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The aim of the Life and Living Skills curriculum is to ensure that all pupils leave Warren school with the ability to cook a selection of healthy dishes using a variety of techniques, and to be able to make choices about what they eat based on values like source, seasonality, and nutritional value.

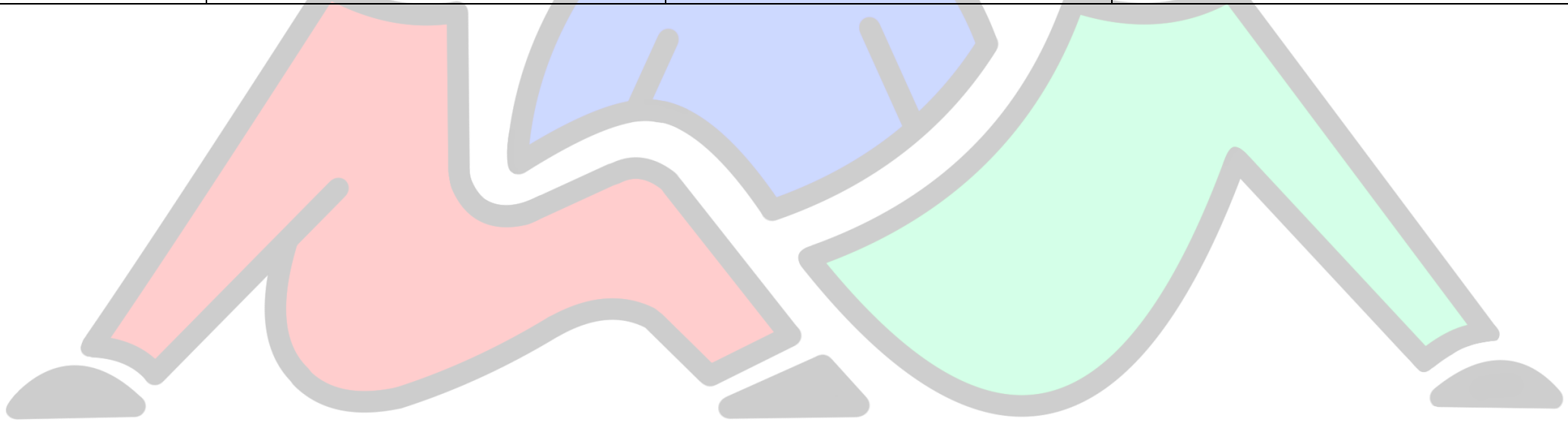
These life skills are even more important in the context of rising obesity and climate change.

But the practical and conceptual knowledge of these skills needs to be explicitly taught and practised, and so sufficient time needs to be allocated to it. Therefore, there is a Life and Living Skills lesson each week. This allows sufficient time for pupils to master the important Cooking & Nutrition skills.

Subject Intent	Subject Implementation	Subject Impact
<p>Life and Living Skills Curriculum Overview is designed to teach pupil about cooking, nutrition and day to day life skills, and how it can make a real difference to the quality of their lives; it equips them with the confidence to make healthy food choices, supports a healthy enjoyment of food and to live independently.</p> <p>Our aim is to teach pupils to cook from an early age so it can contribute to maintaining a healthy weight, good oral health, general health and wellbeing and is an important life skill. Cooking is also a perfect tool for teachers to captivate and stimulate pupil's enjoyment of food and can help to build self-confidence when they are proud of the dishes they make.</p> <p>Cooking and nutrition is designed to ensure there are many cross curricular links and provides a focus for English, Maths and a link to growing.</p> <p>Through design, make and evaluation process, the children are encouraged to reflect on and appreciate how food and nutrition can impact on our physical and mental health and how we need skills to live independently.</p>	<p>In order to promote lifelong learning and promote personal development, a planned programme of cooking and nutrition is implemented in the early years and all key stages across the school.</p> <p>The scheme of work has been modified to take into account The National Curriculum guidance and unique needs of our pupils.</p> <p>Curriculum overview offers an opportunity and flexibility to coherently plan sequence of lessons to help teachers ensure they have progressively covered the knowledge, understanding and skills.</p> <p>The adaptation and flexibility allows for the revision of ideas to become part of good practice and ultimately helps to build a depth to pupil's understanding at their level of learning.</p> <p>Through revisiting and consolidating skills, the pupils build on prior knowledge alongside introducing new skills, knowledge and challenge.</p> <p>The Curriculum takes into account the skills in the following areas and outlines the process:</p> <ul style="list-style-type: none"> • Food safety and hygiene • Consumer awareness • Designing and Preparation of healthy everyday dishes • Cooking and evaluating dishes <p>Through these lessons, pupils will be inspired to embrace love of cooking for health and nutrition.</p>	<p>The impact of the life and living skills curriculum will be evidenced by a triangulation of formal and termly assessments monitored on Evidence for Learning.</p> <p>Learning explorations as needed and observations by subject leads in conjunction with senior staff. In addition, other hard data will be used as necessary to obtain a clear, coherent understanding of the success of life and living skills.</p>

Overview 3-year cycle

	Cycle Year 1	Cycle Year 2	Cycle Year 3
Autumn 1	Locally sourced Healthy body, healthy me	Locally sourced Healthy body, healthy me	Locally sourced Healthy body, healthy me
Autumn 2	Countries - what grows there and what they eat. Cultural – Winter and Christmas traditions	Countries - what grows there and what they eat. Cultural – Winter and Christmas traditions.	Countries - what grows there and what they eat. Cultural – Winter and Christmas traditions
Spring 1	Food associated with different periods of history	Food associated with different periods of history	Food associated with different periods of history
Spring 2	Origins – from farm to plate. Clothing – How to make. Basic skills	Origins – from farm to plate. Clothing – How to make. Basic skills	Origins – from farm to plate. Clothing – How to make. Basic skills
Summer 1	Growing and sourcing our own produce	Growing and sourcing our own produce	Growing and sourcing our own produce
Summer 2	Food in Space Showcase our skills	Food in Space Showcase our skills	Food in Space Showcase our skills



Progression map Life and Living Skills

Pathway	Healthy Eating	Cooking/Ingredients	Where food comes from
Explorers	<p>Recognise that food and water are essential for life.</p> <p>Be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in the Eatwell guide.</p> <p>Be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day.</p> <p>Know that it is important to eat breakfast every day.</p>	<p>I know that people need food and drink to stay alive.</p> <p>I know that food and drink help me to grow, be active and stay healthy.</p> <p>I know we need more of some foods than others.</p> <p>I know that everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p>I can talk about foods I like and dislike and explain why.</p> <p>I know that we eat different foods depending on the time of day, occasion and our lifestyle.</p>	<p>I recognise the Eatwell Guide as a model which shows me how to eat healthily.</p> <p>I can sort a selection of foods into the five Eatwell Guide food groups.</p> <p>I can put together a simple, balanced meal (and include a drink) by choosing foods from the Eatwell Guide.</p> <p>I know that different people eat or avoid certain foods for different reasons and I can give some of these reasons, e.g. allergy, intolerance, religious belief.</p>
Discoverers	<p>Make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in the Eatwell guide.</p> <p>Be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.</p> <p>Know that food and drinks provide energy and in different amounts.</p> <p>Know that a variety of food is needed in the diet because different foods provide different substances required for our health, namely nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre.</p>	<p>I can recognise and name a basic range of ingredients. E.g.</p> <ul style="list-style-type: none"> • Cheese • Flour • Bread • Spread • Eggs • Milk • Yogurt • Fruit - bananas, strawberries, peaches • Salad - lettuce, cucumber, tomato <p>I can give examples of ingredients that come from shops, markets and can be grown at home.</p> <p>I can give examples of how ingredients need to be prepared before they are eaten. E.g.</p>	<p>I can recognise and name an increasing range of ingredients. E.g.</p> <ul style="list-style-type: none"> • Onions • Peppers • Herbs - basil • Tomato puree • Pulses – kidney beans, chickpeas • Apricots • Courgettes • Baking powder <p>I can explain where to find different ingredients in a shop. E.g.</p> <ul style="list-style-type: none"> • Cheese, milk, yogurt – in a refrigerator or chilled area

<p>Be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief.</p> <p>Know that it is important to drink regularly throughout the day to stay hydrated.</p>	<p>I am willing to taste different ingredients and say what I think of them.</p> <p>I can name a <u>basic range</u> of cooking equipment and explain what it does. E.g.</p> <ul style="list-style-type: none"> • Bowl (mixing) • Spoon (mixing) • Fork • Knife (butter/table) • Rolling pin • Cutters • Weighing scales • Chopping board • Grater • Saucepan • Cake tin <p>I can <u>use a basic range</u> of equipment.</p> <p>I can name and use a range of basic cooking skills with support. E.g.</p> <ul style="list-style-type: none"> • Peel (with a peeler) • Mix (with increasing thoroughness) • Spread (soft ingredients) • Measure (with measuring spoons) • Snip with kitchen scissors • Grate (soft foods like cheese) • Shape • Crush (soft fruit with a potato masher) 	<ul style="list-style-type: none"> • Apple - washed • Banana, Satsuma- peeled • Potato – peeled and cooked <p>I can describe (and demonstrate) how to grow some foods. E.g.</p> <ul style="list-style-type: none"> • Cress • Potatoes • Tomatoes <p>I can give examples of how ingredients need to be prepared before they are eaten. E.g.</p> <ul style="list-style-type: none"> • Apple - washed • Banana, Satsuma- peeled • Potato – peeled and cooked <p>I am willing to taste different ingredients and can describe them using sensory vocabulary. E.g.</p> <ul style="list-style-type: none"> • Aroma (smell) –fruity • Taste – sweet • Texture - bumpy <p>I can name an <u>increasing range</u> of cooking equipment and explain what it does. E.g.</p> <ul style="list-style-type: none"> • Baking tray • Muffin tray • Garlic press • Peeler • Vegetable knife • Whisk • Measuring spoons
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- Juice (juicer)
- Cut out with cutters
- Spoon ingredients (in to different containers)
- Arrange
- Thread (soft foods onto a cocktail stick, e.g. strawberries, satsuma segments)
- Sift (flour into a bowl)
- Cut (soft foods* with a table knife progressing to firmer foods with a vegetable knife) using:

- Fork secure
- Claw grip
- Bridge hold

canned peaches, fresh strawberries, banana, sticks of pepper

I can get ready to cook with some help.

- Tie back long hair
- Roll up long sleeves
- Remove any jewellery, including watches
- Put on an apron
- Wash my hands

I can give some examples of foods which should be kept in the fridge, cupboard or freezer.

I can give examples of foods which might be eaten at different mealtimes or occasions and talk about why, e.g. *cereal at breakfast time.*

I can explain some of the reasons why not all people eat the same foods.

I know that if I am making food for other people I need to think about their needs.

- Blender
- Colander
- Sieve

I can use an increasing range of equipment.

I can name and use a range of cooking skills with increasing competence.

E.g.

- Peel (with a peeler)
- Mix (thoroughly)
- Spread (evenly over food)
- Measure (with measuring jug, scales)
- Snip with kitchen scissors (with greater control)
- Grate (firmer foods like carrots)
- Shape (with greater precision)
- Press (garlic press)
- Cut out with cutters (positioning carefully to avoiding wasting ingredients)
- Spoon ingredients (using two spoons)
- Arrange (in an attractive way)
- Thread (medium resistance foods onto a kebab stick, e.g. mushrooms, courgettes)
- Crack an egg
- Cut (soft foods with table knife progressing to firmer foods** with a vegetable knife) using:
 - Fork secure
 - Claw grip
 - Bridge hold

**tomatoes, celery, apple

I can get myself ready to cook and remember what I need to do.

I try to minimise waste, recycle packaging and compost appropriate food waste when I am cooking.

I can make a simple dish with support.

I can eat sociable with others and behave appropriately.

- Tie back long hair
- Roll up long sleeves
- Remove any jewellery, including watches
- Put on an apron
- Wash my hands

I know that there are storage instructions on most food packaging, and I can identify and use these.

I know that different food should be stored in different places in the fridge to keep it at its best and prevent cross contamination

E.g.

- Lettuce, cucumber - salad draw to keep it crisp
- Raw meat and fish – bottom shelf
- Cheese, yogurt, ready cooked food – top shelves to keep them away from the juices of raw foods.

I know that leftover food must be covered and stored correctly and eaten in an appropriate time frame.

I can explain that foods not stored correctly can spoil and decay due to the action of micro-organisms, insects and other pests.

I can give examples of foods which might be eaten at different mealtimes or occasions and talk about why, e.g. *cereal at breakfast time*.

I can explain some of the reasons why not all people eat the same foods.

			<p>I know that if I am making food for other people I need to think about their needs.</p> <p>I try to minimise waste, recycle packaging and compost appropriate food waste when I am cooking.</p> <p>I can make a dish with supervision.</p> <p>I can eat sociable with others and behave appropriately.</p>
<p>Adventurers</p>	<p>Use current healthy eating advice to choose a varied balanced diet for their needs and those of others.</p> <p>Know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.</p> <p>Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.</p> <p>Know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly.</p>	<p>I know all food comes from plants and animals.</p> <p>I can give examples of foods from plant and animal sources.</p> <p>I can sort a number of foods into plant or animal groups.</p> <p>I can name foods which grow above ground (on bushes, trees and vines) and those which grow below ground.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Underground – carrots, parsnips • Above ground – asparagus, strawberries <p>I can give examples of some foods made by animals.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Hens lay eggs • Dairy cows produce milk <p>I can give examples of how animals are farmed.</p> <p>E.g. I can say:</p> <ul style="list-style-type: none"> • where they live • what they eat 	<p>I can name the sources of common ingredients found in different dishes and meals.</p> <p>E.g. Pizza</p> <ul style="list-style-type: none"> • Bread- base made with flour from wheat • Tomato sauce from tomatoes • Ham from a pig • Cheese made with milk from a dairy cow <p>I can say which part of a plant different foods come from.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Celery is the stem of a plant • Apples are the fruit of a plant • Carrots and parsnips the roots of a plant • Potatoes are tubers which is part of the root of a plant. <p>I can give examples of foods from different animals.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Mince beef from a beef bull

- how they are cared for

I can give examples of how plants are farmed.

E.g. I can say:

- how they grow
- how they are harvested
- what produce is produced at the end

I can give examples of foods people grow at home.

I can name some foods which come from the area where I live.

I can give some examples of foods that grow in different seasons in the UK and talk about why.

E.g.

- Spring – cauliflower
- Summer – strawberries
- Autumn – pumpkin
- Winter – sprouts

I can give some basic examples of how a food changes from farm to fork to make it safe to eat.

E.g.

- Carrot – harvested – washed – peeled – chopped – cooked (or eaten raw)

- Sausages from a pig
- Lamb chops from a lamb
- Fish fingers from a cod
- Venison from a deer

I can give examples of how animals are farmed.

E.g. I can say:

- where they live
- what they eat
- how they are cared for

I can give examples of how plants are farmed.

E.g. I can say:

- how they grow
- how they are harvested
- what produce is produced at the end

I can give examples of foods people grow at home.

I can name foods which are produced in the UK.

E.g.

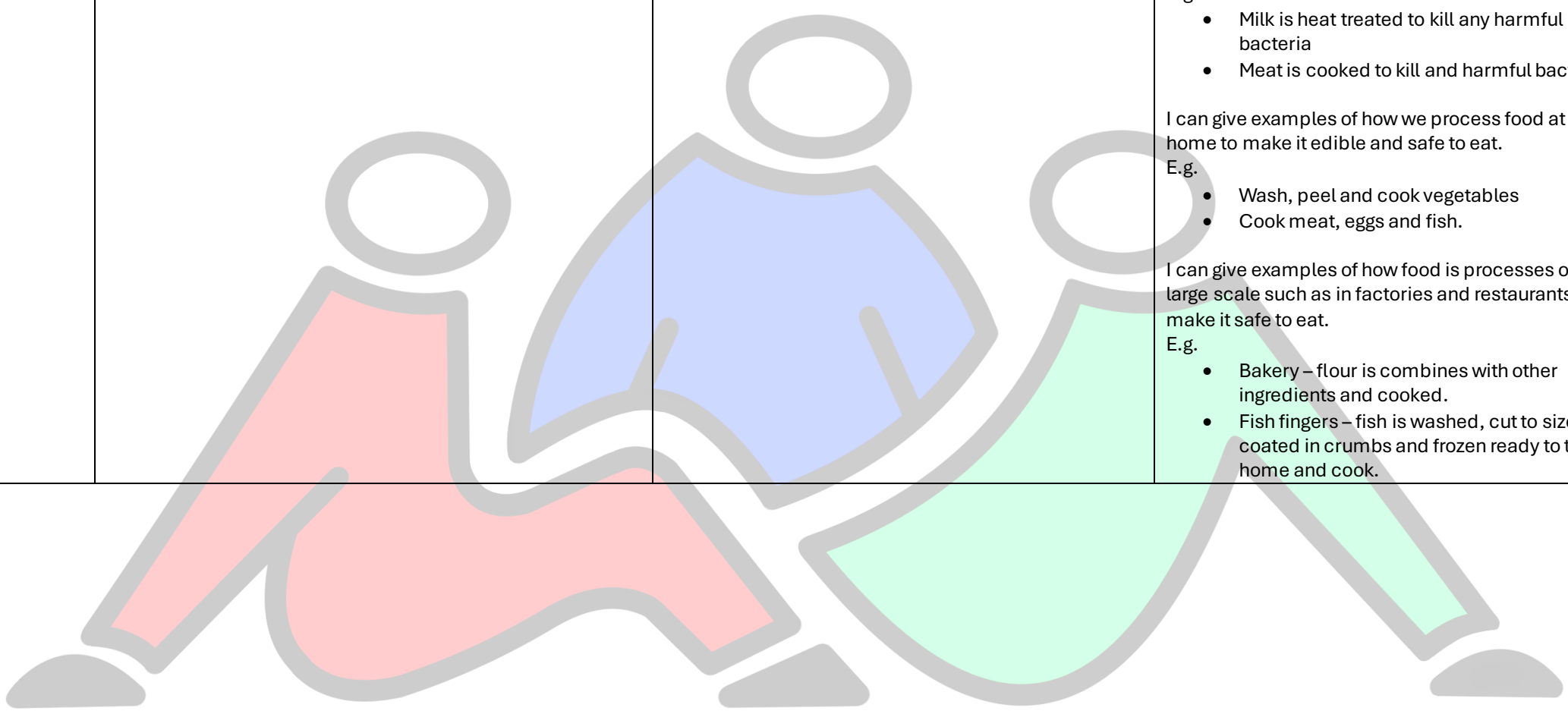
- Apples in Warwickshire
- Turkeys in Norfolk
- Cheddar cheese in Somerset
- Beef in Yorkshire

I can give some examples of foods that grow in different seasons in the UK and talk about why.

E.g.

- Spring – cauliflower
- Summer – strawberries
- Autumn – pumpkin
- Winter – sprouts

			<p>I can give examples of how foods from animals are processed to make them safe to eat.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Milk is heat treated to kill any harmful bacteria • Meat is cooked to kill and harmful bacteria <p>I can give examples of how we process food at home to make it edible and safe to eat.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Wash, peel and cook vegetables • Cook meat, eggs and fish. <p>I can give examples of how food is processes on a large scale such as in factories and restaurants to make it safe to eat.</p> <p>E.g.</p> <ul style="list-style-type: none"> • Bakery – flour is combines with other ingredients and cooked. • Fish fingers – fish is washed, cut to size, coated in crumbs and frozen ready to take home and cook.
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Action plan

Focus area:	Quality of Education
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Key improvement priority (taken from the SDP)	Action and RAG rating	Led by	Success criteria	Review Date
SDP2 - Curriculum/Teaching and Learning 2.4 Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.	<p>Raise the profile of life and living skills across the school.</p> <p>Improve the standard of work – ensure all staff fully understand and share the expectations.</p> <p>Provide CPD for all staff</p> <p>Work with new teachers to provide support and exemplar work.</p>	Kayte Foster	<p>Teachers fully aware of and share the high expectations of life and living skills.</p> <p>Schemes of work followed and each part of the process evidenced on EfL.</p> <p>CPD session in place</p>	<p>Implement September 2024</p> <p>Review November 2024</p>
SDP3 - Planning and Assessment 3.3 Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.	<p>Lesson explorations Regular monitoring of pupils work on EfL</p> <p>Staff voice</p> <p>Pupil Voice</p>	Kayte Foster	<p>We have a clear monitoring system in place through EfL (TAGS) that supports the teaching of life and living skills and ensures consistency across the school.</p> <p>Pupils voice to be used throughout the year.</p> <p>Leaders are able to identify areas for development and provide support for staff</p> <p>Feedback to all teachers after learning exploration.</p>	<p>Implemented September 2024</p> <p>Review November 2024</p>
SDP4 - Learning Environment	<p>Connections to be formed with other schools and external agencies</p>	Kayte Foster	<p>Links formed with Riverwalk School</p>	<p>Implemented September 2024</p>

<p>4.1 Connections to be formed with other schools to enable sharing of good practice.</p>				<p>Review November 2024</p>
<p>SDP2 - Curriculum/Teaching and Learning 2.4 Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.</p>	<p>To provide staff with bespoke CPD so that they can confidently deliver their schemes of work.</p> <p>Staff to understand the skills being taught</p> <p>Progression maps</p>	<p>Kayte Foster</p>	<p>Teachers possess the skills, enjoy and be confident when delivering the schemes of work.</p>	<p>Implemented September 2024</p> <p>Review November 2024</p>

