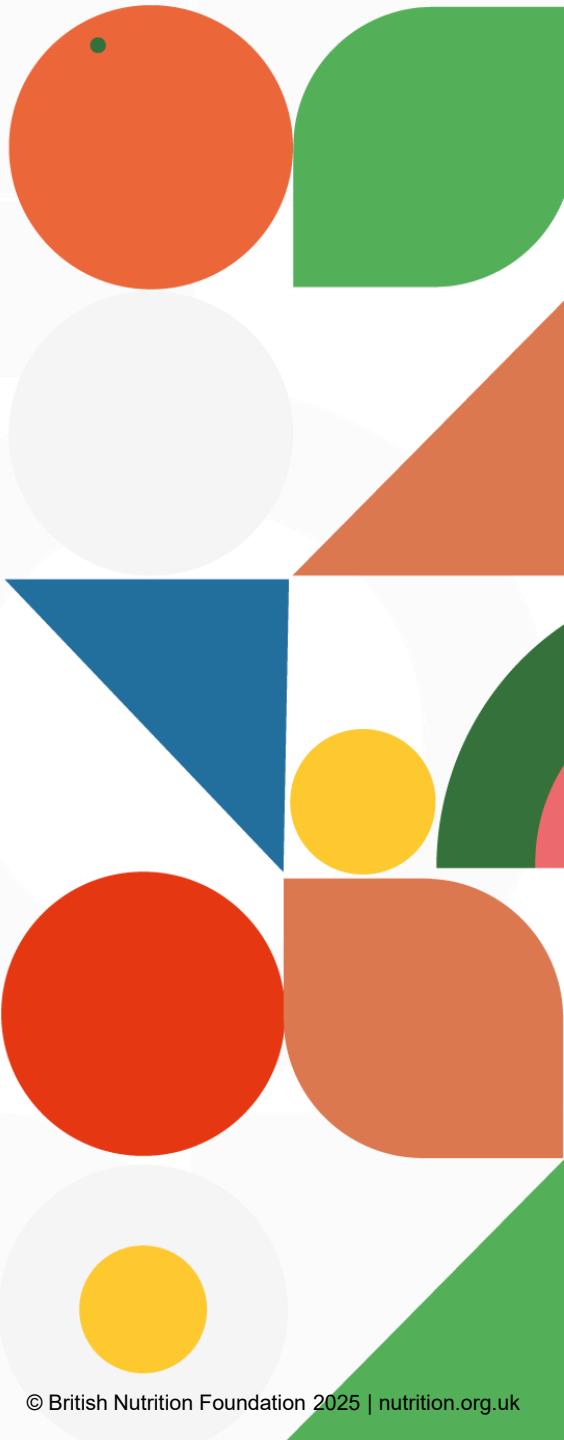


Map your own path

Planning CPD that works for you and your team

30 September 2025



Welcome

Welcome and thanks to [All Saints Educational Trust](#)

Exploring Oak's curriculum and teaching resources

Using Oak materials for CPD development:

- a) lesson videos: watch to observe pedagogy, vocabulary use, modelling
- b) lesson slides, quizzes and worksheets: reflect on what subject knowledge teachers need to support these
- c) recipes: opportunities for departmental practice, rehearsal, resource planning

Planning your own CPD using interactive tools:

- a) competence rating and personalised plans
- b) SMART goal setting

Next steps for you

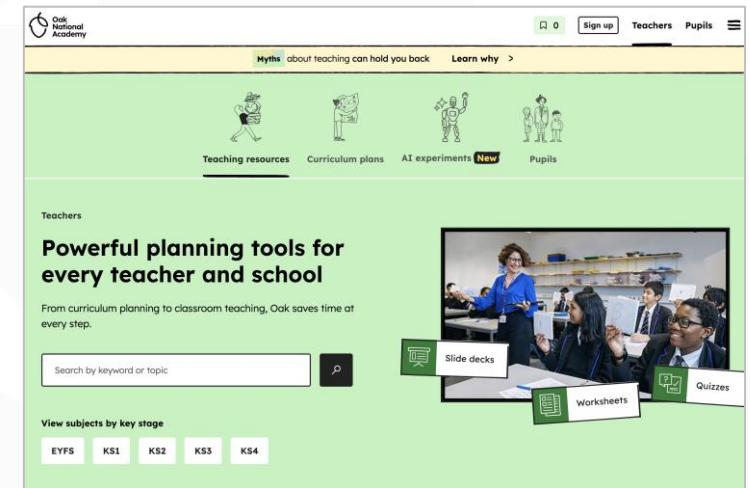




Exploring Oak's curriculum and teaching resources

Curriculum and teaching resources

- New curriculum overview.
- There are 108 lessons in total – 12 for each year (year 1 to 9).
- The lessons are delivered in units; there are four units per year.
- All lessons and resources are flexible – only use what you want.
- All content covers National Curriculum D&T: Cooking and nutrition.



Curriculum and teaching resources

In each year, there are 4 units of lessons.

Each unit comprises 3 lessons (around 1 hour each).

Progression is built in throughout the year, as well as over Key Stages.

Generally, each year group comprises:

- Unit 1: food preparation and cooking (3 lessons)
- Unit 2: healthy eating and nutrition (3 lessons)
- Unit 3: food origins and provenance (3 lessons)
- Unit 4: social context and dimension (3 lessons)

Cooking and nutrition units New [Full primary curriculum >](#)

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

1	Creative cooking	Year 5	3 lessons	Save
2	Food for energy and nutrients	Year 5	3 lessons	Save
3	Food production	Year 5	3 lessons	Save
4	Our rich global food cuisine	Year 5	3 lessons	Save

Creative cooking New

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

Lessons (3)

1	Making a poke bowl	I can use food skills to make a poke bowl.	1 Slide deck 1 Worksheet 2 Quizzes 1 Video
2	Making fruit scone wedges	I can use food skills to make fruit scone wedges.	1 Slide deck 1 Worksheet 2 Quizzes 1 Video
3	Making Mexican pockets	I can use food skills to make Mexican pockets.	1 Slide deck 1 Worksheet 2 Quizzes 1 Video



Slides

- Each of the 108 lessons has a slide deck (PowerPoint/Google Slide).
- Slides start with a pupil outcome and key words, and end with a summary.
- Throughout the slide deck, 'checks for understanding' are provided, supporting pupils' retention.
- At the end of each 'learning cycle' a task is provided (the task also appears on the pupil worksheet). There is a summary at the end.
- The slide decks are completely editable – use what you want.

Making yakisoba noodles

Cooking and nutrition
Unit Independent and confident cooking

Outcome

I can use food skills to make yakisoba noodles.

Keywords

- yakisoba** a Japanese dish of fried noodles, vegetables, and sometimes meat or fish
- food poisoning** illness caused by eating something contaminated with bacteria
- sensory evaluation** the use of our senses to assess a food

Lesson outline

- Making yakisoba noodles
- Cooking hygienically
- Making and evaluating my yakisoba noodles

Cooking hygienically

Exploration

Yaki means cooked over heat.
Soba means noodles. In **yakisoba**, noodles made from wheat are used.
Wheat is a plant which is milled into flour, which is used to make noodles.

Lucas says: *Yakisoba are noodles fried over heat.*

Noodles are also made from b

Cooking hygienically

Which of these best describes **yakisoba**?

- a noodles steamed over heat
- b noodles fried over heat

Task A Cooking hygienically

Practice

Lucas is making a toasted grated cheese, tomato and onion sandwich. What should he do to reduce the risk of **food poisoning**?

Cooking	Hygiene tips for Lucas
Before cooking	
During cooking	
After cooking	<i>I need to get ready to cook and make sure the food is okay.</i> Jacob



Videos

Each of the 108 primary lessons has a video.

The video is a complete presentation of the entire lesson by a food and nutrition teacher.

The videos could be used in a variety of settings:

- in class, with pupils following and answering questions, guided by the teacher
- independent study, using the worksheet (where appropriate as homework)
- a cover lesson, with worksheet and quizzes to support.

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 Izzy Alex

Captions

Food production and processing

To **produce** our food, farmers and others will do the following:

grow a range of plants rear different animals catch fish or hunt game

About 54% of the food on our plates is **produced** in the UK.

Laura

Making my Scotch eggs, with a dipping sauce

To make **Scotch eggs**, with a dipping sauce, we are going to use the food skill 'using the hob' (boiling).

What happens to the eggs during boiling?

- Proteins are like coiled-up springs.
- As the egg heats, the proteins start to unwind - this is called denaturation.
- The proteins stick together into a mesh - this is called coagulation.
- The heat changes the egg from a liquid to solid state (it is irreversible).

Captions



Assessment

Each lesson has several assessment points which could be used in your own teaching.

Key assessment points

- starter quiz
- exit quiz
- checks for understanding
- tasks
- worksheets

Name: _____  Starter quiz

Sources of energy and nutrients

1 Food and drinks are the body's source of _____. (Fill in the blank)

2 What types of foods provide fibre? (Tick 3 correct answers)

beans and pulses
 milk and cheese
 vegetables and fruit
 eggs and fish
 potatoes and pasta

3 Which activity uses the least amount of energy per 15 minutes? (Tick 1 correct answer)

swimming 357 kJ (84 kcal)
 walking 114 kJ (27 kcal)
 reading 38 kJ (9 kcal)
 dancing 162 kJ (39 kcal)

4 We should have between _____ drinks a day. (Tick 1 correct answer)

2 - 4
 4 - 6
 6 - 8
 8 - 10

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Name: _____  Worksheet

Sources of energy and nutrients

Task A: Sources of energy

1) Undertake **nutritional analysis**:

- go to: <https://oak.link/explore-food>
- Calculate the energy provided by 10 foods and drinks per 100 g.

Food or drink	kJ	kcal

Food or drink	kJ	kcal

 Sources of energy

Which food provides the least amount of energy?
(All foods are per 100 g.)

		
banana 348 kJ (81 kcal)	peanuts 2495 kJ (602 kcal)	tuna 460 kJ (109 kcal)
a	b	c

 Task B Sources of nutrients

1) Answer the pupils' questions about the source and function (job) of nutrients.

Sam: **What are the three main nutrients called?**

Alex: **Why do we need vitamin A?**

Izzy: **What is the main role of carbohydrate and protein?**



Recipes

- 60 practical lessons across Key stages 1 to 3
- Food skill progression has been built into the lessons, based on research evidence and published frameworks, and pupil motor skill development.
- All recipes are found within each lesson. They are in the slide deck, pupil worksheet and teacher additional information.
- Recipes link to other learning, such as health or food origins, as well as exploring the social context and dimension of food.
- A range of recipes have been included, celebrating diversity and inclusivity.
- 'Additional information' also provided.

Making curry in a hurry

Worksheet

Task B: Making my curry in a hurry

1) Follow the recipe and make curry in a hurry.

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: Curry in a hurry

Ingredients

1 onion	spray oil
100 g mushrooms	1 x 10 ml spoons curry powder
1 garlic clove	1 x 15 ml spoons tomato puree
1 thumb fresh ginger (optional)	50 g frozen spinach
1 potato	250 ml water
100 g chickpeas (canned)	½ vegetable stock cube

Equipment

Vegetable knife, chopping board, colander, frying pan or party pan, mixing spoon, measuring jug.

Method

1. Peel and dice the onion.
2. Slice the mushrooms.
3. Peel and chop the garlic.
4. Peel and chop the fresh ginger, if using.
5. Dice the potato.
6. Drain the chickpeas.
7. Fry the onion, garlic, ginger, mushrooms and potatoes for 5 minutes.
8. Stir in the **curry powder** and tomato puree.
9. Add the chickpeas, spinach and water, and crumble in the stock cube.
10. Bring to the boil, then simmer gently for 20 minutes.

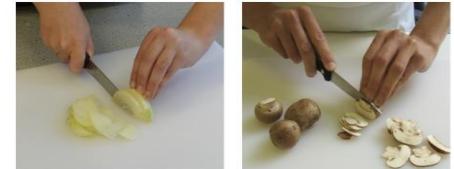
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Making my curry in a hurry

Explanation

To make curry in a hurry, we will be:

slicing



We will slice the onion and mushrooms.

We will use the claw grip cutting technique.



© Food - a fact of life





Using Oak materials for CPD development

Oak curriculum overview

- explore the curriculum – look at its construction, content, threads ..
- review curriculum plans (description, ‘why this, why now’)
- assess content, progression, explanations, cognitive overload ...
- consider assessment approaches and styles
- use as an example of curriculum planning (SoL/W)

- How could this be used in your school for planning?

Cooking and nutrition • Year 5
Our rich global food cuisine
3 lessons

Threads

Consumer awareness Food culture
Food hygiene and safety Food origins and provenance
Food preparation and cooking Sensory evaluation
The science of food

Description

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.

Why this why now

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 from around the world can be planned. This builds on previous learning about global cuisines and introduces links 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.

Lessons in unit

Prior knowledge requirements



Lesson slides, quizzes and worksheets

- review lessons (title, overviews ...)
- check the 'teacher tip' and 'common misconceptions'
- reflect on what subject knowledge teachers need to support different lessons
- consider where to go for additional support and training, e.g. *Food – a fact of life*, Food Teachers Centre
- How do you plan your own CPD? How do you know what skills and knowledge need to be developed?

Lesson details

Key learning points

1. Eating habits, traditions, customs, religion, history, and location influence the food that is eaten globally.
2. Depending on where you live, the food commonly eaten, as well as served at celebrations, is different.
3. Food dishes with significant meaning are often served at special celebrations.
4. Meals and dishes can be planned and prepared to meet the needs of different traditions and celebrations.

When exploring food customs and traditions, use experiences from other members of staff, pupils and families to bring the topic alive. Linking to other learning, such as that in geography, history or religious education, helps to provide real life context about the food eaten throughout the world.

Teacher tip

Keywords

Tradition - custom or belief passed from one generation to another generation

Custom - everyday behaviours, social interactions, or local practices

Injera - a spongy flatbread from Ethiopia

Equipment

Licence

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Lesson videos

- watch the videos to observe pedagogy, vocabulary use (key words), and modelling
- consider your areas of development and watch to update your teaching
- use the videos as part of a CPD session, for example to cover new food skills or explore how concepts are explained
- Have you watched other lessons?
 - If so, how did this benefit you?
 - If not, what do you think you might gain from the experience?

The image shows a screenshot of a video lesson titled "One planet" from a "Cooking and nutrition" unit. The video features a man speaking, with a play button icon in the top right corner. The video content discusses the impact of climate change on food production and security, showing a hurricane image and a "True or false?" quiz about biodiversity.

One planet

Cooking and nutrition

Unit Global food challenge

The challenges

The impact of this changing environment means:

- an increase in global temperatures
- an increase in extreme weather, such as hurricanes and flooding
- a change in the climate of an area

Climate change can cause extreme or unusual weather, which can affect food production and impact on national and global food security. This can result in:

Combating the challenges

True or false?

Biodiversity is not important in growing food, only the plants growing are important.

T True **F False ✓**

Why?

Biodiversity is important in growing food by promoting a healthy and balanced ecosystem, e.g. encouraging insects and birds to live near fields can help keep pests under control.



Recipes

- reflect on your current selection in terms of learning, progression, cost, diversity, pupil appeal ...
 - What do you consider when planning recipes to use in lessons?
- consider opportunities for personal/departmental practice and rehearsal – have a go and think about:
 - ingredient type and quantities
 - equipment needed
 - more complex elements of recipes
 - timing
 - hygiene and safety
 - food skills – yours and pupils
 - other learning, e.g. health, sustainability, science
- resource planning
 - What would it take to implement?



Additional materials

- 'Additional materials' provide additional support
- Useful for considering your competence and CPD in relation to:
 - classroom management and organisation
 - modifying the recipe, especially in relation to allergies and pupils following vegetarian/vegan diets
 - risk assessment
- How do you assess your 'practical' classroom management and food skills?
- What are your strengths and areas for development?

Making a healthy wrap  Additional material

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

Making a healthy wrap

Task B Recipe - A healthy wrap

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

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

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

Method

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

Food skills
Grating, spreading, arranging and folding.

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Making a healthy wrap  Additional material

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

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

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

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

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

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

Health and Safety
Adult supervision is required.

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

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

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Planning your own CPD using interactive tools, from *Food – a fact of life*

Competence rating and personalised plans

Interactive CPD planner

- Help to plan your CPD in relation to Oak curriculum and lessons

Tip

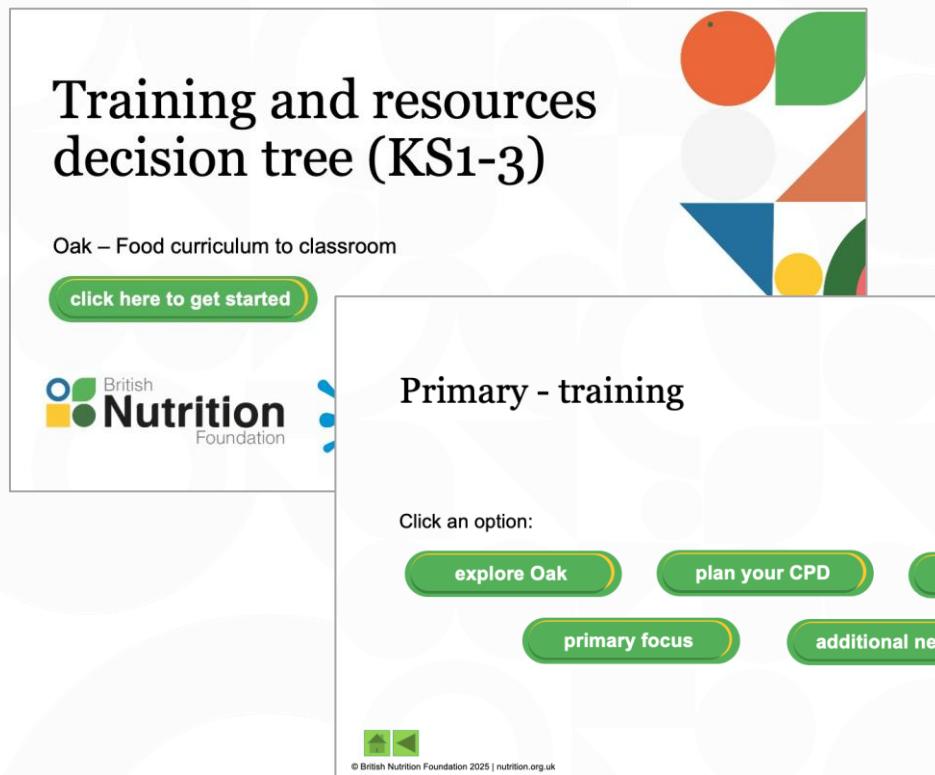
- Use the approach against other criteria, such as nutrition, food skills, food provenance sustainability, classroom management ...

Oak - Food curriculum to classroom		British Nutrition Foundation	
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: <input type="text" value="<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 embed 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) 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 course 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 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			
Rating	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.	You are becoming consistent. Refinement CPD could help you apply it more flexibly.	
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 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.	



Competence rating and personalised plans

Training and resources decision tree



Training and resources decision tree (KS1-3)

Oak – Food curriculum to classroom

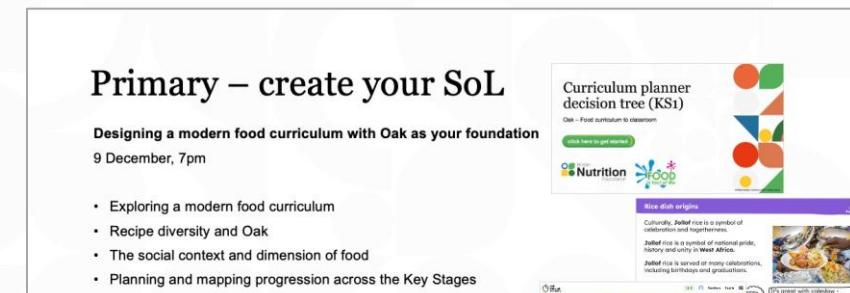
click here to get started

Primary - training

Click an option:

explore Oak plan your CPD create your SoL

primary focus additional needs



Primary – create your SoL

Designing a modern food curriculum with Oak as your foundation
9 December, 7pm

- Exploring a modern food curriculum
- Recipe diversity and Oak
- The social context and dimension of food
- Planning and mapping progression across the Key Stages
- Using tools, planners and AI to build great lessons
- Reviewing your CPD opportunities
- Next steps

Curriculum planner decision tree (KS1)

Rice dish origins

Secondary – plan your CPD

Map your own path: Planning CPD that works for you and your team
30 September, 7pm

Exploring Oak's curriculum and teaching resources

- Using Oak materials for CPD development
 - lesson videos: watch to observe pedagogy, vocabulary use, modelling
 - lesson slides, quizzes and worksheets: reflect on what subject knowledge teachers need to support these
 - recipes: opportunities for departmental practice, rehearsal, resource planning
- Planning your own CPD using interactive tools
 - competence rating and personalised plans
 - SMART goal setting
- Next steps for you

The origins of Indian rice dishes

Book now



Competence rating and personalised plans

Training and resources decision tree

Secondary - resources

Click an option:

[units and lessons](#) [subject content](#) [slides](#)

[recipes](#) [assessment](#) [independ](#)

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Secondary – subject content

Oak: subject content

- All content covers National Curriculum D&T: Cooking and nutrition.
- Main subject content includes: healthy eating, cooking, and where food comes from.
- In addition, 'threads' throughout the curriculum (KS1 to 3) have been weaved in, supporting progression.
- 'Threads' include 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.

[View on Oak](#)

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Secondary – slides & videos

Oak: videos

- Each of the 36 secondary lessons has a video.
- The video is a complete presentation of the entire lesson by a food and nutrition teacher.
- The teacher goes through all the slides, asks questions and sets tasks (asking the teacher/pupil to pause the video), and discusses the answers.
- The videos could be used in a variety of settings:
 - in class, with pupils following and answering questions, guided by the teacher
 - independent study, using the worksheet (where appropriate as homework)
 - as part of a CPD session, for example to cover new food skills or explore how concepts are explained

[View on Oak](#)

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SMART goal setting

This SMART goal planning sheet can help you set focused, achievable professional goals that can help improve pupil learning outcomes.

SMART goals are **Specific, Measurable, Achievable, Relevant, and Time-bound** targets that help focus improvement efforts and track progress.

Reflect on any Oak related CPD you have completed, as well as curriculum audits and exploring the Oak curriculum plans and lessons in more depth.



Oak – Food curriculum to classroom

SMART Goal planning sheet

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Reflect on any Oak related CPD you have completed, as well as curriculum audits and exploring the Oak curriculum plans and lessons in more depth.

Consider how you want to proceed, being mindful of your school and personal professional development plans, subject content needs, and raising pupil outcomes.

It is important to keep the total number of goals realistic. Teachers are encouraged to set a maximum of three goals per year:

- 1 core subject-specific
- 1 whole-school priority
- 1 optional personal CPD goal.

Teacher Information

Name: _____

School: _____

Date: _____

For details about the Oak curriculum, [click here](#).

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SMART goal setting

Consider how you want to proceed, being mindful of your school and personal professional development plans, subject content needs, and raising pupil outcomes.

It is important to keep the total number of goals realistic. Teachers are encouraged to set a maximum of three goals per year:

- 1 core subject-specific
- 1 whole-school priority
- 1 optional personal CPD goal.

SMART Goal 1

Goal: _____

SMART	Details
Specific What exactly do you want to achieve?	
Measurable How will you know it's achieved? What evidence will you collect?	
Achievable What actions will you take? What resources/support will you need?	
Relevant Why is this important for pupil learning or school priorities?	
Time-bound When will this be completed? (Start date, milestones, completion date.)	

Review & reflection – Progress summary and final outcome

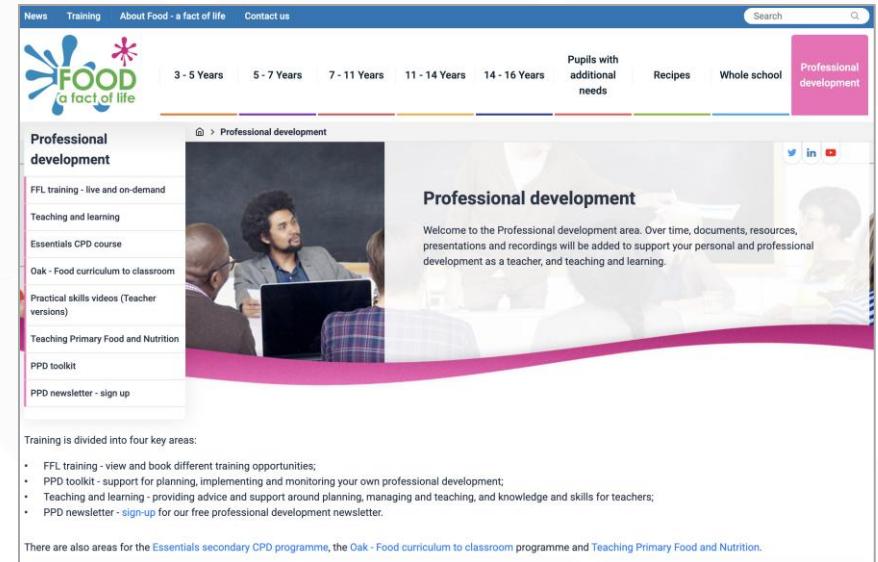
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Other CPD support

Food – a fact of life has a dedicated ‘professional development’ area

- Latest live events
- Support around teaching and learning (planning and teaching)
- Essentials course – new
- Oak
- Practical skills videos (teacher)
- Toolkits
- Newsletter



The screenshot shows the 'Professional development' section of the website. At the top, there are navigation links: News, Training, About Food - a fact of life, and Contact us. Below these are age group filters: 3 - 5 Years, 5 - 7 Years, 7 - 11 Years, 11 - 14 Years, 14 - 16 Years, Pupils with additional needs, Recipes, Whole school, and Professional development (which is highlighted in pink). A sidebar on the left lists: 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 photo of a man speaking to a group of people. Text below the photo says: 'Welcome to the Professional development area. Over time, documents, resources, presentations and recordings will be added to support your personal and professional development as a teacher, and teaching and learning.' A note at the bottom says: 'Training is divided into four key areas: FFL training - view and book different training opportunities; PPD toolkit - support for planning, implementing and monitoring your own professional development; Teaching and learning - providing advice and support around planning, managing and teaching, and knowledge and skills for teachers; PPD newsletter - sign-up for our free professional development newsletter.' There are also links for the Essentials secondary CPD programme, the Oak - Food curriculum to classroom programme and Teaching Primary Food and Nutrition.





Demonstration – where to find support

 Oak National Academy

0 Sign up Teachers Pupils 

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Teachers

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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 with 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, dynamic)	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
2. Curriculum Planning and Adaptation – Ability to plan CPD pathways and adapt curriculum resources to school context	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
3. Primary Food Teaching – Skills in delivering primary food education using Oak's structure and lesson materials	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
4. Secondary Food Teaching – Skills in delivering secondary food education using Oak's structure and lesson materials	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
5. Lesson Implementation – Practical ability to integrate Oak lessons into everyday teaching effectively	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
6. Designing a Modern Food Curriculum – Competence in aligning Oak with modern food education priorities and recipes	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
7. Inclusive Food Education – Skills in adapting lessons for pupils with additional needs and ensuring accessibility for diverse learners	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
8. Promoting Independent and Active Learning – Ability to use Oak resources to empower pupils in self-study and active learning	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.

To view and book all courses, go to: <https://www.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>

Rating	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.	You are becoming consistent. Refinement CPD could help you apply it more flexibly.
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 impact or extending influence.
5 – Expert / role model	I consistently model excellent practice and support others to develop	You could share your expertise and lead CPD in this area.

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Oak - Food curriculum to classroom
Practical skills videos (Teacher versions)
Teaching Primary Food and Nutrition
PPD toolkit
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Training is divided into four key areas:

- FFL training - view and book different training opportunities;
- PPD toolkit - support for planning, implementing and monitoring your own professional development;
- Teaching and learning - providing advice and support around planning, managing and teaching, and knowledge and skills for teachers;
- PPD newsletter - [sign-up](#) for our free professional development newsletter.

There are also areas for the [Essentials secondary CPD programme](#), the [Oak - Food curriculum to classroom programme](#) and [Teaching Primary Food and Nutrition](#).



<https://www.foodafactoflife.org.uk/professional-development/>





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Better Food Teaching





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- creative and innovative ideas and action
- practical solutions
- learning and sharing

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Next steps

Next steps for you

- Consider your own CPD – use the interactive CPD planner
- Audit what you currently do and where do you need support, e.g. theory, food skills, planning, classroom management
- Check out the primary and/or secondary Oak curriculum and lessons – use to support your planning
- Use these tools to help on *Food – a fact of life*:
 - Training and resources decision tree
 - Oak curriculum and lessons overview (with direct links)
- Review other CPD available from *Food – a fact of life*
- Join us for the next training session

Oak - Food curriculum to classroom

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Your name:

Rate (0 to 5) Suggested CPD

Training area	Rate (0 to 5)	Suggested CPD
1. Understanding the Oak Food Curriculum – Knowledge of the Oak Food Curriculum – Knowledge of the curriculum, including its structure, knowledge-rich, sequenced, coherent, accessible, diverse.	NA	You've indicated NA at this present time. If your situation changes, please revisit this planner.
2. Curriculum Planning and Adaptation – Ability to plan CPD pathways and adapt curriculum resources to school contexts.	NA	You've indicated NA at this present time. If your situation changes, please revisit this planner.
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4. Secondary Food Teaching – Skills in delivering secondary food education using Oak's structure and lesson materials.	NA	You've indicated NA at this present time. If your situation changes, please revisit this planner.
5. Lesson Implementation – Practical ability to integrate Oak resources into everyday teaching offers.	NA	You've indicated NA at this present time. If your situation changes, please revisit this planner.
6. Designing and Mapping Oak Curriculum – Competence in aligning Oak with modern food education priorities and practices.	NA	You've indicated NA at this present time. If your situation changes, please revisit this planner.
7. Inclusive Food Education – Skills in adapting lessons for pupils with additional needs and ensuring accessibility for diverse learners.	NA	You've indicated NA at this present time. If your situation changes, please revisit this planner.
8. Promoting Independent and Active Learning – Ability to use Oak resources to empower pupils in self-study and active learning.	NA	You've indicated NA at this present time. If your situation changes, please revisit this planner.

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Ratings explained

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Practical skills videos (Teacher versions)

Teaching Primary Food and Nutrition

PPD toolkit

PPD newsletter - sign up

Professional development

Welcome to the Professional development area. Over time, documents, resources, presentations and recordings will be added to support your personal and professional development as a teacher, and teaching and learning.

Training is divided into four key areas:

- FFL training - view and book different training opportunities;
- PPD toolkit - resources for planning, implementing and monitoring your own professional development;
- Teaching and learning - providing advice and support around planning, managing and teaching, and knowledge and skills for teachers;
- PPD newsletter - sign up for our free professional development newsletter.

There are also areas for the [Essentials secondary CPD programme](#), the [Oak - Food curriculum to classroom programme](#) and [Teaching Primary Food and Nutrition](#).



Training

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





Thank you for attending.

For further advice, support and training, go to:

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

