

Subject-Specific Curriculum Mapping & Sequencing: Foundation

	Computing	Food Technology & Design Technology	Religious Education
Intent	The computing curriculum supports pupils in using technology to express themselves successfully and safely within a digitally literate world. Our computing curriculum has been designed to develop pupil's digital capital, conceptual thinking, independence and creativity within computing and cross curricular lessons.	The Food Technology curriculum supports pupils with understanding the principles of nutrition, food origins, food choices and health and safety relating to food production. Topics are delivered through practical cookery and exploration of ingredients. Our Food Technology curriculum has been designed for students to refine their practical skills and independence as they work through the key stages. Students are encouraged to explore new foods, including those from different cultures and understand that people choose foods for different reasons.	The RE curriculum allows pupils to explore and understand different beliefs, cultures and traditions in the local community and the wider world. Our curriculum enables pupils to express their own beliefs whilst drawing similarities and differences between themselves and others. RE encourages respect, understanding and tolerance of people from all religious and non-religious backgrounds, leading to enhanced community cohesion. The RE curriculum encourages pupils to explore some 'big questions' related to moral and ethical issues in the modern society and enables pupils to understand opposing viewpoints whilst formulating their own.
EYFS	- Buttons and switches. - Actively participating in interactive games - Cause and effect - Role play using different ICT - Basic programmes- IWB and iPad	Food Technology: - Explore different foods with my senses. - Begin to understand where food comes from. - Begin to learn about the basic principles of a healthy and varied diet. - Learn the basic cooking techniques and practice these with support.	- Develop their sense of responsibility and membership of a community. - Continue to develop positive attitudes about the differences between people. - See themselves as a valuable individual. - Think about the perspectives of others. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways.
KS1	- Online safety - Exploring different ICT in school and beyond. - Beebots - Problem solving - Simple programs	Food Technology: - Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from. - Prepare savoury and sweet dishes with support. - Begin to learn the basic skills and cooking techniques when preparing simple dishes.	- I can describe which stories are special to different people and why. - Re-tell and suggest meanings for some moral stories. - I can explain who and what is special to me. - Recall and name different beliefs and practices. - I can name some Christian and Islamic celebrations, explaining what is being celebrated and how. - Belief and belonging. - Right and wrong - How can we make good choices and care for our community.
KS2	- Online safety - Algorithms- understanding importance of correct sequencing. - Debugging, finding errors and correcting. - Problem solving using simple programs. - Exploring different ICT in school and beyond.	Food Technology: - Understand the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques with minimal support - To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	- Know how new life is welcomed and celebrated across different religions. - Know some people who have had an inspirational influence around the World and can explain why. - Know how different faiths teach us forgiveness and compassion. - I can explain what some of the religious beliefs, cultural practices and festivals are which are celebrated by our local Jewish community. - I can describe what the Humanist approach to life is. - I can express my own beliefs and opinions. - How can we make good choices and care for the world.
KS3	- Online safety - Using Microsoft office and the different functions for it. - Scratch animation and algorithms. - Beebots - Animation and media projects	- Understand and apply the principles of nutrition and health - Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet - Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] - Understand the source, seasonality and characteristics of a broad range of ingredients	- Identify 6 major world faiths - Know what is meant by multi-faith Britain - Recognise key beliefs in Hinduism and Buddhism - Identify ways in which marriage is celebrated - Explore the concept of animal rights - An understanding of different beliefs about: - evil and suffering - equality - the environment - matters of life and death
KS4	- Scratch animation and algorithms. - Animation and media projects - Using Microsoft office and the different functions. - Social Networks - Online safety - Technology in the wider world.	- Learn what is meant by healthy eating and wellbeing - Learn and demonstrate the skills and techniques needed to cook - Gain an understanding of the importance of sustainability and cooking on a budget - Learn about aspects of the food industry and how it operates	- Human Rights - How people of faith make moral decisions - Explore the concept of extremism and violence - Explore how and why people work for peace - Making the world a fairer place - Drawing similarities and differences between Christianity and Islam - Reference to holy texts and other sources of authority
KS5	- Scratch animation and algorithms. - Animation and media projects - Using Microsoft office and the different functions. - Social Networks - Online safety - Technology in the wider world.	- Understand the reasons for food hygiene and be able to prepare and store food hygienically - Understand the reason for and make healthy food choices - Be able to prepare simple meals and snacks - Understand how to budget for a meal or day/weeks food - Be able to write a shopping list - To choose and buy food in a shop - To serve food - To tidy away and wash up	- Responding to peoples' ideas - Explore faith in the community - Link British Values to how they live their lives - Able to discuss alternate views from others - Demonstrate how they show respect towards different beliefs and lifestyles
Curriculum Goal	I understand and can safely use a range of technologies to access the world around me.	I understand how to safely and hygienically prepare a range of healthy meals to feed myself and lead a healthy life.	I can express my own personal beliefs on a range of issues whilst being tolerant of views which differ from my own.