

Class:

Coppice Curriculum Planning

To provide all our pupils with the knowledge and skills they need for life after Coppice.

We believe in a broad and balanced ‘No Limits’ curriculum that develops and nurtures Life-long learning, builds Interests, supports Mental health & wellbeing, is Imaginative and provides meaningful opportunities and promotes Togetherness in the school and wider community. It is Happy Centred, driven by Confidence, Positive Relationships, Support, Coping Skills and Achievement and Success.



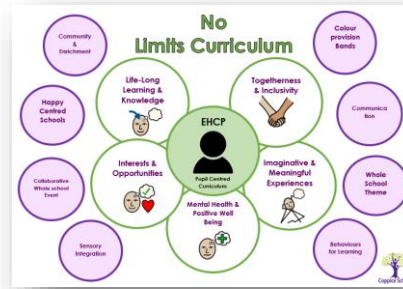
Our Vision

‘No Limits’ - An ambitious offer to all pupils which develops and nurtures...

- L**ife-Long Learning & Knowledge
- I**nterests & Opportunities
- M**ental Health and Positive Wellbeing
- I**maginative and Meaningful Experiences
- T**ogetherness & Inclusivity

Coppice School

Class:



NO LIMITS Planning tool:	HCS Driver:		Theme: Amazing athletes	
Life- Long Learning (Skills & Knowledge)	Interest and Opportunities	Mental Health and Positive Wellbeing	Imagination and Meaningful Experiences	Together and Inclusivity
Communication Tolerance Initiating conversation Recognising safe adults Manners Customer service and employability skills Personal hygiene Hand and face washing, Teeth brushing Practicing shoe laces	Sport – Euro’s in the summer Trust Olympics institute of sport Opportunities to link with trust schools Enterprise and fundraisers	Healthy diet Good food choices and unhealthy alternatives Transition to the bridge Purposeful breaks and opportunities	Alton Towers Residential – OAA Canoeing/kayaking/sailing Bowling Ice skating/swimming	Teamwork and problem-solving

Class:

Termly Overview**Leading Curriculum Theme Subjects**

	Science	Art	Music
Provision Bands to be taught			

Ongoing Curriculum Subjects

	DT Cooking	PE Summer 1 Focus:	PE Summer 2 Focus:	RSE (PHSE)	RE
Provision Bands to be taught					

Books to be used to support Theme/English Sessions

Summer 1
<u>Pig Heart Boy</u>

Class:

MEDIUM TERM Planning Proforma

- Please note 'Steps' do not indicate weeks, pupils may stay on one step for longer than one week.

Class:		Pathway:		Term:		Book:			
SCIENCE (1 Lesson Per Week)									
Independence;									
Colour Provision Bands ↓	Pupil Starting Points	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	*Termly End Points ↓	Next Steps / Extension
		<p>Small Steps We Are Learning To understand human basic needs.</p> <p>Activity: Look at hierarchy of needs for humans. What do we need to survive?</p>	<p>Small Steps We Are Learning To understand human basic needs.</p> <p>Activity: Why is shelter and sleep so important? Should everybody have access to this?</p>	<p>Small Steps We Are Learning To develop healthy lifestyle choices in terms of food and exercise.</p> <p>Activity: Look at a range of foods and exercise options – children to determine which is better for humans and why? Reflect on their own choices – what changes could I make?</p>	<p>Small Steps We Are Learning To develop and understanding of human reproduction.</p> <p>Activity: Look at reproductive system and how it works.</p>	<p>Small Steps We Are Learning Th different stages of life cycles in humans.</p> <p>Activity: Piece together in the correct order the life cycle of a human.</p>	<p>Small Steps We Are Learning To compare life cycles of humans and animals.</p> <p>Activity: Venn diagram activity to show similarities and differences in life cycles.</p>	<p>Describe the importance of exercise and hygiene for humans</p> <p>Describe the basic needs for a human and the changes as they grow to an adult.</p> <p>Describe the importance of a balanced diet for humans.</p> <p>Understand how the human body reproduces with knowledge of the internal reproductive features</p> <p>To know:</p> <p>That baby, toddler, child, teenager and adult are human life cycle stages.</p> <p>There are differences in the life cycles of different animals.</p>	

Class:

		<p>Show an understanding of human basic needs food and water.</p> <p>The basic survival needs of animals are air, water and food.</p>	<p>Show an understanding of human basic needs e.g. sleep, and shelter.</p>	<p>Display an understanding of the importance of a healthy lifestyle – making good choices in terms of exercise and foods.</p>	<p>Develop understanding of how a human being reproduces.</p>	<p>We are learning the different stages of the life cycle. E.g. That baby, toddler, child, teenager and adult are human life cycle stages.</p> <p>Humans grow as they age.</p>	<p>I can compare life cycles of a human and an animal.</p> <p>There are differences in the life cycles of different animals.</p>	<p>Humans grow as they age.</p> <p>The basic survival needs of animals are air, water and food.</p> <p>Personal hygiene prevents the spread of germs.</p> <p>Washing our hands and changing our clothes are ways to keep clean.</p> <p>Exercise can improve performance and well-being.</p> <p>The five food groups are carbohydrates, fruits and vegetables, dairy and alternatives, protein and oils and spreads.</p> <p>Humans require a balanced diet to stay healthy.</p>	
		<p>Small Steps We Are Learning To name and explain purpose of skeletal system</p> <p>Activity: Look at main bones in the body and identify some. Discuss the role of bones and the job they play.</p>	<p>Small Steps We Are Learning To name and explain muscle groups.</p> <p>Activity: Discuss and identify key muscle groups, identify their purpose and how they support day to day living.</p>	<p>Small Steps We Are Learning To understand how to strengthen muscles and bones. Understand foods importance to health.</p> <p>Activity: Look at healthy choices of lifestyles. How can we implement this</p>	<p>Small Steps We Are Learning To recognise food groups and their impact on a balanced diet.</p> <p>Activity: Separate foods into groups and match up their nutrients and values for the human body.</p>	<p>Small Steps We Are Learning To...:</p> <p>Activity: Develop a food plan to support having a healthy lifestyle including bones and muscles.</p>	<p>Small Steps We Are Learning To...:</p> <p>Activity:</p>	<p>Explain the role of the skeleton and recognise the main bones in the body.</p> <p>Name the main muscles, where they are and know exercises to strengthen them.</p> <p>Identify the main nutrient groups, their simple function and what makes balance diet.</p> <p>Record results, create data table and label diagrams or drawings</p> <p>Explain food is an essential source of energy.</p> <p>To know: That animals can be grouped based on the presence of a skeleton.</p> <p>To know that the skeleton in humans and some animals is used for movement, protection and support.</p> <p>To know that the muscular system in humans and</p>	

Class:

				into our own lifestyle.					<p>some animals works with the skeleton for movement.</p> <p>To know the main bones in the body. To know that animals, including humans, need the right types and amount of nutrition.</p> <p>To understand that humans cannot make their own food and therefore eat to get the nutrition needed.</p> <p>To know the main food groups (carbohydrates, protein, fats, fibre, vitamins, minerals and water) and their simple functions.</p> <p>To know that a balanced diet should include all food groups. To describe the diets of different animals.</p>
	I can name and explain purpose of basic skeletal system.	I can name and explain purpose of main muscle groups.	I know how to strengthen muscles and bones (nutrition and diet). Explain food is an essential source of energy.	Identify the main nutrient groups, their simple function and what makes balance diet.	Develop food plan and nutrition to support healthy bones and muscles EXT create fitness plan incorporating food, drink etc.	Labelling muscles, bones and food groups.	Record results, create data table and label diagrams or drawings		
Class: J3		Pathway: Formal			Term: Summer		Book:		
<p>ART & Independence (2 Lessons per week – double lesson)</p>									
<p>Independence –</p> <ul style="list-style-type: none"> • <i>Develop independence through collecting required art resources for the lesson. – structures and routines.</i> • <i>Develop ongoing fine motor control through the use a variety of mark making tools. – continuous provision</i> • <i>Putting on apron putting away again.</i> • <i>Tidying and cleaning away resources and tables.</i> 									
Colour Provision Bands ↓	Pupil Starting Points	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	End Points ↓	Next Steps / Extension
		<p>Small Steps We Are Learning To understand what a sculpture is and look at sculpture artists.</p>	<p>Small Steps We Are Learning To identify materials used in creating sculptures.</p> <p>Activity: Look at range of materials</p>	<p>Small Steps We Are Learning To use materials in relation to sculptures</p> <p>Activity: Explore clay/mud</p>	<p>Small Steps We Are Learning To experiment with tools, develop scratch and slip method and create patterns.</p>	<p>Small Steps We Are Learning To build groups of objects around a theme.</p> <p>Activity: Research theme desired for project. Teacher to model</p>	<p>Small Steps We Are Learning To finalise our project using all learned techniques.</p> <p>Activity:</p>	<p>Identify materials that can be used in sculpture.</p> <p>Build groups of objects.</p> <p>Identify some techniques for using common</p>	

Class:

	<p>Activity: Research sculpture artists and compare art created from multiple artists.</p>	<p>used to sculpture and pick out their characteristics e.g. colour, solidity, malleability</p>	<p>rock and think about how effective they both are when making specific art.</p>	<p>Activity: Introduce tools and allow children to explore different tools and how they effect the detail of their art.</p>	<p>example of draft sheet and children to create the same. Children to consider material, tools and pattern detail required.</p>	<p>Children make and mould final sculptures.</p>	<p>art tools and materials.</p> <p>To Know; That pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>That clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>That patterns can be made using shapes.</p>	
	<p>To identify what a sculpture is and look at artists associated with this art form.</p>	<p>Identify materials used by artists to create sculptures</p>	<p>Choose materials from a range previously explored.</p>	<p>Experiment with common tools and materials.</p> <p>Develop knowledge of scratch and slip and put this into practice whilst exploring.</p> <p>Handle shapes to create patterns.</p>	<p>Build groups of objects relating to theme e.g. basketball/tennis ball etc</p>	<p>Decorate final project tying in techniques, materials, knowledge and understanding from learned experiences.</p>		
	<p>Small Steps We Are Learning To.</p> <p>Activity: Introduce tools and allow children to explore different tools and how they effect the detail of their art.</p>	<p>Small Steps We Are Learning To...:</p> <p>Activity: Develop techniques to add details with tools. Develop and utilise fine motor to add intricate details</p>	<p>Small Steps We Are Learning To...:</p> <p>Activity: Begin to decorate sculptures with colour and contrast them amongst different colours.</p>	<p>Small Steps We Are Learning To...:</p> <p>Activity: Look at abstract examples of sculptures and attempt one themselves.</p>	<p>Small Steps We Are Learning To...:</p> <p>Activity: Use individual preference to develop a final sculpture.</p>	<p>Small Steps We Are Learning To...:</p> <p>Activity: Finish sculpture and add final details.</p>	<p>Become proficient in sculpting techniques.</p> <p>Use a variety of tools to carry out techniques that add detail to my sculpture.</p> <p>Add materials to create detail to my sculpture.</p> <p>That using light</p>	

Class:

		Using prior knowledge of sculptures to develop adding materials for further detail in a art piece.	Develop tool techniques to become more detailed in sculpture expression	Explore the impact of colour contrast visually	With a focus on shape, develop a sculpture that is abstract	Apply learned techniques and personal preferences begin to develop final sculpture	Finalise sculpture project tying in further detail utilising all skills developed in term.	<p>and dark colours next to each other creates contrast.</p> <p>That three-dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>That organic forms can be abstract.</p> <p>That negative shapes show the space around and between objects.</p> <p>That artists can focus on shapes when making abstract art.</p>	
Class:		Pathway:			Term:		Book:		
MUSIC (1 Lesson Per Week)									
Independence: <ul style="list-style-type: none"> Communicate preferences in music/songs through their chosen method of communication. Choosing and finding their own instrument & putting away again when finished. 									
Colour Provision Bands ↓	Pupil Starting Points	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	*Termly End Points ↓	Next Steps / Extension
		Small Steps We Are Learning about	Small Steps We Are Learning about stringed	Small Steps We Are Learning Learning	Small Steps We Are Learning To...:	Small Steps We Are Learning To...:	Small Steps We Are Learning To...:	Respond appropriately to 2 instructions	Move to music/sounds using different movements for

Class:

	<p>woodwind instruments and the action needed to play them.</p> <p>Activity: Display a range of woodwind instruments – can children identify them? How do we play them?</p>	<p>instruments and the action needed to play them.</p> <p>Activity: Display a range of stringed instruments – can children identify them? How do we play them?</p>	<p>about brass instruments and the action needed to play them.</p> <p>Activity: Display a range of brass instruments – can children identify them? How do we play them?</p>	<p>Collectively play chosen instruments as part of a group. Can children also listen to a small orchestra and identify the woodwind, brass and stringed instruments?</p>	<p>Children to listen to high pitch and low pitch sounds. Can they identify instruments from previous weeks that would fall into high pitch or low pitch categories? Children to choose an instrument to play.</p>	<p>Listen to regular instruments and bass instruments. How do these make you feel? Why might musicians choose bass instruments?</p>	<p>(e.g. play faster and louder)</p> <p>Act as a conductor to a small group using musical language.</p> <p>Move to music/sounds using different movements for different sounds/instruments.</p> <p>To know: That musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your</p>	<p>different sounds/instruments.</p>
	<p>Knowledge To learn about woodwind instruments and action required to play them.</p> <p>Skill Two step instructions in relation to tempo e.g. faster and louder.</p>	<p>To learn about stringed instruments and the action required to play them.</p> <p>Skill Two-part instruction in relation to tempt e.g. quieter and slower and a previous instruction.</p>	<p>To learn about Brass instruments and the action required to play them.</p> <p>Skill Act as conductor with support of symbols or voice in a 1-1 group.</p>	<p>To distinguish between woodwind, brass and stringed instruments and show understanding of the action required to play them.</p> <p>Skill Act as conductor with support of symbols or voice in a small group. Increasing symbols or vocab.</p>	<p>To show an awareness of high pitch and low pitch.</p> <p>Skill Use prior knowledge and choose instrument to perform with the support of the conductor. To play a brass, woodwind and stringer instrument.</p>	<p>To compare the sounds of bass instruments to regular instruments.</p>		

Class:

								lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.	
		<p>Small Steps We Are Learning To...:</p> <p>Knowledge To explain that an ensemble is a group of musicians- who perform together.</p> <p>Skill Make actions to match the tempo of the song</p>	<p>Small Steps We Are Learning To...:</p> <p>Knowledge Recognise ensembles and how they impact mood.</p> <p>Skill I can make my own actions to match a tempo</p>	<p>Small Steps We Are Learning To...:</p> <p>Knowledge I know that for an ensemble to sound good on the ear is its important to listen to others in your ensemble.</p> <p>Skill I can use standard musical terms to describe levels of sound and speed.</p>	<p>Small Steps We Are Learning To...:</p> <p>Use ensembles to make my own actions to match the tempo.</p> <p>Listen to a song that changes mood and tempo and think about how the song tells a story.</p>	<p>Small Steps We Are Learning To...:</p> <p>I can create a composition to tell part of a story.</p>	<p>Small Steps We Are Learning To...:</p> <p>Make my own actions to songs which match the tempo.</p> <p>Use standard musical terms to describe levels and speed of sounds.</p> <p>Create a composition to tell part of a story.</p> <p>To Know: That the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p>		

Class:

Class:		Pathway:		Term:		Book:			
FOREST SCHOOLS (1 Lesson Per Week)									
Independence; <ul style="list-style-type: none"> Finding own coat and belongings. Putting on own coat and wellies – putting away again afterwards Handwashing afterwards if necessary. 									
Colour Provision Bands ↓	Pupil Starting Points	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	*Termly End Points ↓	Next Steps / Extension
		<p>Learning Intention</p> <p>Engage fully with my environment and direct my own learning following the example set by my teacher.</p> <p>Activity Minibeast Hunt</p> <p>Working in pairs hunt for minibeasts and tick them off the checklist. Children have to search in pairs and both see minibeast to tick it off the list.</p>	<p>Engage fully with my environment and direct my own learning following the example set by my teacher.</p> <p>Activity Plant/Bark/Tree Hunt</p> <p>Working in pairs hunt for minibeasts and tick them off the checklist. Children have to search in pairs and both see minibeast to tick it off the list.</p>	<p>Engage fully with my environment and direct my own learning following the example set by my teacher.</p> <p>Activity Make a bed using natural resources</p> <p>Children gathered natural resources and identified an area in forest school where they can make a natural bed. Teacher to test beds and grade based on comfort, shelter and wind protection.</p>	<p>Engage fully with my environment and direct my own learning following the example set by my teacher.</p> <p>Make a shelter using natural resources</p> <p>Children gathered natural resources and identified an area in forest school where they can make a shelter. Teacher to test beds and grade based on comfort, shelter and wind protection.</p>	<p>Engage fully with my environment and direct my own learning following the example set by my teacher.</p> <p>Floor is lava</p> <p>Children to utilise anything in forest school to make it across a designated area to avoid the lava. Children required to communicate and use teamwork to make it across the environment.</p>	<p>Engage fully with my environment and direct my own learning following the example set by my teacher.</p> <p>Shark infested waters</p> <p>In small teams, children attempt to make it across the water by avoiding sharks, and not falling into the waters.</p> <p>Task covers areas of communication, problem solving, tolerance and teamwork.</p>		

Class:

Class:		Pathway:		Term:		Book:			
RSE (PSHE) (1 Lesson Per Week)									
Independence; <ul style="list-style-type: none"> • Self-regulation strategies • Forming positive relationships • Finding a trusted adult when they need support 									
Colour Provision Bands ↓	Pupil Starting Points	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	*Termly End Points ↓	Next Steps / Extension
		<p>Small Steps We Are Learning To recognise the key emergency services in England and their purpose.</p> <p>Activity: Look at a range of photographs and identify them. What are they? Why are they important?</p>	<p>Small Steps We Are Learning To understand the importance of police on our community and how they affect us.</p> <p>Activity: Identify the different roles within the police force. Which areas have the most direct impact on us? How do they keep us safe?</p>	<p>Small Steps We Are Learning To recognise the work of the fire service.</p> <p>Activity: Identify the job responsibilities of the fire service. How can we use them in emergencies? Create a job spec for a fire service worker.</p>	<p>Small Steps We Are Learning To show appreciation for health services.</p> <p>Activity: Develop an understanding of NHS and ambulance services. What do they do? How can they help us?</p>	<p>Small Steps We Are Learning To act appropriately in an emergency.</p> <p>Activity: Roll play calling a police/ambulance responder. Answer questions under pressure.</p>	<p>Small Steps We Are Learning To...:</p> <p>Activity: Create a poster to inform other children of the good work of emergency services and how to use them effectively and appropriately.</p>	<p>Show that I know the emergency services (e.g. police, fire service and ambulance.)</p> <p>Show that I know that I need to call 999 in an emergency</p> <p>To know what an emergency is and how to make a phone call if needed.</p> <p>Success Criteria: I understand what an emergency is</p> <p>I know the number to call</p>	
		<p>Discuss the importance of emergency services and show recognition of them and their purpose.</p>	<p>Discuss purpose of the police and how they keep communities safe.</p>	<p>Discuss purpose of the fire service and how they keep communities safe.</p>	<p>Discuss purpose of the paramedics and NHS and how they keep communities safe.</p>	<p>Role play in calling for an emergency.</p>	<p>Poster to support other children with the use of emergency services.</p>		

Class:

		I know what an emergency is.						in an emergency I know my address and post code	
		<p>Small Steps We Are Learning To recognise the key emergency services in England and their purpose.</p> <p>Activity: Look at a range of photographs and identify them. What are they? Why are they important?</p>	<p>Small Steps We Are Learning To understand the importance of police on our community and how they affect us.</p> <p>Activity: Identify the different roles within the police force. Which areas have the most direct impact on us? How do they keep us safe?</p>	<p>Small Steps We Are Learning To recognise the work of the fire service.</p> <p>Activity: Identify the job responsibilities of the fire service. How can we use them in emergencies? Create a job spec for a fire service worker.</p>	<p>Small Steps We Are Learning To show appreciation for health services.</p> <p>Activity: Develop an understanding of NHS and ambulance services. What do they do? How can they help us?</p>	<p>Small Steps We Are Learning To act appropriately in an emergency.</p> <p>Activity: Roll play calling a police/ambulance responder. Answer questions under pressure.</p>	<p>Small Steps We Are Learning To...:</p> <p>Activity: Create a poster to inform other children of the good work of emergency services and how to use them effectively and appropriately.</p>	<p>Describe what I need to do in a medical emergency.</p> <p>Show that I know why it is important to maintain my and others' safety before giving first aid.</p> <p>What the recovery position is and why we might need it.</p>	
		<p>Discuss the importance of emergency services and show recognition of them and their purpose.</p> <p>I know what an emergency is.</p>	<p>Discuss purpose of the police and how they keep communities safe.</p>	<p>Discuss purpose of the fire service and how they keep communities safe.</p>	<p>Discuss purpose of the paramedics and NHS and how they keep communities safe.</p>	<p>Role play in calling for an emergency.</p>	<p>Poster to support other children with the use of emergency services.</p>		

Class:

		Small Steps We Are Learning To...: Activity:	Small Steps We Are Learning To...: Activity:	Small Steps We Are Learning To...: Activity:	Small Steps We Are Learning To...: Activity:	Small Steps We Are Learning To...: Activity:	Small Steps We Are Learning To...: Activity:	Know how to assess the condition of a casualty. Learn how to help someone who is bleeding. Know how to help someone who is choking. Place an unresponsive casualty in the recovery position	
		Recognise a casualty and decide what the next step is.	Understad the recovery position and check for immediate danger	Supporting the recovery position and calling services	Support with a person who is excessively bleeding	Support with a person that is choking.	Scenarios to support with emergency and casualties.		
Class:		Pathway:			Term:		Book:		
DT – MY COOKING <i>(2 lessons per week- Double session)</i>									
Independence: <ul style="list-style-type: none"> • Independent handwashing- finding sink/soap/towel • Finding equipment and resources from a list. • Cleaning and tidying afterwards. 									
Colour Provision Bands ↓	Pupil Starting Points	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	*Termly End Points ↓	Next Steps / Extension
		Small Steps We Are Learning To...:	Small Steps We Are Learning To...:	Small Steps We Are Learning To...:	Small Steps We Are Learning To...:	Small Steps We Are Learning To...:	Small Steps We Are Learning To...:	That seasonal means foods that grow in a given	

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	Activity:	Activity:	Activity:	Activity:	Activity:	Activity:	season in a given country.
							Some seasonal foods that grow in the UK and what season they grow in.
	<p>Learning Intention: I can choose and use the correct equipment for a practical task safely and hygienically.</p> <p>Activity: Safety aspects of working with cooking tools. Create appropriate set of rules to follow when handling knives in cooking. Develop set of consequences for individuals who don't follow the rules.</p>	<p>Learning Intention: I can use four different skills to prepare food.</p> <p>Activity: Prepare fruit salad, granola yoghurt pots and healthy snack cheesecakes. ONGOING</p> <p>Healthy Pizzas – Tortilla wraps, tomato paste, cheese, pepperoni, peppers, mushrooms etc.</p> <p>How to describe the flavour and texture of foods. How to cut and peel safely.</p>	<p>Learning Intention: I can use four different skills to prepare food.</p> <p>Activity: Prepare fruit salad, granola yoghurt pots and healthy snack cheesecakes. ONGOING</p> <p>Healthy Pasta – Pesto, spinach, chicken.</p> <p>How to describe the flavour and texture of foods. How to cut and peel safely.</p>	<p>Learning Intention: Choose a recipe that reflects healthy eating and prepare it</p> <p>Activity: Prepare fruit salad, granola yoghurt pots and healthy snack cheesecakes. ONGOING</p> <p>Children to research and decide on healthy recipes.</p> <p>Tasting seasonal ingredients.</p> <p>That eating seasonal foods can have a positive impact on the environment.</p>	<p>Learning Intention: Choose a recipe that reflects healthy eating and prepare it</p> <p>Activity: Prepare fruit salad, granola yoghurt pots and healthy snack cheesecakes. ONGOING</p> <p>Children to research and decide on healthy recipes.</p> <p>Tasting seasonal ingredients.</p> <p>That eating seasonal foods can have a positive impact on the environment.</p>	<p>That eating seasonal foods can have a positive impact on the environment.</p> <p>How to describe the flavour and texture of foods. How to cut and peel safely.</p> <p>That the appearance of food is as important as taste.</p> <p>That similar coloured fruits and vegetables often have similar nutritional benefits. Describing how climate affects where foods grow.</p> <p>Identifying seasonal ingredients from the UK.</p> <p>Tasting seasonal ingredients.</p> <p>Describing the texture and flavour of ingredients.</p> <p>Peeling foods by hand or with a peeler.</p>	

Class:

								<p>Cutting ingredients safely. Choosing ingredients based on a design brief.</p> <p>Following the instructions within a recipe.</p> <p>Describing the benefits of seasonal fruits and vegetables and their impact on the environment.</p>	
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