

# Getting started with Oak

What the new food curriculum offers you

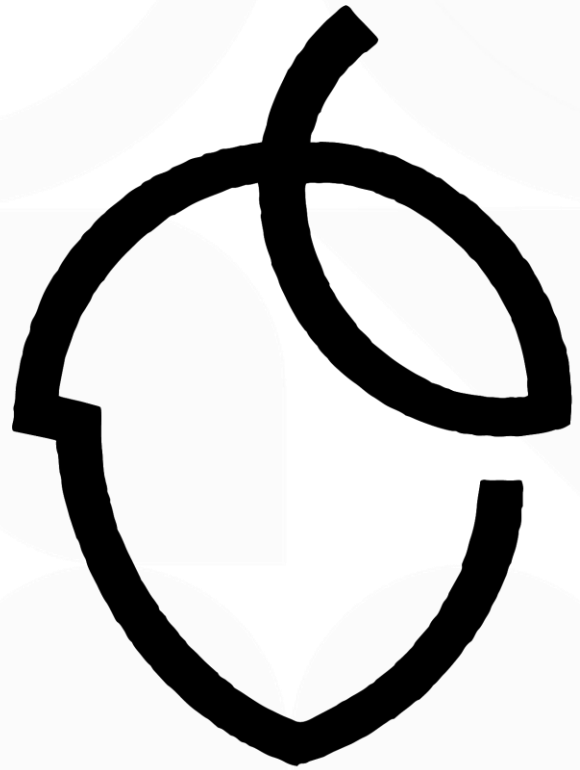
23 September 2025



# Welcome

- Welcome and purpose of the Oak National Academy and the new food curriculum
- Explore key principles: knowledge and vocabulary rich, sequenced and coherent, flexible, accessible, diverse and evidence-informed
- Curriculum overview and structure
- Overview of lessons and materials available
- Practical guidance and demonstration - how to access everything for free
- Implementation in your school
- Next steps for you





# Oak National Academy

“To improve pupil outcomes and close the disadvantage gap by supporting teachers to teach, and pupils to access, a high-quality curriculum.”

Oak’s purpose



# Our story

From pandemic response to fully-sequenced, high-quality curricula

2020

## **Pandemic response:**

10,000 online lessons created to support millions of teachers and pupils a week

2021/22

**Teacher-led uses:** lesson and curriculum planning

We become an **independent curriculum body**, funded by DfE

2023

**Curriculum sequences and lessons created** for first batch of subjects

2024

**Curriculum sequences and lessons created** for second batch of subjects

2025

# Our impact to date

Latest findings from Oak's fifth annual independent impact evaluation  
(November 2024)

**1 in 3**

teachers use Oak

**Use is up 158%**

year on year

**20% extra use**

in schools serving lowest income

Oak users

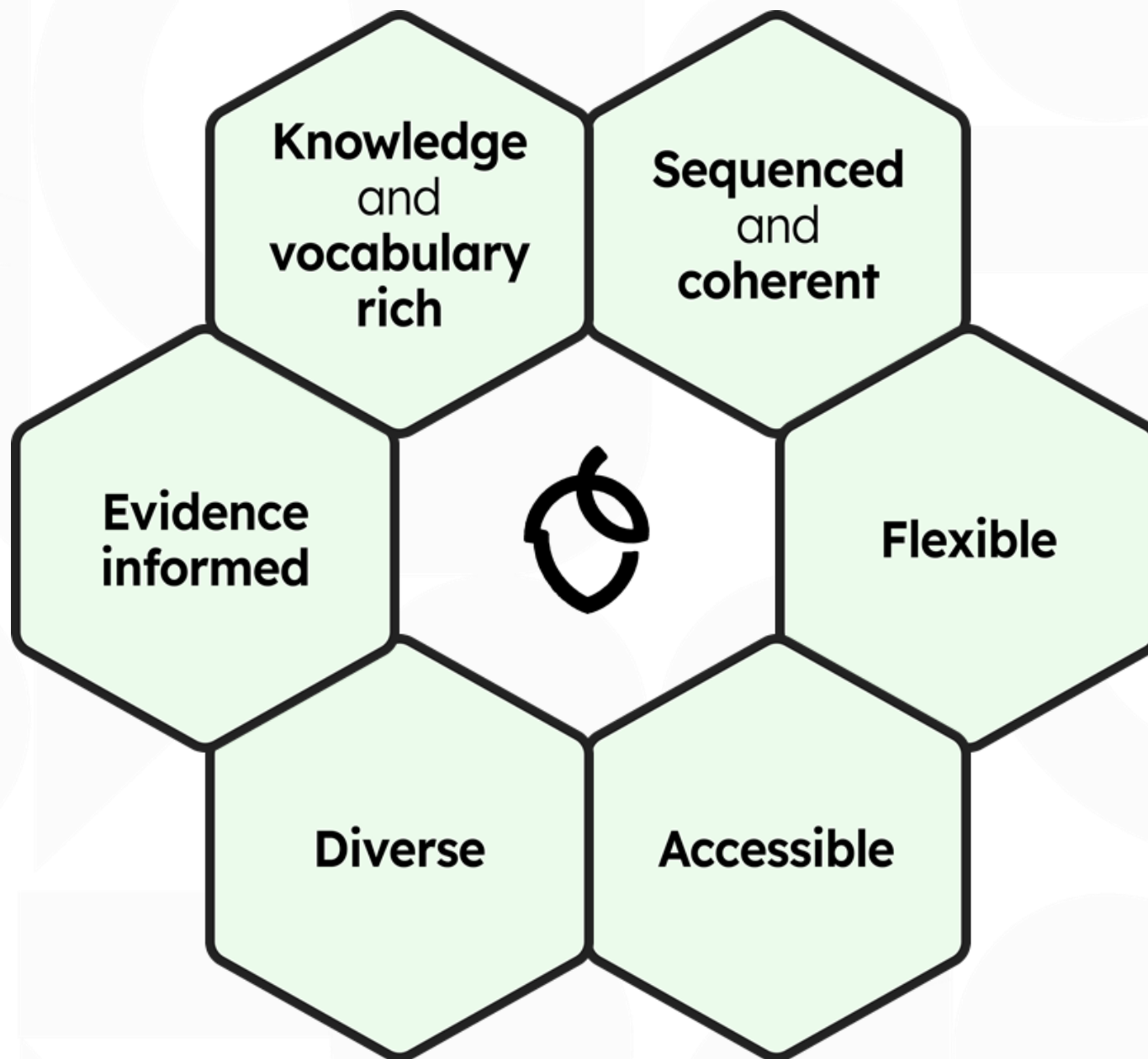
**work 5 hours fewer**

per week

**73%** of users reported a

**positive impact on workload**

# Oak's curriculum principles





# Overview of curriculum and lessons



# Overview of the curriculum

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

- Planned for teaching from year 1 through to year 9.
- Lessons are progressive and are connected yet are also 'stand-alone'.



# Overview of the lessons

- 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.

[illegible]

# Overview of the lessons

- 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.

**Filter and highlight**  
**Year group**  
**All** Year 1 Year 2  
Year 3 Year 4 Year 5  
Year 6  
**Highlight a thread**  
☒ None highlighted  
☐ 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  
☐ The science of food

**Year 1**  

1  
Let's start cooking  
Unit info >

2  
Food and drink for life  
Unit info >

3  
Food from plants and animals  
Unit info >

4  
Food for me and you  
Unit info >

  
**Year 2**  

1  
Cooking without heat  
Unit info >

2  
The Eatwell Guide: healthy eating  
Unit info >

3  
Where my food comes from  
Unit info >

4  
Food for occasions and celebrations  
Unit info >

  
**Year 3**



# Overview of the lessons

In each year, there are 4 units. Progression is built in throughout the year, as well as over Key Stages.

For example, 'cooking' units in primary are: *Let's start cooking, Cooking without heat, Cooking around the world, Cooking for life, Creative cooking, and Cooking showcase.*

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)

This screenshot shows the 'The Eatwell Guide: healthy eating' resource page for Year 2. At the top, there is a 'New' badge and a 'Year 2' label. The title 'The Eatwell Guide: healthy eating' is prominently displayed. Below the title, there are buttons for 'Download (.zip 69 MB)', 'Share', 'New', and 'Save'. The 'Lessons (3)' section lists three units: 1. 'Introducing The Eatwell Guide' (I can use the Eatwell Guide to talk about the foods I need to be healthy.), 2. 'Healthy meal times' (I can plan a healthy meal.), and 3. 'Making a healthy wrap for lunch' (I can make a healthy wrap, based on the Eatwell Guide.). Each unit includes icons for '1 Slide deck', '1 Worksheet', '2 Quizzes', and '1 Video'.

This screenshot shows the 'More sustainable diets' resource page for Year 8. At the top, there is a 'New' badge and a 'Year 8' label. The title 'More sustainable diets' is prominently displayed. Below the title, there are buttons for 'Download (.zip 72 MB)', 'Share', 'New', and 'Save'. The 'Lessons (3)' section lists three units: 1. 'Plant-rich and diverse' (I can identify ways diets can be healthier and more sustainable.), 2. 'Making mushroom bean burgers, with flatbreads' (I can use food skills to make mushroom bean burgers, with flatbreads.), and 3. 'Making beef and lentil cottage pie' (I can use food skills to make a beef and lentil cottage pie.). Each unit includes icons for '1 Slide deck', '1 Worksheet', '2 Quizzes', and '1 Video'.





# Slides

- Each of the 108 lessons has a slide deck (PowerPoint/Google Slide).
- The slide deck provides all the detail for the lesson, broken into 'learning cycles', helping not to overload pupils.
- Slides start with a pupil outcome and key words, and end with a summary.
- Throughout the slide deck, 'checks for understanding' are provided, supporting pupils' retention.
- At the end of each 'learning cycle' a task is provided (the task also appears on the pupil worksheet). There is a summary at the end.
- The slide decks are completely editable – use what you want. For example, you might use the entire deck, or a selected slide to support an existing lesson.

The collage displays several slides from a lesson deck. The top slide, titled 'Making yakisoba noodles', includes a green header, a drawing of a bowl of noodles, and text identifying the unit as 'Independent and confident cooking'. Below this is an 'Outcome' slide stating, 'I can use food skills to make yakisoba noodles.' To the left, a 'Keywords' slide defines 'yakisoba' as a Japanese dish, 'food poisoning' as an illness from bacteria, and 'sensory evaluation' as using senses to assess food. Next to it is a 'Lesson outline' slide showing a progress bar with 'Cooking hygienically' and 'Making and evaluating my yakisoba noodles'. Below these are two 'Cooking hygienically' slides. The first explains that 'Yaki' means cooked over heat and 'Soba' means noodles, with a note about wheat. It includes a cartoon character Lucas saying, 'Yakisoba are noodles fried over heat.' The second slide is a multiple-choice question: 'Which of these best describes yakisoba?' with options 'a noodles steamed over heat' and 'b noodles fried over heat', where 'b' is selected. At the bottom is a 'Task A' slide titled 'Cooking hygienically' which presents a scenario about making a sandwich and reducing food poisoning risk. It includes a table for 'Hygiene tips for Lucas' with rows for 'Before cooking', 'During cooking', and 'After cooking'. A cartoon character Jacob says, 'I need to get ready to cook and make sure the food is okay.'

| Cooking        | Hygiene tips for Lucas |
|----------------|------------------------|
| Before cooking |                        |
| During cooking |                        |
| After cooking  |                        |



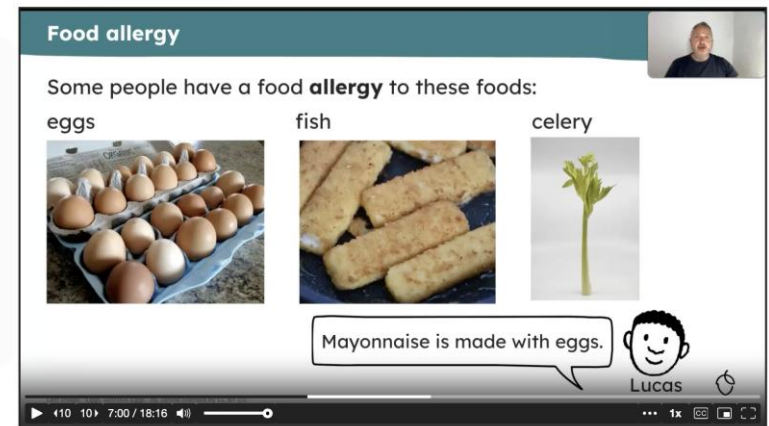
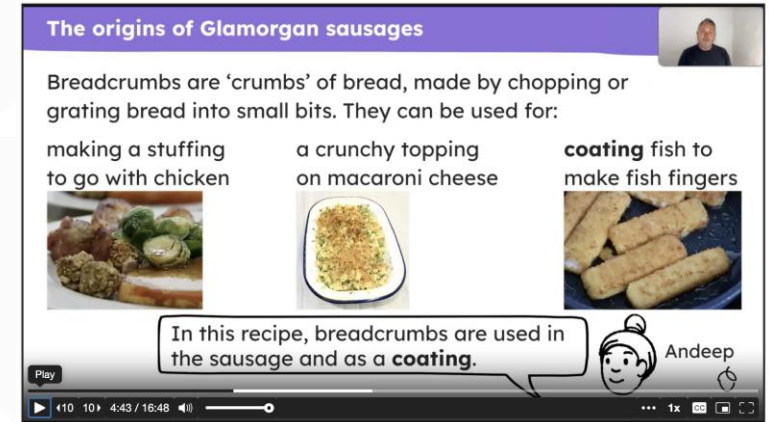
# Videos

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 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
- a cover lesson, with worksheet and quizzes to support.



# Assessment

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

## Key assessment points

- **Starter quiz** – available as a worksheet, which pupils could complete before/at the start of the lesson to check prior knowledge. An answer sheet is also provided. Quizzes are found with each lesson.
- **Exit quiz** - will test your pupils' understanding of the key learning points. An answer sheet is also provided. Quizzes are found with each lesson.
- **'Checks for understanding'** - each 'learning cycle' in a lesson features explanations with 'checks for understanding'
- **'Tasks'** - each 'learning cycle' in a lesson includes a practice task
- **Worksheets** – this has the 'tasks' from the lesson, in a format that can easily be completed by the pupil.

**Sources of energy and nutrients**

1) Food and drinks are the body's source of \_\_\_\_\_.

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 m?

- ☐ swimming 357 kJ (84 kcal)
- ☐ walking 114 kJ (27 kcal)
- ☐ reading 58 kJ (9 kcal)
- ☐ dancing 162 kJ (39 kcal)

4) We should have between \_\_\_\_\_ drinks a day. (T)

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

**Sources of energy**

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

| Food    | Energy (kJ) | Energy (kcal) |
|---------|-------------|---------------|
| banana  | 348 kJ      | (81 kcal)     |
| peanuts | 2495 kJ     | (602 kcal)    |
| tuna    | 460 kJ      | (109 kcal)    |
| apple   | 215 kJ      | (51 kcal)     |

**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

- In primary, six out of 12 lessons are practical; in secondary, eight out of 12 are practical.
- At Key stage 1, all lessons (and therefore recipes) are 'non-heat', and predominately savoury (there is one sweet recipe per year group).
- 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.
- The slide deck goes through the food skills for each recipe.

## Task B Making my fruit scone wedges



### 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



Pear and cinnamon

#### Equipment

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

Name: \_\_\_\_\_ Worksheet

### Making fruit scone wedges

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**Task A: Scone recipe origins**

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

|   |   |   |   |         |
|---|---|---|---|---------|
| basic dough<br>self-raising flour<br>baking block<br>milk | + | savoury ingredients<br>vegetables, beans,<br>cheese, fish, meat,<br>herbs, garlic, chilli ... | + | shaping |
|   |   | sweet ingredients<br>fruit (fresh, dried,<br>canned and frozen),<br>seeds, nuts, spices ...   |   | name?   |

**Task B: Making my fruit scone wedges**

1) Follow the recipe and make fruit scone wedges.

**Before you cook:**

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

**As you prep and cook:**

- be safe and hygienic
- use your food skills

Alex

1





# Recipes

- All recipes are flexible and can be edited.
- Most provide opportunities for pupils to be creative.
- Recipes are plant-rich, with options for fish and meat to be added.
- 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.

## Food and religion



We will be making **paska**.

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

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

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



Top image: Traditional Ukrainian Paska with a Trypillian pyramka egg and willow branches, APARTIMOUK, 2014, CC-BY-SA 3.0



## Rice dish origins



Culturally, **Jollof** rice is a symbol of celebration and togetherness.

**Jollof** rice is a symbol of national pride, history and unity in **West Africa**.

**Jollof** rice is served at many celebrations, including birthdays and graduations.



Have you eaten **Jollof** rice?



Alex


It's great with coleslaw - helping you get your 5 A DAY!



# Additional materials

- In the 'additional materials' (teacher support), there is additional advice and support, including:
  - recipe
  - food skills
  - cooking practicalities
  - modifications
  - setting up the classroom
  - risk assessment
  - health and safety
  - ingredients

## Making fruit scone wedges

 Additional material

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

### Making my fruit scone wedges

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

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

**Equipment**  
Greaseproof paper, baking tray, wettable knife, oven gloves, cooling rack

**Method**  
1. Preheat the oven to 200°C or 400°F.  
2. Line the baking tray.  
3. Prepare the fruit, e.g. peel, slice.  
4. Put the flour and cinnamon into a bowl.  
5. Rub-in the baking fat into the flour mixture.  
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.  
10. Cut four lines over the top, cut into wedges.

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Lesson title

Additional material

**Food skills**  
Measuring, peeling, cutting, draining, using the hob, mixing.

**Cooking practicalities**  
Pupils could work in pairs to prepare the noodles and vegetables, helping to save time and reduce the amount of equipment needed. This recipe focuses on knife skills to cut and slice the vegetables precisely and evenly. If pupils bring in ingredients, schools could provide the sauces as these can be expensive and are more tricky to bring in from home. Most pupils will use a frying pan (or saucepan). If demonstrating the recipe, use a wok to show the cooking style. Pupils will need to share a kettle to hydrate their noodles - they could work together.

**Modifications**  
There are many different ways yakisoba can be modified. For example:

- using different noodles, such as ramen, udon and soba (made from buckwheat)
- adding seasonal or school-grown vegetables
- incorporating tofu or cooked chicken
- using herbs, spices and other aromatic ingredients.

**Setting up the classroom**  
Proper planning and advance preparation are essential to ensuring that all food sessions are safe and enjoyable. We have written a ['how to teach our curriculum'](#) blog to help practitioners 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. Pupils following vegetarian or vegan diets will need to omit the Worcestershire sauce as it contains fish. For allergens, soy sauce contains soya and may contain wheat flour, and Worcestershire sauce contains fish (anchovies). Always check labels for potential allergens.


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# Demonstration – access for free




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Sign up


Teachers

Pupils




New


Subjects addedSee curriculum plans >



Teaching resources




Curriculum plans



AI experiments 

New




Pupils

Teachers

# Powerful planning tools for every teacher and school

From curriculum planning to classroom teaching, Oak saves time at every step.

Search by keyword or topic



View subjects by key stage


EYFS

KS1


KS2

KS3


KS4




Slide decks



Worksheets




Quizzes



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

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The logo of the British Nutrition Foundation, featuring a stylized 'O' made of two overlapping circles, one blue and one green, with a yellow square and a green circle below it.



# Next steps

# Next steps for you

- Be pragmatic and realistic
- [Audit](#) what you currently do and identify any gaps
- Check out the primary and/or secondary areas on Oak – become familiar
- Try out a few lessons, worksheets and/or recipes – 'get a taste'
- Use the tools to help on *Food – a fact of life*:
  - Training and resources decision tree – *plan your training and use resources from Oak and FFL*
  - Curriculum planner decision tree (KS1-3) – *plan your Cooking and nutrition curriculum based on the focus and number of lessons you have*
  - Oak curriculum and lessons overview (with direct links)
- Consider your own CPD (interactive CPD planner) – *an interactive tool for you to assess your knowledge, skills and confidence and plan your CPD.*
- Join us for the next training session!



| Oak - Food curriculum to classroom  |  |   |
|---|--|---|
| <p><b>Instructions</b></p> <p>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.</p> <p>2. Your personalised CPD plan will appear to the right. Click the link and book your courses.</p> <p>Your name: <input type="text"/></p> |  |   |
| 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).   | N/A  | You've indicated 'N/A' at the present time. If your situation changes, please revisit this planner. |
| 2. Curriculum Planning and Adaptation – Ability to plan CPD pathways and adapt curriculum responses to school context.  | N/A  | You've indicated 'N/A' at the 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 the 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 the 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 the 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 progress.  | N/A  | You've indicated 'N/A' at the 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 the 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-efficacy and active learning.   | N/A  | You've indicated 'N/A' at the present time. If your situation changes, please revisit this planner. |
| <p>To view and book all courses, go to: <a href="https://www.foodsfactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/">https://www.foodsfactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/</a></p>   |  |   |
| 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 existing.                    |
| 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 now. CPD could focus on deepening impact or                            |
| 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.   |



# Training

- **23/9 – Getting started with Oak - *recording available soon***
- 30/9 – Map your own path (CPD)
- 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)



Find out more  
about the training  
by following this  
QR code







**Thank you for attending.**

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

