

## **ASDAN - FoodWise Short Course (year 7 to 9)**

This structure aligns directly with the **seven core modules** in the student book [ASDANeducation+1](#).

Each half-term builds cumulatively—moving from fundamental concepts toward confident, autonomous cooking and reflection.

Learners will develop both **core skills** (e.g., literacy, numeracy, teamwork) and **FoodWise-specific skills** such as creativity, self-management, food preparation, and responsibility [01206 615165ASDANeducation](#).

| <b>Autumn 1<br/>Healthy Eating</b>                                                                                                                                                                                                        | <b>Autumn 2<br/>Basic Food Safety</b>                                                                                                                                                                                                                | <b>Spring 1<br/>Food Preparation &amp;<br/>Presentation</b>                                                                                                                                                          | <b>Spring 2<br/>Cooking on a<br/>Budget</b>                                                                                                                                     | <b>Summer 1<br/>Entertaining &amp; The<br/>Food Industry<br/>(combined)</b>                                                                                                                                                           | <b>Summer 2<br/>Practical Cooking<br/>Skills (Capstone<br/>Project)</b>                                                                                                                            |
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| <p><b>Knowledge</b></p> <p>Understanding 'healthy eating' and well-being<br/><a href="#">ASDANeducation</a></p> <p>Nutritional groups and functions (e.g., fruits, proteins, fats, carbs)</p> <p>The Eatwell Guide and balanced diets</p> | <p><b>Knowledge</b></p> <p>Personal hygiene in food preparation</p> <p>Safe storage, understanding “use by” and “best before” dates<br/><a href="#">Southerncross01206 615165</a></p> <p>Cross-contamination, cleaning, and food handling basics</p> | <p><b>Knowledge</b></p> <p>Methods of preparing food and presentation principles<br/><a href="#">ASDANeducationSquarespace</a></p> <p>Understanding functional equipment and techniques (e.g., chopping, mixing)</p> | <p><b>Knowledge</b></p> <p>Principles of affordability and nutritional value</p> <p>Sustainability and cost-awareness in meal planning<br/><a href="#">ASDANeducation+1</a></p> | <p><b>Knowledge</b></p> <p>Basics of entertaining and event catering (e.g., themed meals, special occasions)<br/><a href="#">Squarespace</a></p> <p>Introduction to the food industry: its scope, roles, and impact on daily life</p> | <p><b>Knowledge</b></p> <p>A synthesis of nutritional, safety, preparation, budgeting, and presentation knowledge</p> <p>Understanding personal wellbeing and confidence through cooking tasks</p> |

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| Skills                                                                                                                                                                                                                                                                                                                 | Skills                                                                                                                                                                                                                                                                                 | Skills                                                                                                                                                                                                                                                                    | Skills                                                                                                                                                                                                                                                                             | Skills                                                                                                                                                                                                                                                        | Skills                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Keeping a food diary and interpreting dietary choices<br/><a href="#">ASDANeducation</a></p> <p>Planning and preparing a simple, healthy one-pot meal (using recipe planners, evaluating nutritional content)<br/><a href="#">ASDANeducation</a></p> <p>Reflecting on health benefits of personal cooking tasks</p> | <p>Demonstrating correct handwashing and surface cleaning routines<br/><a href="#">ASDANeducation</a></p> <p>Storing a variety of foods safely (e.g., meats, dairy, produce)<br/><a href="#">Southerncross</a></p> <p>Labelling and organising food according to safety guidelines</p> | <p>Using basic knife techniques and preparing ingredients safely</p> <p>Designing and presenting dishes (e.g., create three presentation concepts and choose the best)<br/><a href="#">Squarespace</a></p> <p>Planning a balanced, visually appealing two-course meal</p> | <p>Planning and cooking a healthy meal within budget constraints (e.g., one-pot meal challenges)<br/><a href="#">ASDANeducation</a></p> <p>Comparing cooking methods in terms of cost, time, and nutrition</p> <p>Reflecting on ingredient choices and economic considerations</p> | <p>Planning and preparing simple “entertaining” dishes (e.g., snacks or themed items)<br/>Organising within a brief—considering cost, menu, style, presentation</p> <p>Discussing how food reaches the consumer—from farm to table, influence of industry</p> | <p>Independently planning, preparing, and cooking a multi-component meal</p> <p>Time management, problem-solving, and adaptability in the kitchen</p> <p>Using a skills sheet to record and reflect on core and FoodWise-specific skill development<br/><a href="#">ASDANeducation01206 615165</a></p> <p>Completing a Summary of Achievement &amp; Personal Statement as per student book guidelines</p> |

## **ASDAN - FoodWise Short Course (year 7 to 9)**

| <b>Connecting Steps:</b>                                | <b>Connecting Steps:</b>                            | <b>Connecting Steps:</b>                                                | <b>Connecting Steps:</b>                                       | <b>Connecting Steps:</b>                                                         | <b>Connecting Steps:</b>                                                    |
|---------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Identifies basic food groups with support               | Washes hands with prompting before food tasks       | Uses basic equipment safely with support                                | Chooses ingredients with consideration of cost (with guidance) | Prepares food with a peer, sharing tasks                                         | Follows a recipe with minimal prompting                                     |
| Recognises a healthy/unhealthy choice in familiar foods | Handles food safely with support (e.g., raw/cooked) | Cuts soft food with guidance → progresses to knife skills (bridge/claw) | Prepares a dish using low-cost ingredients                     | Adapts presentation for a specific purpose (e.g., party, snack)                  | Organises equipment and ingredients independently                           |
| Prepares a simple snack with guidance                   | Follows instructions to clean and tidy cooking area | Attempts to present food neatly with support                            | Compares cheaper vs. more expensive versions of the same meal  | Explains where food comes from with support                                      | Prepares a two-course meal showing control and sequencing                   |
| Begins to select ingredients for a balanced meal        | Stores food appropriately with minimal prompting    | Presents food with attention to appearance, increasing independence     | Plans a budget-friendly meal independently                     | Plans and delivers a dish suitable for entertaining with increasing independence | Evaluates the success of their dish, identifying strengths and improvements |

### **Assessment: Map to Connecting Steps Criteria**

Select relevant performance descriptors in the **Technology: Food** domain—such as:

- **Demonstrates safe food handling**
- **Plans and prepares a nutritious dish**

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- **Presents food to suit the purpose/audience**
- **Manages budget/costs effectively**
- **Works independently in food preparation**

**Use descriptors as your “I can” statements in assessment.**

Record evidence (photos, notes, pupil reflection) against each descriptor.

Mark if the pupil is:

- Encountering (introduced)
- Developing (practising with support)
- Securing (independent/consistent).
- Completed