cooking techniques					
<input type="checkbox"/>					
Cooking activities					
<input type="checkbox"/>					
Tasting and sensory work					
<input type="checkbox"/>					
Hygiene and safety					
<input type="checkbox"/>					
Storing food safely					
<input type="checkbox"/>					
Food waste					
<input type="checkbox"/>					
Using food labels for safety					
<input type="checkbox"/>					
Food traditions, customs and cuisines					
<input type="checkbox"/>					
Health					
Healthy eating (Eatwell Guide and 8 tips)					
<input type="checkbox"/>					
Energy and nutrients					
<input type="checkbox"/>					
Healthy hydration (drinking)					
<input type="checkbox"/>					
Food choice and preferences					
<input type="checkbox"/>					
Allergies					
<input type="checkbox"/>					
Meal occasions and snacks					
<input type="checkbox"/>					
Using food labels for health					
<input type="checkbox"/>					
Where food comes from					
Food origins					
<input type="checkbox"/>					
Growing, rearing and catching food					
<input type="checkbox"/>					
Seasonal food					
<input type="checkbox"/>					
Producing and processing food					
<input type="checkbox"/>					
Food from the UK and world-wide					
<input type="checkbox"/>					
© British Nutrition Foundation 2025					





Next steps

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/professional-development/oak-food-curriculum-to-classroom/)

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:

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 knowledge and 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 if 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 (Map your own path) to help plan your food CPD using the interactive tools available, as well as lead departmental CPD. Use courses 3 (Inside the curriculum) and 8 to deepen strategic planning. If you teach primary, join course 4 (Primary food teaching made easy with Oak), 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	Take course 3 (Inside the curriculum) to refine curriculum knowledge and 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 if secondary, course 5 (Bringing Oak to life in secondary food lessons).
4. Secondary Food Teaching – Skills in delivering secondary food education using Oak's structure and lesson materials.	3 – Established practice	Use course 2 (Map your own path) to help plan your food CPD using the interactive tools available, as well as lead departmental CPD. Use courses 3 (Inside the curriculum) and 8 to deepen strategic planning. If you teach primary, join course 4 (Primary food teaching made easy with Oak), and if secondary, course 5 (Bringing Oak to life in secondary food lessons) or 7 (Making Oak work in secondary).
5. Lesson Implementation – Practical ability to integrate Oak lessons into everyday teaching effectively	4 – Confident and consistent	Explore course 6 (Bringing Oak to life in secondary food lessons) and 7 (Making Oak work in secondary) to better understand the Oak approach can be implemented in the classroom. If you teach primary, join course 4 (Primary food teaching made easy with Oak), and if secondary, course 5 (Bringing Oak to life in secondary food lessons) or 7 (Making Oak work in secondary).
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) approaches can support 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 8 (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

Rating	Description	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 support, resources, 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.	You are becoming consistent. CPD can focus on deepening and extending skills.
4 – Confident and consistent	I apply this effectively and adapt it to different contexts.	You're a strong practitioner here. CPD could focus on deepening and extending skills.
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)

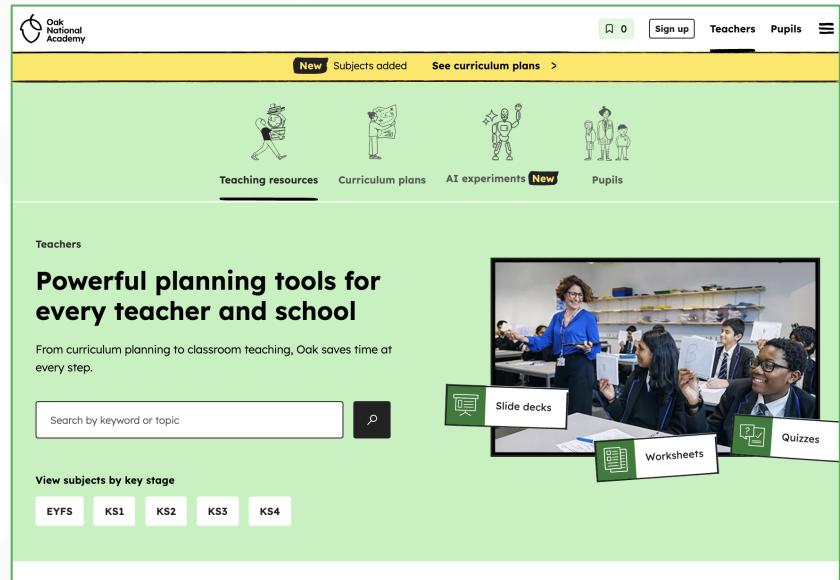
Oak – Food curriculum to classroom

click here to get started

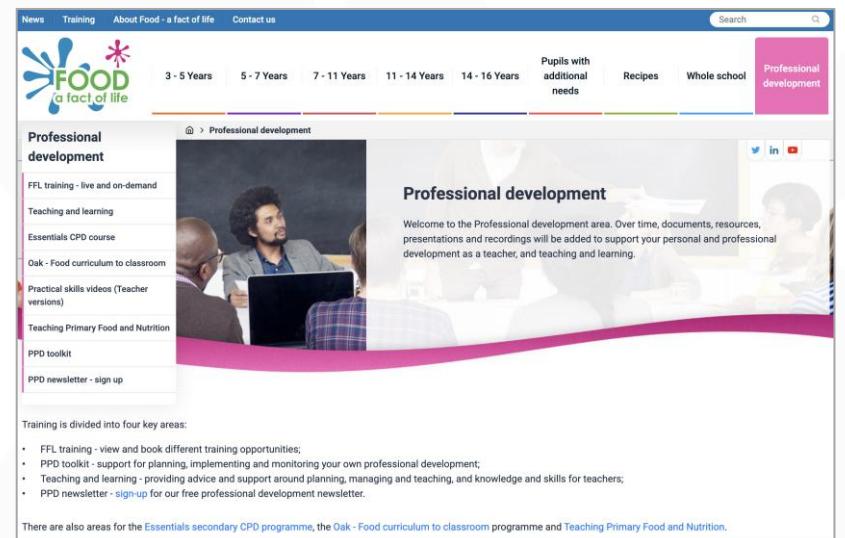


Next steps for you

- 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*
- 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 navigation is a yellow header bar with 'Subjects added' and 'See curriculum plans'. The main content area is titled 'Teachers' and features a sub-section '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 sections for 'Slide decks', 'Worksheets', and 'Quizzes'.



The screenshot shows the 'Food - a fact of life' website's Professional development page. 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 includes 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 main content area features a video thumbnail of a teacher in a classroom and a text block about the professional development area. At the bottom, there is a section for 'Training is divided into four key areas' with a list of items and a note about other available resources.



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*](#)
- 21/10 – Bringing Oak to life in secondary food lessons – [*recording available*](#)
- 11/11 – Making Oak work in primary (practical tips) - *recording available soon*
- 11/11 – Making Oak work in secondary (strategies for success) - *recording available soon*
- **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





Thank you for attending.

For further advice, support and training, go to:

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

