



THE Lodge AP

— At Sandbach House —

ASDAN Foodwise Curriculum Sequencing

Intent

The general intent of ASDAN Foodwise is to develop learners practical cooking abilities, nutritional understanding and independent living skills through hands on engaging food-based activities. The course aims to build confidence in the kitchen whilst supporting healthy lifestyle choices and work-related competencies. Foodwise prepares learners for a range of practical, personal, and vocational outcomes. Foodwise uses a practical, challenge based, evidence-gathering approach. The course is designed for flexible settings allowing teachers to adapt pacing, resources and activities. Learners build a portfolio of evidence demonstrating their progress, including written work, evaluations, photographs and practical outcomes, which supports a reflective practice and celebrates achievement. This approach fosters problem-solving, organisation, communication and teamwork – skills essential for adult life and the workplace.

ASDAN FOODWISE SEQUENCING

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Healthy Eating	Basic Food Safety	Food Preparation and presentation	Cooking on a budget	Entertaining	The Food Industry	Practical Cooking Skills
<p>Intent: Module 1 aims to equip students with essential knowledge about food, nutrition, and healthy lifestyles. Learners will explore the principles of a balanced diet, understand the role of different nutrients in the body, and recognise how food choices impact physical and mental wellbeing. The module promotes the development of independent thinking, informed decision-making, and positive attitudes towards healthy eating.</p>	<p>Intent: Module 2 builds pupils' confidence in following simple recipes and preparing food step by step. It promotes independence through practical tasks supported by routines, modelling, and visual guidance. Learners explore ingredients, develop basic preparation skills, and begin to sequence recipes through repetition and hands-on learning in a calm, structured environment. They are also supported to use equipment and tools safely, develop fine motor skills, and recognise when to ask for help. Communication is embedded throughout, with opportunities to make choices, express preferences, and take part in supported decision-making about ingredients, flavours, and methods.</p>	<p>Intent: Module 3 supports pupils in developing confidence, independence, and practical skills in preparing and presenting food. It focuses on hands-on activities that build understanding of handling ingredients, using basic tools, and following simple methods in a structured way. Key skills—such as chopping, peeling, mixing, arranging, and assembling—are taught through visual prompts, modelling, and repetition. The module also emphasises that food presentation is an important part of the eating experience. Communication is embedded throughout, with learners encouraged to express preferences, make choices, and describe the look, feel, and smell of food. Overall, the module nurtures practical food skills, promotes independence, and builds confidence in creating safe, appealing dishes, fostering pride and supporting essential life skills.</p>	<p>Intent: Module 4 develops early awareness of making simple, affordable food choices and preparing meals economically. It builds practical life skills by teaching learners to use low-cost ingredients, minimise waste, and recognise ways to save money. Learners engage in accessible, hands-on activities focused on cost-effective ingredients, simple meals, and straightforward preparation methods. Tasks are broken into manageable steps with visual aids, modelling, and repetition. The module promotes independence by introducing concepts such as choosing cheaper alternatives, using leftovers safely, portioning ingredients, and basic meal planning. Communication is embedded throughout, with learners expressing choices, participating in discussions, and reflecting on their experiences. Overall, it equips learners with essential everyday skills, building confidence in preparing healthy meals while encouraging independence, problem-solving, and positive attitudes towards budget-friendly cooking.</p>	<p>Intent: Module 5 develops the social and organisational skills needed to plan and take part in simple food events. Learners explore hosting and contributing to occasions such as small celebrations, themed meals, or class events through accessible, structured activities. They are guided to select appropriate foods, plan simple menus, prepare items safely, and present them. Tasks are broken into manageable steps with visual support, modelling, and clear routines to build confidence. The module also promotes understanding of how food brings people together, exploring celebrations, cultural events, and traditions. Communication is embedded throughout, with learners expressing preferences, making decisions, and working collaboratively. Overall, it fosters independence, teamwork, creativity, and pride in shared experiences.</p>	<p>Intent: Module 6 introduces learners to how the food industry works. It builds real-world awareness by exploring basic processes such as how food is produced, transported, and sold, as well as the roles people play in the industry. Learners engage in hands-on activities, visual supports, and practical tasks, such as exploring packaging and labels, sorting foods, and learning about different jobs. Concepts are made concrete through modelling, repetition, real objects, and supported discussion. The unit helps learners understand that many people and places are involved in bringing food from production to consumption. Communication is embedded throughout, with learners encouraged to make choices, answer simple questions, and share observations. Overall, it aims to build independence and confidence.</p>	<p>Intent: Module 7 develops essential hands-on skills for preparing and cooking simple dishes safely and confidently. It strengthens independence through repeated, structured practice of key techniques such as preparing ingredients, using tools, measuring, mixing, heating, and serving. A strong emphasis is placed on safety, helping learners recognise hazards, follow hygiene routines, and understand when to seek support. Communication is embedded throughout, with learners encouraged to express choices, describe actions, and reflect on their cooking, supported by clear, simplified vocabulary modelled by staff. Overall, the module builds confidence, independence, and pride, while promoting resilience, problem-solving, sensory exploration, and enjoyment of cooking as valuable life skills.</p>
<p>Flexible Accreditation: The ASDAN Foodwise programme offers flexible accreditation designed to recognise a wide range of student achievement. Learners do not need to complete the full course to gain recognition; instead, they can be awarded certification for the units or modules they successfully complete. This means that even if a student does not finish the entire programme, their progress and skills are still formally acknowledged through partial certification, ensuring that all learning is valued and recorded.</p>						
<p>Intended Skills and Outcomes: The below 'I can' statements summarise outcomes for students depending on challenges completed throughout the unit.</p> <ul style="list-style-type: none"> I can name the main food groups and give examples of foods in each group. I can explain what a balanced diet means. I can identify healthier food choices. I can describe why different nutrients are important for my body. I can recognise how food affects my health and wellbeing. I can plan a simple healthy meal. I can read basic food labels to help me make healthier choices. I can talk about my own eating habits and suggest improvements. I can make informed choices about food and drinks. I can explain why healthy eating is important for everyday life. 	<p>Intended Skills and Outcomes: The below 'I can' statements summarise outcomes for students depending on challenges completed throughout the unit.</p> <ul style="list-style-type: none"> I can store different foods safely to keep them fresh. I can explain how to prevent germs and contamination in food. I can describe how unsafe food can make people ill. I can wash my hands and clean surfaces properly when cooking. I can follow safe working methods in the kitchen. I can read and understand use-by and best-before dates. I can spot risks in the kitchen and know how to reduce them. I can check my work and explain what went well and what I could improve. 	<p>Intended Skills and Outcomes: The below 'I can' statements summarise outcomes for students depending on challenges completed throughout the unit.</p> <ul style="list-style-type: none"> I can prepare ingredients and carry out practical tasks safely. I can use different cooking methods and explain how they change food. I can make my food look appealing and present it neatly. I can describe how my food looks, smells, and tastes. I can plan a recipe and make changes to improve it. I can check my work and explain what went well and what I could do differently. I can work safely and hygienically in the kitchen. I can collect evidence of my work and keep a record of what I have done. 	<p>Intended Skills and Outcomes: The below 'I can' statements summarise outcomes for students depending on challenges completed throughout the unit.</p> <ul style="list-style-type: none"> I can plan meals that fit within a budget. I can choose ingredients that are healthy and affordable. I can explain why some foods are better for my health and the planet. I can use ingredients in different ways to make the most of them. I can prepare and cook meals using limited resources. I can check how much my meal costs and decide if it is good value. I can evaluate my meals and suggest ways to improve them. 	<p>Intended Skills and Outcomes: The below 'I can' statements summarise outcomes for students depending on challenges completed throughout the unit.</p> <ul style="list-style-type: none"> I can plan a menu and choose dishes for an event. I can make food look and taste appealing for others. I can organise my work and manage my time when preparing food for an event. I can plan and use my budget and resources carefully. I can adapt recipes to suit the people I am cooking for. I can check how well my event went and evaluate my dishes. 	<p>Intended Skills and Outcomes: The below 'I can' statements summarise outcomes for students depending on challenges completed throughout the unit.</p> <ul style="list-style-type: none"> I can explain where different foods come from. I can describe how food is processed and manufactured. I can understand how food choices affect the environment and think about food miles. I can explain ethical issues and my responsibilities as a consumer. I can understand how costs are influenced by the food industry. I can identify different jobs and careers in the food sector. I can explain industry standards and food safety systems. 	<p>Intended Skills and Outcomes: The below 'I can' statements summarise outcomes for students depending on challenges completed throughout the unit.</p> <ul style="list-style-type: none"> I can use a range of preparation and cooking skills. I can explain how ingredients behave when I cook with them. I can measure and weigh ingredients accurately and follow a recipe. I can use my cooking skills to make complete dishes. I can choose and apply the right cooking methods for different foods. I can taste, evaluate, and suggest improvements for my dishes.

Feeds from: Each module within ASDAN Foodwise can stand alone; however, they are intentionally sequenced to develop skills cumulatively. While the modules offer flexibility in delivery, they are designed to be progressive, with knowledge, skills and confidence developing across the course. Students carry knowledge forward from one module to the next. They apply nutrition understanding when planning and preparing meals, use food safety skills consistently in practical tasks, and transfer sequencing and recipe skills into increasingly complex cooking activities. Through repetition, structured practice and gradually increasing responsibility, learners build independence and strengthen their ability to work with greater autonomy over time.

Feeds into: The ASDAN Foodwise qualification supports progression into post-16 pathways including catering and hospitality courses, health and social care, retail, supported internships and other vocational training programmes. It also develops transferable life skills such as independence, teamwork, budgeting and safe food preparation, helping prepare learners for employment and independent living