

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



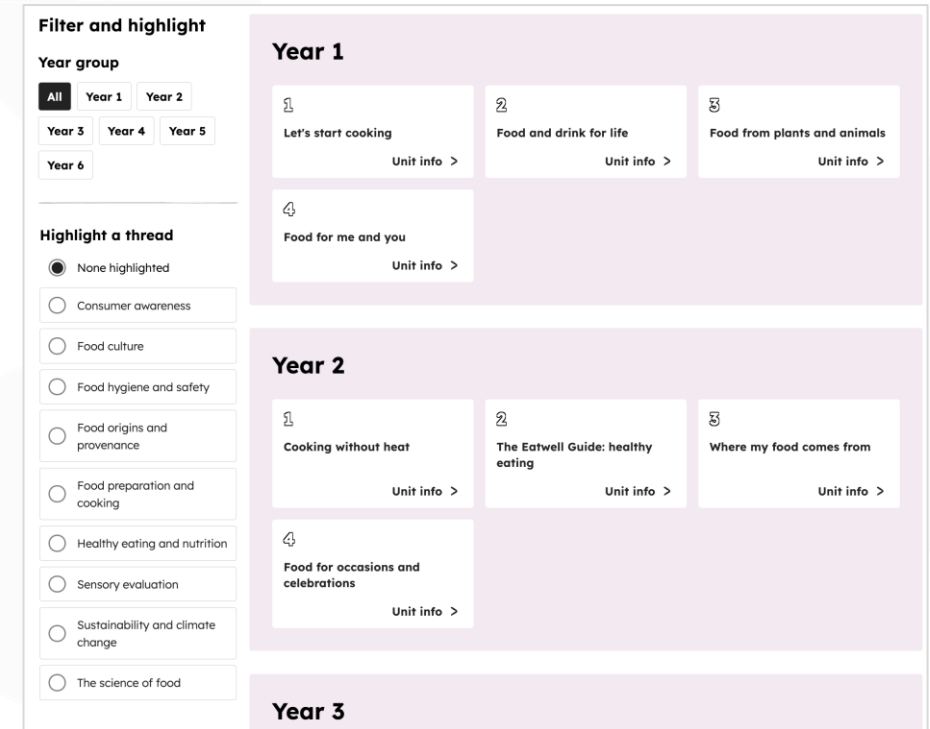


Overview of the Oak KS1 and KS2 cooking and nutrition curriculum

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’.



[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





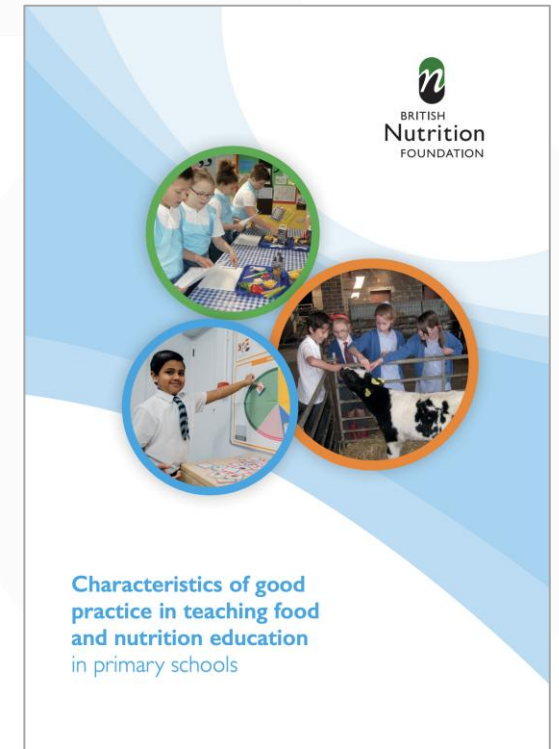
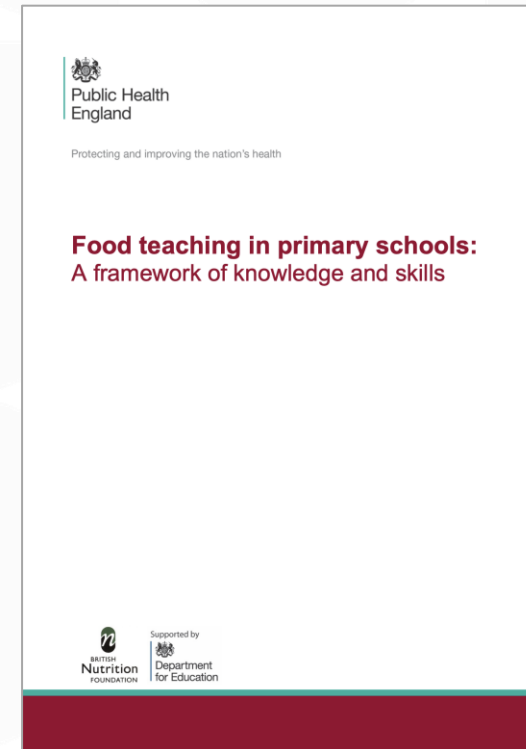
How Oak supports good food teaching

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

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.

Additional material

Making fruit scone wedges

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.

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Food allergy

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

eggs

fish

celery

Mayonnaise is made with eggs.

Lucas

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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)

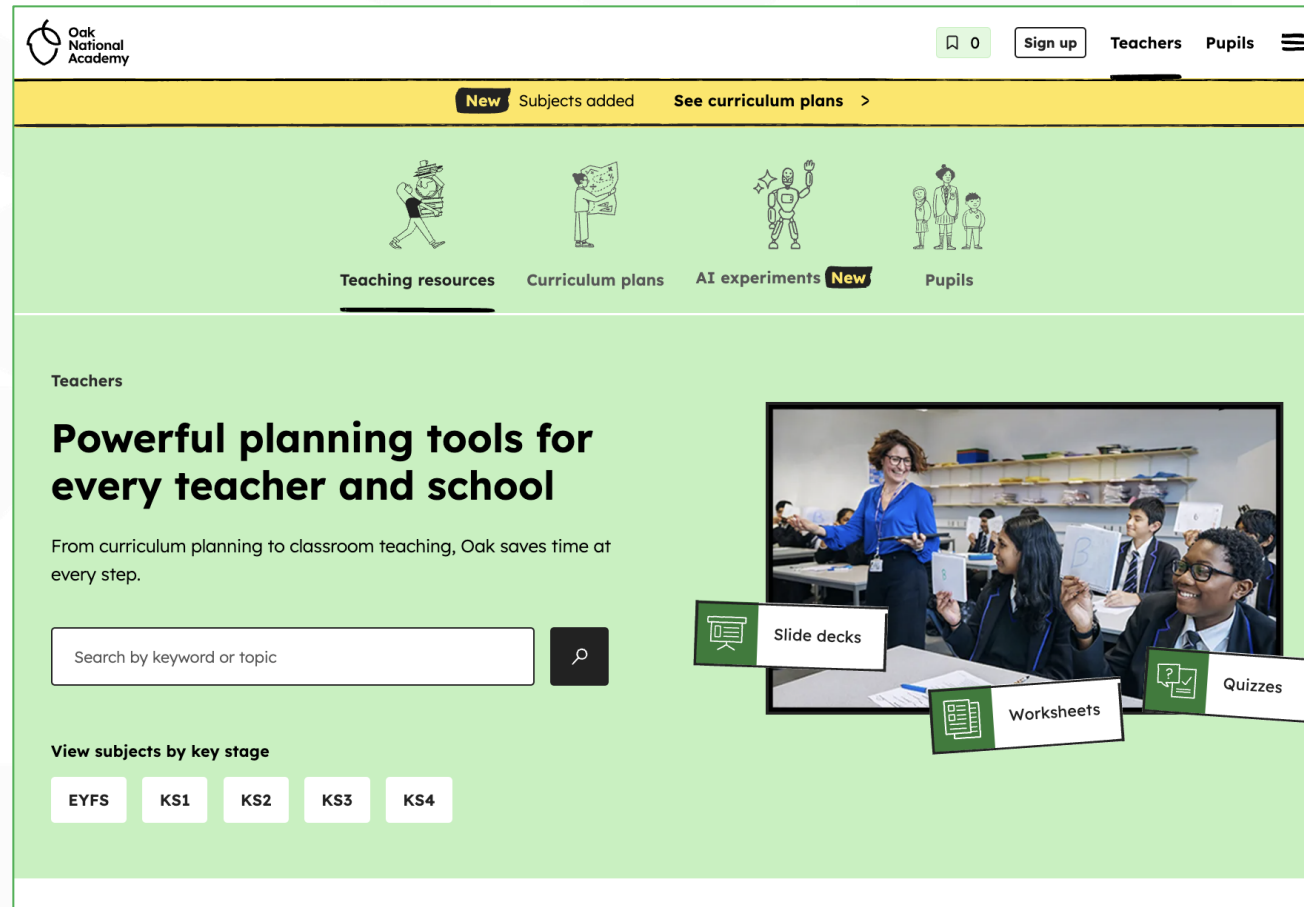
a	canned soup, dried rice and pasta	cupboard
b	fresh milk, ham and leftovers	freezer
c	ice cream, frozen peas and fish fingers	fridge

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- Let's see how you can access these resources



<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 displays the 'KS1 & KS2 cooking and nutrition curriculum' website. The main navigation bar includes 'Home', 'Curriculum resources', and 'KS1 & KS2 cooking and nutrition curriculum'. A 'Choose a curriculum' section allows filtering by 'Subject' (Cooking and nutrition) and 'School phase' (Primary). The 'Unit sequence' tab is active, showing a list of units for Year 5: 'Creative cooking', 'Food for energy and nutrients', 'Food production', and 'Our rich global food cuisine'. A 'Filter and highlight' section on the left allows selecting a year group (Year 5 is selected) and highlighting a thread (None highlighted, Consumer awareness, Food culture, Food hygiene and safety, Food origins and provenance). The 'Our rich global food cuisine' unit is selected, showing its details on the right. The unit description states: 'In this unit pupils discover unfamiliar flavours of the world through tasting, and explore how food is woven into tradition, custom, religion and special occasions. To illustrate, pupils make Paska, a traditional bread for Easter.' The 'Why this why now' section explains: 'Food plays an important role in defining who we are via its deep rooted associations with culture, tradition, religion and occasion. Being global citizens, and understanding the needs of different people, enables us to better understand how food plays a role, and how dishes and meals can be planned. This builds on previous learning around global cuisines and meal occasions, linking to the threads of Food culture and Consumer awareness. Progressing these themes further, in Year 6 the food needs of different community groups are examined, noting different food and dietary requirements.'

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.

Teacher tip

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.

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 <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>



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

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- 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
	Let's start cooking	Let's make a layered breakfast	I can make a layered breakfast.	Before cooking, we need to get ready to cook to be safe and hygienic.	Spoons can be used for measuring, adding ingredients and spreading.	The food skills used to make a layered breakfast are spooning and spreading.	We should have breakfast everyday.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking	Let's make some veggie snacks	I can make veggie snacks.	After cooking, we need to wash-up equipment, and clean and tidy work surfaces.	Before cooking, we need to get ready to cook to be safe and hygienic.	Scissors can be used to cut different fruit and vegetables safely.	The food skills used to make veggie snacks are cutting with scissors and mixing.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
		Let's make butter bean hummus on crackers	I can make butter bean hummus.	Different pieces of equipment have specific jobs.	Hummus is a dip traditionally made from chickpeas, originating from the Middle East.	The food skills used to make butter bean hummus are mashing, mixing and spreading.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	Food and drink for life	Eat, drink and grow	I can list the reasons why we need food and drink.	We need food to grow, be active and maintain health.	We need food to grow, be active and maintain health.	We need to drink to be healthy.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking	Food likes and dislikes	I can describe why we eat what we do.	People choose different types of food for different reasons, such as preference, location				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
		Let's make some fruit salad kebabs	I can make fruit salad kebabs.	The food skills used to make fruit kebabs are peeling (by hand), cutting and threading.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	Food from plants and animals	Plant or animal?	I can sort foods into plants and animals.	All food comes from plants or animals.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking	Food sources	I can describe foods from plants and animals.	Food is purchased from shops, farms and markets, or grown at home.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
		Let's make a potato salad	I can make a potato salad.	The food skills used to make a potato salad are weighing, measuring, cutting, mixing and...				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	Food for me and you	My favourite fruit and veg	I can describe the look and taste of different fruit and vegetables.	There are a wide range of fruit and vegetables that we can eat.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking	Family food	I can plan a salad for my family.	We can plan a dish or meal for our family based on their food preferences.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
		Let's make a stripy salad pot	I can make a stripy salad pot.	A vegetable peeler is used to peel away the skin of carrots and other vegetables.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
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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. 				
	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 and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in the eatwell guide. ... be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day. ... know that it is important to eat breakfast every day. ... know that some people eat or avoid certain foods for different reasons, e.g. due to allergy/intolerance, religion. ... 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 in different amounts ... 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. ... be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief. ... know that it is important to drink regularly throughout the day to stay hydrated. 	<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. ... understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight. ... know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly. 	<ul style="list-style-type: none"> ... 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 weight 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.

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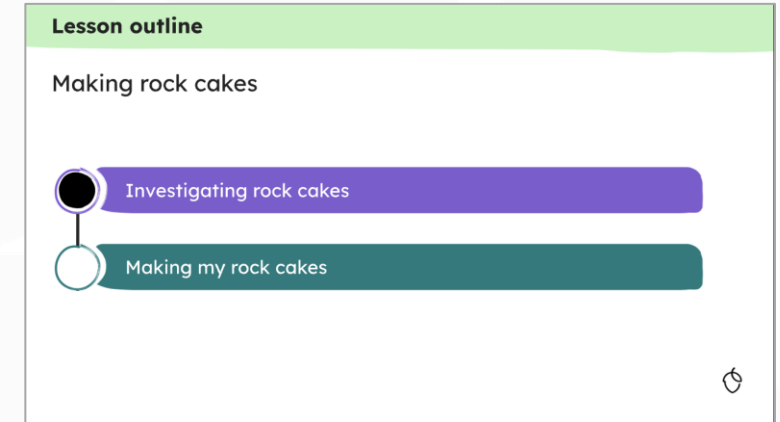
Time and resources

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

Name: _____ Worksheet

Healthy snack swaps

Task A: Healthier snacks
1) Jacob has created a snack chart for the school week. Suggest smart snack swaps Jacob could make.



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


1

Quizzes

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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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.  Jacob

I am a vegan.  Sam

My religion.  Aisha

I have an allergy.  Alex

I like to eat healthily.  Izzy

Captions

4:10 10 4:13 / 18:03

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

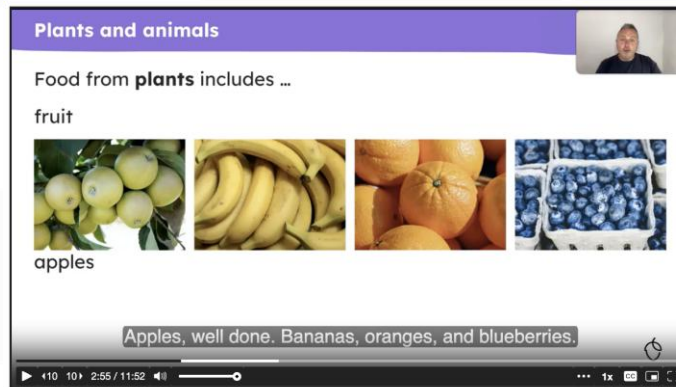





Review your CPD opportunities

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 ...





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	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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ingredients, equipment and cooking techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cooking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tasting and sensory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hygiene and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Storing food safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using food labels for safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Food traditions, customs and cuisines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health							
Healthy eating (Eatwell Guide and 8 tips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Energy and nutrients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Healthy hydration (drinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Food choice and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Allergies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Meal occasions and snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using food labels for health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Where food comes from							
Food origins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Growing, rearing and catching food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Seasonal food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Producing and processing food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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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/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 review 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

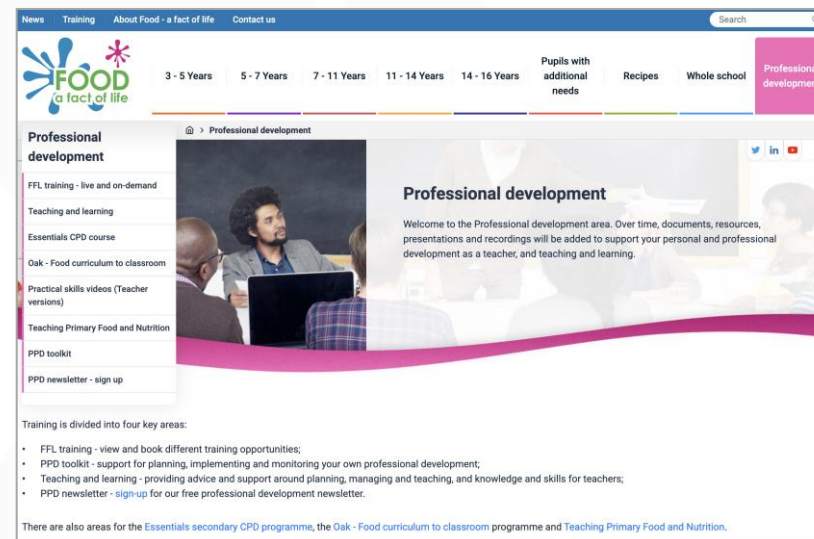
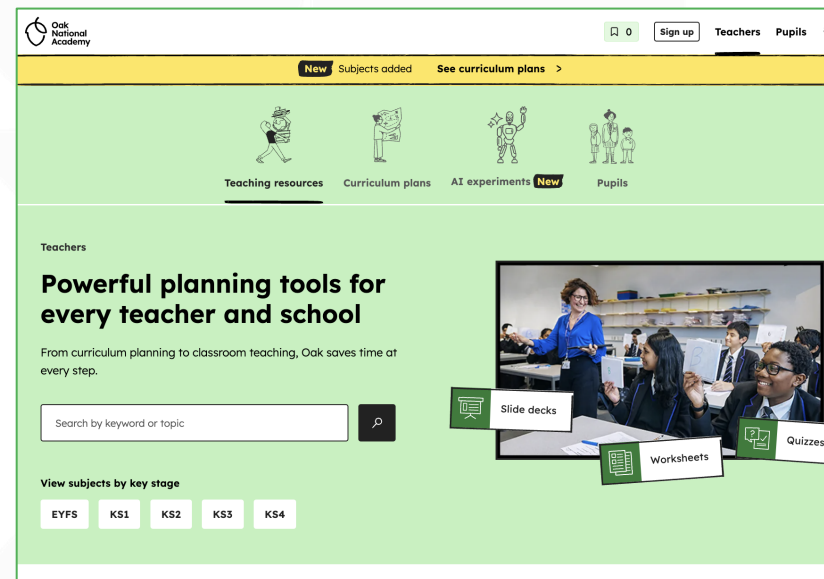
[click here to get started](#)



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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!



Training



Find out more
about the training
by following this
QR code

- 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)





Thank you for attending.

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

