

Empowering pupils - using Oak for independent and home learning

17 February 2026



Welcome

Supporting pupil self-study with Oak

Overview of self-study materials:

- a) recipes - making simple dishes to enhance food skills
- b) worksheets and quizzes - comprehension, vocabulary and reflection tasks
- c) video lessons - teacher-led instruction
- d) lesson slides
- e) interactive quizzes - check understanding and boost retention

Embedding Oak materials in your class

Supporting homework and home learning

Building pupil independence skills

Reviewing your CPD opportunities

Next steps





Overview of self-study materials

The Oak 'food' curriculum

- 36 units > 108 lessons
- Slide decks
- Worksheets
- Quizzes
- Lesson video
- Recipes
- Additional information
 - ✓ No reference to Year group
 - ✓ Pick and choose
 - ✓ Fully editable - make it your own
 - ✓ They are all FREE!

Getting ready to cook

Before cooking, we need to get ready.
We need to be **hygienic**.
Hygienic means to be clean.

We need to be clean to cook.

Producing food locally

In the UK, food grown includes:
apples plums

We also grow other things, things like apples on trees

Hide transcript

Hello, thanks for joining me.
My name's Mr. Ballam, and today's lesson is all about food from the UK.
Let's get started.
So what are we gonna be able to do by the end of this lesson? Well, you are gonna be able to name and locate food, which is from the UK.
That sounds great, doesn't it? Let's look at a couple of key words together, shall we? The first one is produced.

Name: _____

Making food safe to eat

1 We need to be hygienic when we cook. What is this pupil doing? (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

© Oak National Academy 2025. Produced in partnership with the British Nutrition Foundation. Licensed on the Open Government License, v3.0, except where otherwise stated. See Oak terms & conditions.

When and what we eat

We need to eat so our bodies can:

grow be active stay healthy

When do you eat food during the day?

Plants and animals

Food from **plants** includes ...

fruit

apples

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



Lesson slides

Each lesson has a comprehensive slide deck.

- Outcome
- Keywords
- Lesson outline (learning cycles)
- Slide (text, images, illustrations and videos)
- 'Checks for understanding' (check before you move on) - low-stakes motivation
- Tasks (with example answers)
- Summary

Eat well every day



Cooking and nutrition
Unit The Eatwell Guide: for me and you

Oak National Academy

Outcome

I can suggest improvements to meals, with reasons for my choices.

Keywords

diet	all the food and drink we consume
healthy	to be fit and well; good for your health
allergy	a bad reaction to certain food or drinks

Lesson outline

Eat well every day

- Eating for health
- Food allergy
- Improving meals

Eating for health



The Eatwell Guide shows the proportions and types of food needed to be **healthy**. It has five main food groups. We need to eat foods from each food group. The Eatwell Guide is for everyone.

Eating for health

The Eatwell Guide shows the ...

- a** types of food to eat for different people.
- b** types of food not to eat.
- c** types of food to be **healthy**. ✓

Task A Eating for health

1) Help Laura and Jacob with their planning. Think about **healthy** eating, the needs of people, and occasion.

Laura: My friend Alex is having lunch with me. He is a vegetarian. What could I cook?

Jacob: My friends are coming to my birthday party. What do I need to think about?

Summary Eat well every day

When planning to cook, we should consider **healthy** eating, the needs of different people, and occasion.

The Eatwell Guide shows the proportions and types of food needed to be **healthy**. A food **allergy** is a bad reaction to some food or drinks.

We can use the Eatwell Guide to help us make improvements to our **diet**.



Lesson slides

Cognitive Load Theory

- Intrinsic Load - The difficulty of the material itself. Break a big concept into smaller steps.
- Move from simple to complex questions.
- Reduce the number of elements pupils must juggle at once.

Extraneous Load — Unnecessary mental effort

- This is overload caused by poor design rather than the topic itself.
- Examples: Confusing instructions, too much text or decoration, and switching between many sources at once.

Food allergy Explanation

When eating out, we can check for foods that might cause a food **allergy**.

restaurant takeaway food buffet

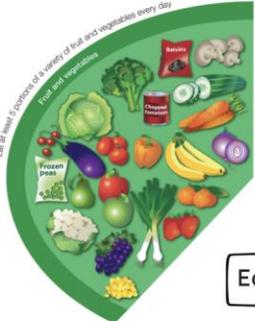


Alex  Check the menu.



Meals Explanation

Fruit and vegetables



What food can you see here?

How much do you need to eat from this food group?

 Eat at least five portions every day.

© Crown copyright 2015, Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland



Recipes

All 'practical' lessons have a recipe.

The recipe is on the slide deck, as well as in each worksheet (for the lesson).

The slide deck also includes information (photos and videos) of food skills and techniques.

Making Irish soda bread Worksheet

Recipe: Irish **soda bread**

Ingredients

- 150 ml milk
- 1 x 15 ml spoon lemon juice
- 210 g wholemeal flour
- 1 x 5 ml spoon **bicarbonate of soda**



Equipment

Measuring jug, measuring spoons, weighing scales, mixing bowl, mixing spoon, non-stick baking tray, table knife, oven gloves.

Method

1. Preheat the oven to 190 °C or gas mark 5.
2. Pour the lemon juice into the milk.
3. Leave the milk for 5 minutes.
4. Mix the flour, milk and **bicarbonate of soda** together to form a soft **dough**.
5. Shape into a flat ball.
6. Place on a baking tray.
7. Score (cut) a cross on the top.
8. Bake for 15-20 minutes.

© Oak National Academy 2025. Produced in partnership with the British Nutrition Foundation. Licensed on the Open Government Licence v3.0, except where otherwise stated. See Oak Terms & conditions. 2

Task B Making my Irish soda bread Practice

Recipe: Irish **soda bread**

Ingredients

- 150 ml milk
- 1 x 15 ml spoon lemon juice
- 210 g wholemeal flour
- 1 x 5 ml spoon **bicarbonate of soda**



Equipment

Measuring jug, measuring spoons, weighing scales, mixing bowl, mixing spoon, non-stick baking tray, table knife, oven gloves.

Task B Making my Irish soda bread Practice

Recipe: Irish **soda bread**

Method

1. Preheat the oven to 190 °C or gas mark 5.
2. Pour the lemon juice into the milk.
3. Leave the milk for 5 minutes.
4. Mix the flour, milk and **bicarbonate of soda** together to form a soft **dough**.
5. Shape into a flat ball.
6. Place on a baking tray.
7. Score (cut) a cross on the top.
8. Bake for 15-20 minutes.

Making my Irish soda bread Explanation

To make Irish **soda bread**, we will be:

mixing



If the **dough** is sticky, add a little flour using a spoon.

If the **dough** is dry, add a little milk using a spoon.

Why would we use a spoon?



Sofia

Making my Irish soda bread Explanation

To make Irish **soda bread**, we will be:

scoring



Score, or cut, a cross over the top of the **dough**.

This helps the **dough** cook.

Some people think the cross wards off evil spirits!



Jacob



Recipes

Scaffolding procedural learning

Recipes act as a form of **scaffolding**, guiding pupils through a process until they can perform it independently.

They help pupils learn:

- sequencing
- organisation
- cause-and-effect relationships (e.g. ‘mix wet ingredients before baking’)

Over time, teachers may remove the recipe or ask pupils to modify it - moving from imitation to independence.

Consideration of cooking independently or at home – health and safety.

Making a Thai curry Worksheet

Task B: Making and evaluating my Thai curry

1) Follow the recipe and make **Thai** curry.

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

Recipe: **Thai** curry

Ingredients

- 100 g rice
- 100 ml water
- ½ red onion
- 1 clove of garlic
- 1 small carrot
- 1 x 10 ml spoon oil
- 100 g chicken or meat alternative
- 200 ml coconut milk (reduced fat)
- 1 x 15 ml spoon **Thai green curry paste**
- 80g peas
- 1 x 15 ml spoon fresh coriander



Equipment

Weighing scales, measuring jug, saucepan, two chopping boards, vegetable knife, measuring spoons, frying pan, mixing spoon.

Method

1. Bring the rice and water to the boil, then turn down the heat low, cover with a lid and cook for 10 minutes.
2. Peel and slice the onion.
3. Peel and chop the garlic.

2 



Recipes

Reducing cognitive overload through structure

A recipe breaks a complex task into clear, sequential steps. This supports learners whose working memory is still developing.

- Pupils don't need to figure out *what* to do next, they can focus on *how* to do it.
- Clear sequencing reduces extraneous cognitive load.
- Measurements and timings externalise information, so pupils don't have to hold everything in memory.

Educational idea: **cognitive load theory** - structured instructions help pupils manage complexity.

Task B Making my fish strips street wraps



Recipe: Fish strips street wraps

Ingredients

breadcrumb mix
2 slices bread
herbs, spices and other flavourings
- your choice

fish strips
1 fillet of fish - your choice
25 g plain flour
1 egg

2 wraps/flatbreads

salad
2 - 3 vegetables for salad, e.g.
red onion, sweetcorn, gherkin

spicy sauce
2 x 15 ml spoon tomato,
barbecue or mayonnaise sauce
3 - 4 splashes Tabasco sauce,
or a pinch of paprika or chilli
powder



Task B Making my fish strips street wraps



Recipe: Fish strips street wraps

Equipment

Baking tray, greaseproof paper, weighing scales, food processor (or blender or grater), chopping board, knife, three small bowls or plates, fork, oven gloves, measuring spoons, small mixing bowl, mixing spoon, plate/board.



Note: Other equipment may be required, depending on the choice of ingredients used for the breadcrumb mix, salad, and spicy sauce.



Task B Making my fish strips street wraps



Recipe: Fish strips street wraps

Method

1. Preheat the oven to 200°C or gas mark 6.
2. Line a baking tray.
3. Make the breadcrumb mix:
 - either blitz the bread in a food processor/blender or grate
 - mix in other spices, herbs, garlic, chilli and/or citrus peel.
4. Prepare the fish:
 - remove the skin from the fish
 - slice the fish into 2 cm strips.



Recipes

Supporting accuracy and safety

In practical subjects, accuracy matters:

- measuring ingredients teaches precision and numeracy
- following safety steps (e.g. washing hands, controlling heat) builds responsible habits
- clear instructions reduce risk.

Language and literacy development

Recipes also function as a literacy tool:

- imperative verbs ('chop', 'mix', 'pour')
- time connectives ('then', 'after', 'finally')
- reading for purpose.

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
- ½ x 5 ml spoon mustard

Equipment

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



Weigh and measure carefully.



Laura

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.

© Oak National Academy 2025. Produced in partnership with the British Nutrition Foundation. Licensed on the Open Government Licence v3.0, except where otherwise stated. See Oak terms & conditions.

Making fruit scone wedges Worksheet

Recipe: Fruit **scone** wedges

Ingredients

- 170 g wholemeal self-raising flour
- 1 x 5 ml spoon ground cinnamon
- 35 g baking block
- 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.



Pear and cinnamon

Method

1. Preheat the oven to 200°C or gas mark 6.
2. Line the baking tray.
3. Prepare the fruit, e.g. peel, slice or dice.
4. Put the flour and cinnamon into the mixing bowl.
5. **Rub-in** the baking block into the flour with your fingertips until the mixture resembles fine breadcrumbs.
6. Stir in the sugar and fruit.
7. Add the milk and mix to form a soft dough.
8. Roll the dough very lightly on a floured surface.
9. Place on the lined baking tray and press out to a 12 cm round.
10. Cut four lines over the top, cutting deeply, but not all the way through (making eight wedges).
11. **Bake** for 20-25 minutes until the **scone** round is risen and golden brown.
12. Transfer to a cooling rack and leave to cool for at least 10 minutes.

© Oak National Academy 2025. Produced in partnership with the British Nutrition Foundation. Licensed on the Open Government Licence v3.0, except where otherwise stated. See Oak terms & conditions.



Worksheets and quizzes

All lessons have a:

- starter quiz
- ‘checks for understanding’, within the slide deck
- tasks at the end of each learning cycle
- exit quiz

Lessons also have a worksheet, which has the tasks from each learning cycle.

Making fruit scones wedges



Cooking and nutrition
Unit Creative cooking

Oak National Academy

Score recipe origins

True or false?
Baked recipes cannot be adapted, as the recipes will not work.

T True **F** False ✓

Why?
Baked recipes can be adapted, using different flours and ingredients, and being in different shapes.

Task A Score 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 ...	+	shaping name?
		sweet ingredients fruit (fresh, dried, canned and frozen), seeds, nuts, spices ...		

Name: _____

Starter quiz

Making fruit scones wedges

1 If we eat cakes and biscuits, we should have them ... (Tick 1 correct answer)

- at the weekend and holidays.
- occasionally and in small amounts.
- with fruit and vegetables.
- in large amounts once a day.

2 What food skill is being demonstrated? (Tick 1 correct answer)



- rubbing-in
- running-in
- rolling-in
- rousing-in

3 Match the equipment that you might use to the part of the cooker. (Write the correct letter in each box)

a saucepan, wok	hob
b oven glove, grill pan	oven
c baking tray, oven glove	grill

© Oak National Academy 2026. Produced in partnership with the British Nutrition Foundation. Licensed on the Open Government Licence v3.0, except where otherwise stated. See Oak Terms & Conditions.

Name: _____

Exit quiz

Making fruit scones wedges

1 A basic scone is made with. (Tick 3 correct answers)

- milk
- eggs
- self-raising flour
- fat (e.g. baking block)
- sugar

2 Scones can be adapted by. (Tick 3 correct answers)

- changing the flour
- following the basic recipe
- making a different shape
- using different fruit or spices
- using the same ingredients

3 True or false? No matter the size of the scones, they are baked for the same length of time. (Tick 1 correct answer)

- true
- false

4 When rubbing fat into flour, we want it to look like ...

© Oak National Academy 2026. Produced in partnership with the British Nutrition Foundation. Licensed on the Open Government Licence v3.0, except where otherwise stated. See Oak Terms & Conditions.



Worksheets and quizzes

Good worksheet design reduces extraneous load by:

- Clear layout
- One focus per task
- Worked examples (on the slide deck)

When or worksheets are badly designed, they increase overload - this is why some educators criticise overuse.

Name: _____  Worksheet

Grown, reared and caught

Task A: Food that is grown

1) Alex wants prepare and cook five dishes using plants.
Suggest five dishes.

 Alex

1. _____
2. _____
3. _____
4. _____
5. _____

Task B: Food that is reared

1) Match the animal to the food.

chicken	sheep	dairy cow	pig
milk	pork	eggs	lamb

1 

Task A Food that is grown  Feedback

1) Alex wants prepare and cook five dishes using plants.
Suggest five dishes.

 Alex

1. *potato soup*
2. *hummus*
3. *melon kebabs*
4. *lentil bake*
5. *bread*

Example answer. 



Worksheets and quizzes

- Practice and skill reinforcement
- Retrieval practice (memory)
- Formative assessment (what pupils understand)
- Immediate feedback (errors corrected early, self-awareness about learning)
- Structured scaffolding

Quality matters: Educational researchers emphasise that worksheets and quizzes only work when they are **purposeful**.

Name: _____  Worksheet

Making a coronation chickpea pocket

Task A: Coronation recipe origins

1) Match the ingredients.

mayonnaise pitta bread chickpeas
curry powder sultanas spring onion



Bread for all  Worksheet

Task B: How bread is made

1) The children are trying to remember how to make **bread**!
Sort the cards into the correct order to help them.



2 



Worksheets and quizzes

When Worksheets Cause Cognitive Overload

Not all worksheets are beneficial.

From a cognitive science perspective, overload happens when:

- too many question types appear at once
- pupils must search for information across multiple pages
- instructions are vague
- tasks require skills pupils haven't mastered yet

Signs of overload in pupils:

- random guessing
- giving up quickly
- copying without understanding
- slow completion despite effort.

Name: _____  Worksheet

Fish strips street wraps

Task A: Making sustainable choices

1) What advice would you give to the chef to make their menu more **sustainable**?

'Something fishy' menu
Tuna and sweetcorn jacket potato
Spicy prawn cocktail tubs
Cod, chips and peas
Salmon and prawn pie

Task B: Making my fish strips street wraps

1) Follow the recipe and make fish strips street wraps.

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.



Recipe: Fish strips street wraps

Ingredients

breadcrumb mix	salad
2 slices bread	2 - 3 vegetables for salad, e.g. red onion, sweetcorn, gherkin
herbs, spices and other flavourings - your choice	
fish strips	spicy sauce
1 fillet of fish - your choice	2 x 15 ml spoon tomato, barbecue or mayonnaise sauce
25 g plain flour	3 - 4 splashes Tabasco sauce, or a pinch of paprika or chilli powder
1 egg	
2 wraps/flatbreads	

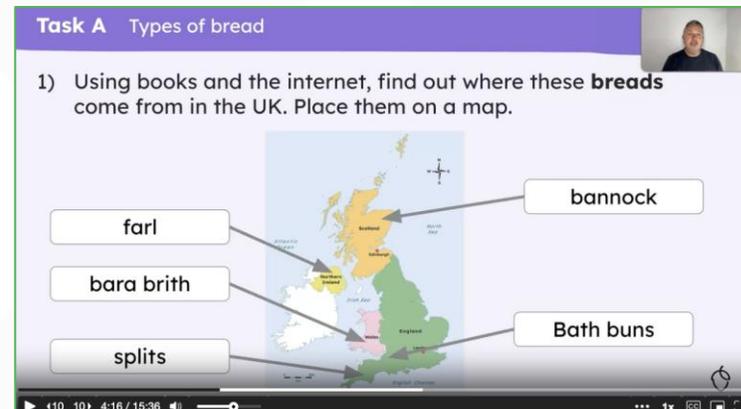
1 



Video lessons

Each lesson features a video of the lesson.

- Recording a clear explanation of a lesson, with modelling, tasks, and feedback, has a strong **pedagogical and cognitive-science rationale**.
- It supports both classroom learning and independent study by extending high-quality teaching beyond live instruction.
- Recording explanations with embedded tasks and feedback extends teacher modelling beyond the classroom, reduces cognitive overload, and gives pupils structured opportunities to practise, review, and learn independently.



Video lessons

Reinforces instruction through dual exposure

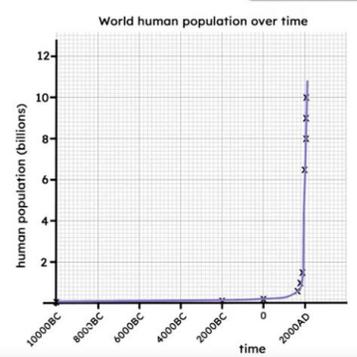
When pupils can rewatch an explanation:

- they revisit key ideas at their own pace
- difficult concepts can be paused, replayed, or slowed down
- repetition strengthens memory and reduces misconceptions.

From a cognitive perspective, this supports **retrieval and consolidation** - pupils encounter the same learning in multiple contexts.

The challenges

The global population is expected to increase to 10 billion by 2050, and food demand is expected to increase by more than 50%.



World human population over time

human population (billions)

time

100000BC 80000BC 60000BC 40000BC 20000BC 0 2000AD

6:04 / 26:34

Making sustainable choices

True or false?
Eating a limited range of fish is **sustainable**, as fewer **species** are caught.

True False ✓

Why?
*80% of the fish we eat comes from five **species**, which puts pressure on these fish stocks. We should eat a wider variety of fish to ensure more **sustainable** supplies.*

2:47 / 15:49



Video lessons

Supports scaffolding and gradual independence

A recorded lesson can include:

- modelling ('watch me do this')
- guided practice ('pause and try')
- independent tasks with feedback.

This mirrors effective classroom pedagogy (I do → We do → You do), allowing pupils to practise independently without losing structure.



Task A Using seasonal ingredients

1) Create a **seasonal** salad. Use the **season** you are in to help choose the fruit and vegetables to use.

My seasonal salad is called: Wonderful winter-slaw

Ingredients	I am going to use ...
0 - 2 seasonal fruit	<i>apple, sultanas</i>
1 - 3 seasonal vegetables	<i>red cabbage, onion and carrot</i>
1 leftover	<i>turkey</i>
1 x 10 ml spoon salad dressing	<i>salad cream</i>

The season is winter.

Example response.



Video lessons

Reduces cognitive overload for learners

Live explanations can be fast, and pupils may miss key steps.

Recorded teaching:

- externalises instructions so pupils don't need to hold everything in working memory
- allows learners to process information in smaller chunks
- supports pupils who need more processing time or repetition.

Promotes independent and inclusive Learning

Recorded lessons help pupils:

- catch up after absence
- revise before assessments
- learn at a comfortable pace.

Dishes and meals from around the world

This dish is called lahmacun, from Turkey. It is like a pizza, with meat and vegetables.



This dish is called okonomiyaki, from Japan. It is a savoury pancake, with different toppings.



6:25 / 29:07

Making my paska

To make **paska**, we will be:

slicing



Slice the orange in half, using the bridge hold.

Click here to see the bridge hold.

Always be careful when using a knife.



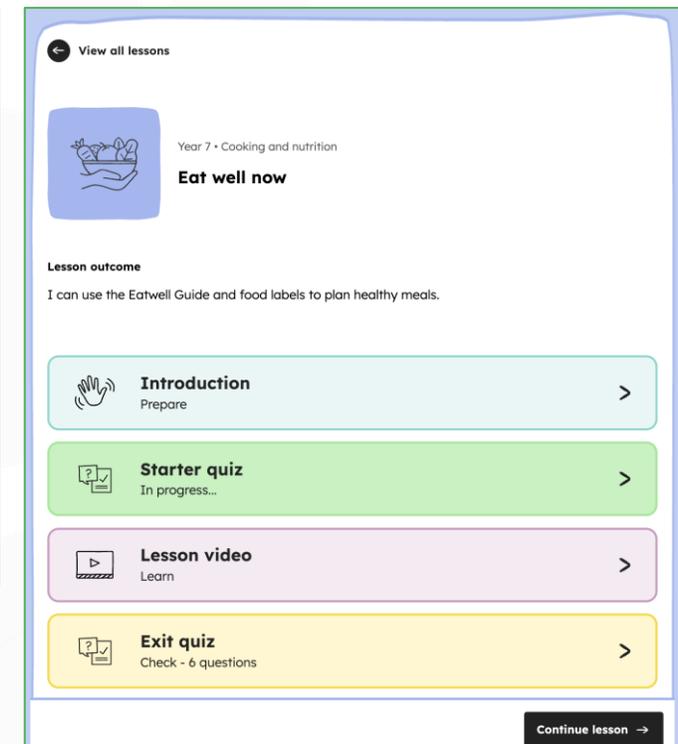
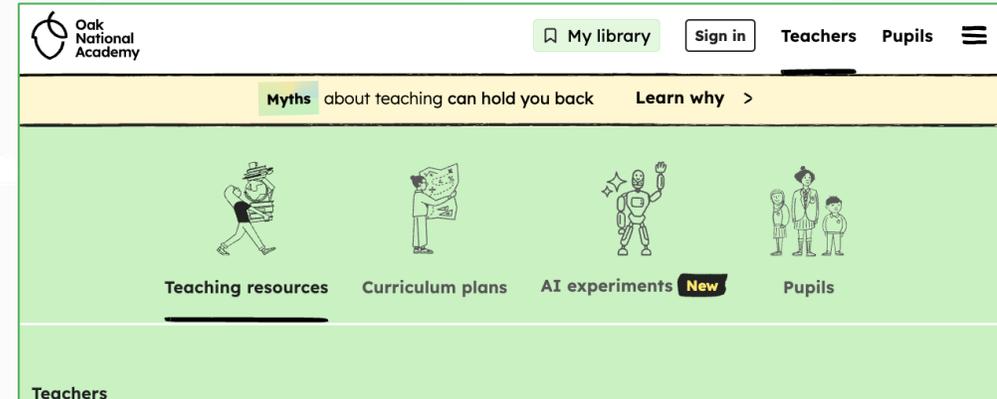
Laura

8:50 / 16:11



Interactive quizzes

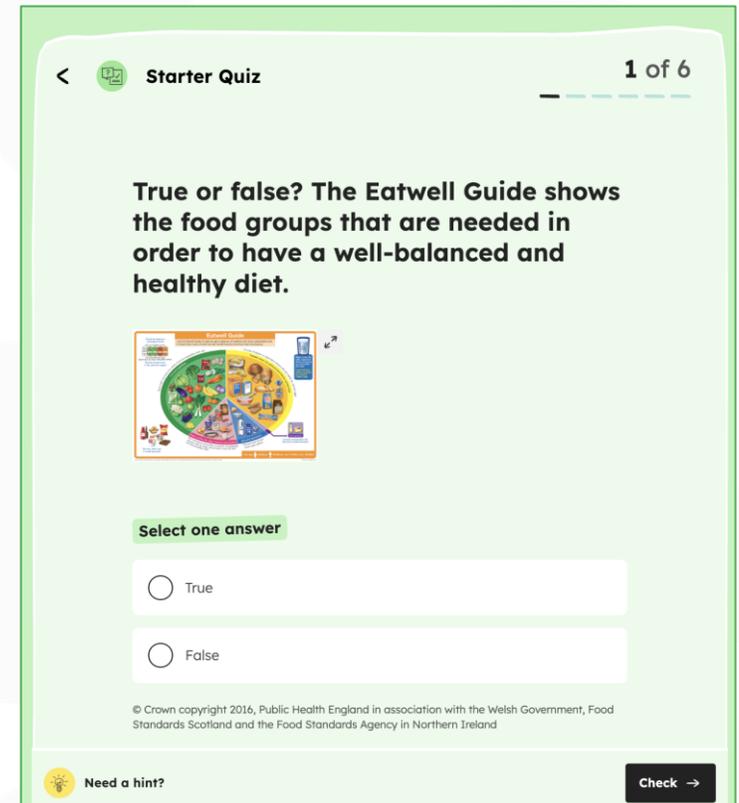
- All lessons have interactive quizzes which can be accessed via the Oak website (the starter and exit quizzes).
- They are part of the lesson, including the option to download the worksheet and watch the lesson video.
- You can share links with pupils so they can access the lesson easily.



Interactive quizzes

Quizzes:

- **promote self-regulated learning:** pupils monitor their own progress through instant feedback and retries
- **strengthen metacognition:** quizzes reveal knowledge gaps, helping learners judge what they really understand
- **reduce cognitive overload:** structured, one-question-at-a-time design guides independent practice without confusion.



The screenshot shows a digital quiz interface with a light green background. At the top left, there is a back arrow and a small icon, followed by the text "Starter Quiz". At the top right, it says "1 of 6". The main question is: "True or false? The Eatwell Guide shows the food groups that are needed in order to have a well-balanced and healthy diet." Below the question is a small image of the Eatwell Guide, which is a circular diagram divided into five colored segments representing different food groups. Underneath the image, there is a prompt "Select one answer" and two radio button options: "True" and "False". At the bottom left, there is a lightbulb icon and the text "Need a hint?". At the bottom right, there is a black button with the text "Check →".

Starter Quiz 1 of 6

True or false? The Eatwell Guide shows the food groups that are needed in order to have a well-balanced and healthy diet.

Select one answer

True

False

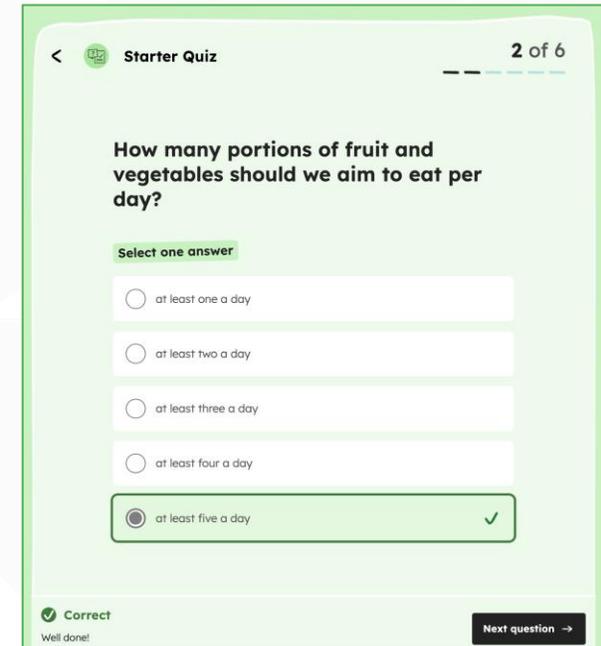
© Crown copyright 2016, Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

Need a hint? Check →

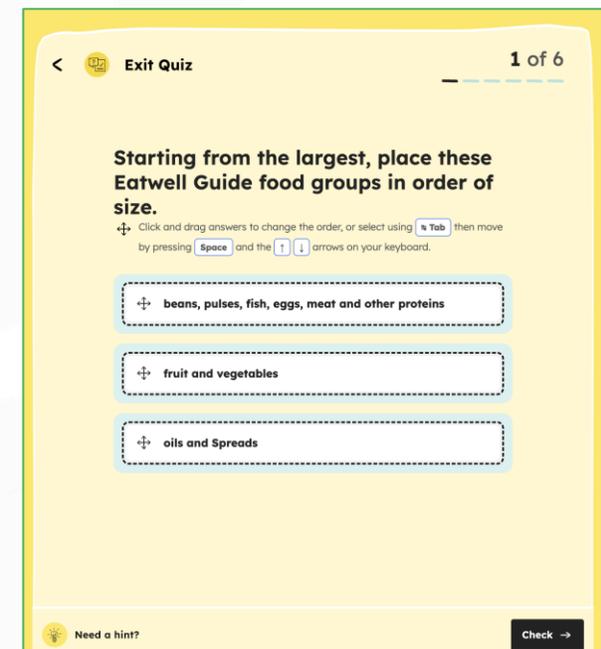
Interactive quizzes

- **build autonomy & motivation:** flexible pacing and low-stakes practice encourage persistence and ownership of learning
- **develop executive skills:** planning, reviewing weak areas, and setting improvement goals
- **best used with balance:** combine independent quiz use with discussion and deeper learning tasks.

Key idea: interactive quizzes act as digital scaffolding that helps pupils move from teacher-directed learning toward independence.



The screenshot shows a quiz interface with a green header. The title is 'Starter Quiz' and the progress is '2 of 6'. The question asks: 'How many portions of fruit and vegetables should we aim to eat per day?'. Below the question, it says 'Select one answer'. There are four radio button options: 'at least one a day', 'at least two a day', 'at least three a day', and 'at least four a day'. The fifth option, 'at least five a day', is selected and highlighted with a green border and a checkmark. At the bottom, there is a 'Correct' message with a checkmark and 'Well done!', and a 'Next question' button with a right arrow.



The screenshot shows a quiz interface with a yellow header. The title is 'Exit Quiz' and the progress is '1 of 6'. The question asks: 'Starting from the largest, place these Eatwell Guide food groups in order of size.' Below the question, there is a hint: 'Click and drag answers to change the order, or select using Tab then move by pressing Space and the Up/Down arrows on your keyboard.' There are three dashed boxes for answers, each with a plus icon on the left. The first box contains 'beans, pulses, fish, eggs, meat and other proteins', the second contains 'fruit and vegetables', and the third contains 'oils and Spreads'. At the bottom, there is a 'Need a hint?' button with a lightbulb icon and a 'Check' button with a right arrow.





Embedding Oak materials in your class

Oak materials

Situation	Oak materials
Homework	<ul style="list-style-type: none">• Starter or exit quizzes (from a lesson)• Worksheets (based on the tasks in the lesson slide deck)• Interactive quizzes on Oak website
Self-study in class or at home	<ul style="list-style-type: none">• Starter quiz• Lesson slide deck, with 'checks for understanding' and tasks• Worksheets, to use with the slide deck• Exit quiz
Cover lesson	<ul style="list-style-type: none">• Lesson video – played to entire class / video paused for 'checks for understanding'• Worksheets – for pupils to complete, based on tasks
School closed!	<ul style="list-style-type: none">• The whole Oak curriculum, units and lessons.





Supporting homework and home learning

Pedagogical summary

- **Choose purposeful resources:** align homework with clear learning goals (practice, retrieval, preparation) rather than “extra work”. (*Oak principle*)
- **Provide structured guidance:** model examples, step-by-step instructions, and success criteria so pupils can work independently at home. (*slide decks, videos ...*)
- **Use low-stakes digital tools:** interactive quizzes, videos, and guided worksheets to reinforce classroom learning and give instant feedback.
- **Support metacognition:** include prompts for pupils to check answers, reflect on mistakes, and identify next steps.

Outcome

I can use food skills to make yakisoba noodles.

Key learning points

1. Originating from China, yakisoba is now a staple in Japan. It is a popular street food. 'Yaki' means cooked over heat.
2. Good food hygiene is essential to reduce the risk of food poisoning.
3. The food skills to make yakisoba are measuring, peeling, slicing, mixing and using the hob (stir-frying).
4. Vegetables need to be cut to the same size to ensure even cooking (via conduction in the frying pan or wok).
5. Sensory evaluation provides feedback about the appearance, odour, taste and texture of a final dish.

Cooking hygienically

Yakisoba is a dish of fried noodles and vegetables. Sometimes fish or meat is added.

The dish originates from China, but is now associated with Japan. It is a popular street food.

I have only heard of sushi; what other popular Japanese dishes are there?
Alex

There are lots of cooked dishes, like tempura and teriyaki.
Sofia



Pedagogical summary

- **Ensure accessibility and inclusion:** clear language, manageable workload, and alternatives for pupils with limited technology access. (*Oak principle*)
- **Engage families appropriately:** offer simple explanations of tasks so parents/carers can encourage learning without needing to 'teach'.
- **Follow evidence-informed practice:** guidance from organisations like the Education Endowment Foundation emphasises short, focused tasks that build routine and independent study habits. (*Oak principle*)

Key idea: effective homework resources reduce confusion, reinforce classroom learning, and gradually build pupils' independence.

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.



Weigh and measure carefully.



Laura

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.

© Oak National Academy 2025. Produced in partnership with the British Nutrition Foundation. Licensed on the [Open Government Licence v3.0](#), except where otherwise stated. See [Oak terms & conditions](#).

2 





Building pupil independence skills

Best practice

- **Use scaffolding with gradual release**

I do (teaching modelling) → We do (guided practice) → You do (independent practice)... to move pupils from guided support to autonomy.

- **Teach metacognitive strategies explicitly** (planning, monitoring, evaluating learning) - aligned with Education Endowment Foundation guidance.

- **Model thinking processes** through worked examples, questioning, and verbalising reasoning before expecting independence.



Task A Macronutrients: carbohydrate, protein and fat Feedback

1) Complete the chart below, showing the name, function and source of the **macronutrients**.

macronutrient	carbohydrate	protein	fat
function	main source of energy	growth and repair	carries vitamins
sources	potatoes, bread, pasta, rice, yams	beans, pulses, fish, eggs, meat	butter, oil, spreads, visible fat/skin on meat



Best practice

- **Provide structured practice** (retrieval tasks, low-stakes quizzes, clear success criteria) to build confidence and reduce cognitive overload.
- **Create purposeful routines** such as self-checking, peer feedback, and reflection to develop self-regulation.
- **Balance independence with support** - adaptive feedback, clear instructions, and inclusive scaffolds ensure all pupils can access learning.

Key message: Independence develops through intentional scaffolding, metacognition, and structured.

Cooking hygienically Check

What would help to reduce the risk of **food poisoning**?

- a** storing all food in the same place
- b** checking date marks on food ✓
- c** wearing a clean apron ✓

Task B Making and evaluating my yakisoba noodles Practice

2) Evaluate your dish.

				Comments
appearance				
odour				
taste				
texture				

What is your overall opinion of your dish?





Reviewing your CPD opportunities

Your CPD

- audit what you do – discover what you don't
- go through the planning guide & SMART planner
- training and resources decision tree
- curriculum planner decision trees
- previous training sessions (recordings and presentations)
- review and use the Oak materials

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

Oak - Food curriculum to classroom		British Nutrition Foundation	
Introduction		Key	
Your aims		Year 7	Year 8
Cooking			
1. Understanding the Oak Food Curriculum - Knowledge of the curriculum's purpose, structure and key principles (knowledge, risk, resources, content, assessment, delivery, evidence)	1 - Established practice	<input type="checkbox"/>	<input type="checkbox"/>
2. Curriculum Planning and Adaptation - Ability to plan (CPD) pathways and adapt curriculum resources to school context	4 - Confident and consistent	<input type="checkbox"/>	<input type="checkbox"/>
3. Primary Food Teaching - Skills in delivering primary food education using Oak's structure and lesson materials	3 - Established practice	<input type="checkbox"/>	<input type="checkbox"/>
4. Secondary Food Teaching - Skills in delivering secondary food education using Oak's structure and lesson materials	3 - Established practice	<input type="checkbox"/>	<input type="checkbox"/>
5. Lesson Implementation - Practical ability to integrate Oak lessons into existing teaching effectively	4 - Confident and consistent	<input type="checkbox"/>	<input type="checkbox"/>
6. Engaging a Modern Food Curriculum - Competence in adapting Oak with modern food education priorities and topics	5 - Expert/role model	<input type="checkbox"/>	<input type="checkbox"/>
7. Inclusive Food Education - Skills in engaging diverse groups with additional needs and ensuring accessibility for digital devices	5 - Expert/role model	<input type="checkbox"/>	<input type="checkbox"/>
8. Promoting Independent and Active Learning - Ability to use the resources to empower pupils to self-reflect and solve problems	3 - Established practice	<input type="checkbox"/>	<input type="checkbox"/>
To view and book all courses, go to https://www.foodfactoflife.org.uk/food-a-fact-of-life/developmental-food-curriculum-to-classroom			
Attitudes exhibited during CPD			
1 - Not yet started	Not started: Have not yet engaged with the offer	Supporting confidence: This may be a new focus for you. Professional learning may help you explore opportunities.	
2 - Emerging awareness	Have a basic awareness but little experience	Developing confidence: You may need initial support, examples or guided practice.	
3 - Established practice	Have regular and consistent experience and can apply to related situations	Established confidence: Targeted CPD can help strengthen confidence.	
4 - Confident and consistent	Can apply this to a range of situations with some expert practice	Confident and consistent: You are becoming confident in your own practice and are able to support others.	
5 - Expert/role model	Can apply this to a range of situations with expert practice and support others to develop their skills	Expert/role model: You are a strong practitioner here. CPD would focus on deepening practice or supporting peers.	

Oak - Food curriculum to classroom		British Nutrition Foundation	
Introduction		Key	
Your aims		Year 7	Year 8
Cooking			
Food skill development (precision and accuracy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingredients, equipment and cooking techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tasting and sensory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4Cs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storing food safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using food labels for safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food traditions, customs and cuisines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health			
Healthy eating (Eatwell Guide and 8 Sps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy and nutrients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritional needs and health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy hydration (drinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthier and more sustainable food choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allergies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal occasions, snacks and portion sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using food labels for health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer awareness and food choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritional analysis			
Nutritional analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where food comes from			
Food origins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing, rearing and catching food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food assurance schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seasonal food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Producing and processing food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food from the UK and world-wide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
© British Nutrition Foundation 2025			

Curriculum planner decision tree (KS3)

Oak – Food curriculum to classroom

[click here to get started](#)






© British Nutrition Foundation 2025 | nutrition.org.uk

Further support from *Food – a fact of life*

The screenshot shows the 'Food - a fact of life' website with a navigation bar at the top. The main content area is titled 'Remote learning' and includes a sidebar with links to 'Activities and ideas', 'Good practice at home', 'Useful resources for learning', and 'Support for teachers'. The main text explains that due to Covid-19, the website has created a range of ideas, activities, and resources to support remote learning around food, cooking, healthy eating, and where food comes from. A list of 'Remote learning support includes:' is provided, with links to various resources. A decorative illustration at the bottom features a laptop, a coffee cup, and the text 'TIME FOR EDUCATION'.

News Training About Food - a fact of life Contact us Search

FOOD a fact of life 3 - 5 Years 5 - 7 Years 7 - 11 Years 11 - 14 Years 14 - 16 Years Pupils with additional needs Recipes Whole school Professional development

Remote learning > Whole school > Remote learning

Activities and ideas

Good practice at home

Useful resources for learning

Support for teachers

Remote learning

To support remote home learning at this time, we've created a range of ideas, activities and resources to support learning around food, cooking, healthy eating, and where food comes from.

Welcome to the remote learning hub!

Due to Covid-19, we've created this area to support remote (home) learning. Scroll down to explore learning!

Remote learning support includes:

- [Activities and ideas at home - waves of support!](#)
- [Good practice at home - some top tips to get your started.](#)
- [Useful resources for learning - a few essential resources to use.](#)
- [Support for teachers - advice and training.](#)
- [Recipes - try something new!](#)

TIME FOR EDUCATION

The screenshot shows the 'Food - a fact of life' website with a navigation bar at the top. The main content area is titled 'Activities and ideas' and includes a sidebar with links to 'Waves 1 - 3', 'Waves 4 - 6', 'Waves 7 - 9', 'Waves 10 - 13', 'Interactive games and quizzes', 'Videos', 'Knowledge organisers', and 'Remote learning activities by topic'. The main text explains that the website has created a range of ideas, activities, and resources to support remote learning around food, cooking, healthy eating, and where food comes from. A list of 'Remote learning support includes:' is provided, with links to various resources. A decorative illustration at the bottom features a laptop, a coffee cup, and the text 'TIME FOR EDUCATION'.

FOOD a fact of life 3 - 5 Years 5 - 7 Years 7 - 11 Years 11 - 14 Years 14 - 16 Years Pupils with additional needs Recipes Whole school Professional development

Activities and ideas > Whole school > Remote learning > Activities and ideas

Waves 1 - 3

Waves 4 - 6

Waves 7 - 9

Waves 10 - 13

Interactive games and quizzes

Videos

Knowledge organisers

Remote learning activities by topic

Activities and ideas

Waves of activities/resources to support remote learning at home. Select the activities that best suit your needs! They are divided into two: those that take less time and/or are less complex, and those that take more time and/or are more complex.

Welcome to the *Food - a fact of life* remote learning activities and ideas area. Here you will find nearly 600 resources, activities and ideas, over 13 'waves', to support learning from home.

Waves 1-3: A general mix of activities and ideas including everyday learning, keeping active, finding out and exploring, and more!

Waves 4-6: Cooking, healthy eating and where food comes from.

Waves 7-9: STEM, food skills for life, ingredients.

Waves 10-13: holiday learning (general mix of activities), marvellous meals, the world of food, the best of!

If you are looking for a remote learning activity/idea for a particular topic, you will find them all in the [Remote learning activities by topic area](#).

LEARNING

<https://foodafactoflife.org.uk/whole-school/remote-learning/>



Further support from Oak

Try out the AI tool on Oak - Aila

- <https://labs.thenational.academy/>

Oak National Academy AI experiments

FAQs

Beta

Build tailor-made lessons and teaching materials with AI

Transform your lesson prep with your free AI-powered lesson assistant, Aila. Whether it's creating bespoke resources or tailoring content to your class, Aila can help speed things along.

[Start creating with AI →](#)

Hello, Zara

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

What do you want to teach?

Lesson on Anglo-Saxon grave god

Or try an example:
History > Key stage 3 > The end of Roman Britain

Aila can make mistakes. Check your lesson before use. [Oak terms and conditions](#)

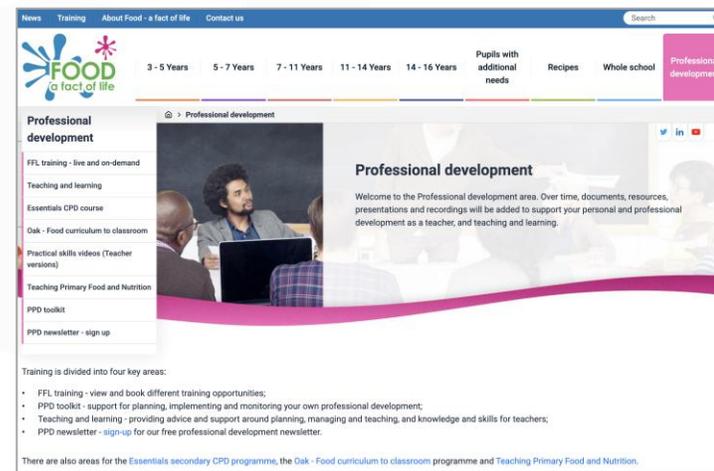
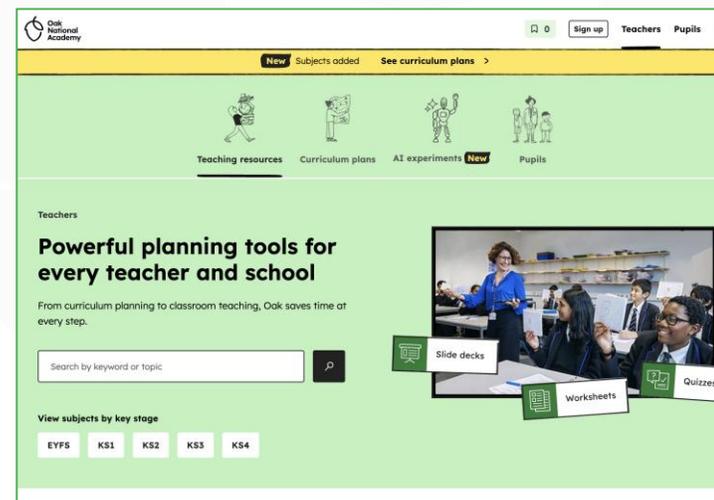




Next steps

Next steps for you

- Check out the Oak curriculum and lessons
- [Audit](#) what you currently do and identify any gaps
- Try out a few lessons, worksheets and/or recipes – 'get a taste'
- Use the tools to help on *Food – a fact of life*
- Join us for the next training session!





Thank you for attending.

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

