



Overview of Hospitality Class Planning for Term 1 June/July 2021



| | <ul style="list-style-type: none"> All about me – start by writing sentences about yourself e.g. hobbies, family and school Now start to write at least 2 paragraphs with the title being ‘All About Me’. | |
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| Maths | Activities | Resources |
| <p>Focus = Consolidating work for AIMS Awards Units E1 – Level 1</p> <p>Pupils are working towards AIM Awards Units E1 – Level 1</p> <p>Entry 1 – Money and Time Adding and Subtracting Using shape, size and space</p> <p>Entry 2 – Money, Time and Temperature Addition, Subtraction and Multiplication Using and Communicating Data</p> | <p><u>Entry 1</u></p> <ul style="list-style-type: none"> From a selection of coins identify the different coins starting from 1p up to £1 Practice purchasing items in a mock coffee shop with different prices in whole numbers from £1 to £10 Match familiar events to different times, days, months etc. e.g. Holidays, Christmas and Easter To begin to tell the time using analogue clock – recognising the hours and half hours. Practice finding the correct time on an analogue clock moving the hands around to set times given Adding and subtracting numbers up to 10 Recognising the terms addition, subtraction, equals and relating them to the correct symbol. To identify and name 2D and 3D shapes To measure distance, weight and capacity, using the correct equipment e.g. ruler, scales or a measuring jug. To use positional language e.g. right, left, forwards, backwards, between, next to. You could play Simon Says or give directions to someone to move around a room. <p><u>Entry 2</u></p> <ul style="list-style-type: none"> Using a selection of coins make amounts up to a pound using the different coins Find different items and put a price on them then calculate the cost in pence of more than one item Practice selling items in a mock coffee shop and giving change in pence and whole pounds Practice telling the time on analogue clocks in hours, half hours, quarter hours. | <p>Pencil</p> <p>Pen</p> <p>Paper</p> <p>Calculator</p> <p>Laptop</p> |



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Entry 3 – Money, Time
and Temperature
Making Calculations
Using and
Communicating Data

Entry 3

- Look at the weather forecast each day and write the temperature for each day. Is it hot, warm or cold?
- Find some train timetables and ask someone to ask questions about the time that trains are due in to different villages and towns
- Adding and subtracting two-digit numbers
- Using the terms addition, subtraction, multiplication, equals and relating them to practical situations e.g. a shopping list.
- Multiply single-digit numbers.
- To identify and name the properties of 2D and 3D shapes, go on a shape hunt.
- To measure distance, weight and capacity, using the correct equipment e.g. ruler, scales, measuring jug.
- To use positional language e.g. right, left, forwards, backwards, between, next to. You could play Simon Says or give directions to someone to move around a room.

- Collect a group of 3 or 4 items and put a price on them using decimals e.g. £5.50 or £3.67
- Now take 2 or 3 items and add them together (this can be done using the column method)
- Now practice subtracting amounts of money using decimal notation
- Practice reading the time in common date formats on analogue clocks, 12- and 24-hour digital clocks
- Look at the weather forecast each day and write the temperature for each day. Is it hot, warm or cold, is it in centigrade or fahrenheit?
- Find some train timetables and ask someone to ask questions about the time that trains are due in to different villages and towns, how long is the journey in total, work out travelling times between a variety of different destinations.
- Adding and subtracting three-digit numbers



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| | <ul style="list-style-type: none"> • Using the terms addition, subtraction, multiplication, equals and relating them to practical situations e.g. a shopping list. • Multiply two-digit numbers by single-digit numbers. • Divide two-digit numbers by single-digit numbers. • Practice your 2, 3, 4, 5- and 10-times tables. • Gather information using a tally chart, colours of cars that go past your home. • Create a chart using the tally chart information. • Then describe the results for the chart. | |
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| Hospitality Skills | Activities | Resources |
| <p>Focus – Consolidating work for AIMS Awards Units E1 – Level 1</p> <p>Pupils are working towards the following AIM Awards Unit this term:</p> <p>Entry 1 & 2– Basic Cooking Skills Following a Recipe Exploring Working in Catering Exploring Working in Hospitality Preparing Drinks and Snacks Preparing and Clearing a Dining Area Food, Drink and Cooking</p> | <p><u>Entry 1 & 2</u></p> <ul style="list-style-type: none"> • Discuss safety and hygiene rules of the kitchen • Prepare and cook a simple dish following hygiene rules • Pupils to evaluate their cooking • Activities based on matching equipment to the jobs they are used for • Pupils to be given a selection of dishes and to then identify the equipment needed to make the dish • Pupils to carry out different tasks and begin to develop kitchen skills such as grating or chopping • Research recipes on-line and have a read through them • Choose a recipe • Ask someone to ask you questions about the recipe e.g. what ingredients do you need? how long does it take to make? and how many people will it serve? • Write down the ingredients in the form of a shopping list • Then follow the recipe to create the dish you have chosen • How did the recipe turn out? Was it easy to make? Fill in the evaluation sheet that will have been sent home. • Choose another recipe and complete the same activities as above. | <p>Pens</p> <p>Paper</p> <p>Ingredients</p> <p>Kitchen equipment</p> <p>Laptop</p> |



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| <p>Level 1 – Basic food Preparation and Cooking Food hygiene and Storage Prepare Hot and Cold Sandwiches Food Service Kitchen Equipment Prepare and Cook Fruit and Vegetables</p> | <ul style="list-style-type: none"> • Remember to follow the safety and hygiene rules of the kitchen • Practice serving people and ask them how you did. • Practice making hot and cold drinks, try some different ones. <p style="text-align: center;"><u>Level 1</u></p> <ul style="list-style-type: none"> • Pupils to research the different cooking methods and create fact sheets and power points on each different method, what foods can be cooked using each method e.g. boiling, baking etc • Pupils to prepare a selection of different dishes using varied methods of cooking e.g. spaghetti bolognese, bread and butter pudding. • Pupils to identify the hygiene rules of the kitchen and create a poster of the list of the rules • Find a recipe and then write down the list of ingredients • Then next to each of the ingredients write down how and where that ingredient should be stored. Whether there are any allergens in the recipe. • Repeat this exercise with another recipe • Create a poster identifying hazards in the kitchen • Find a recipe and cook a dish following the kitchen hygiene rules • Ask someone at home to write a few sentences on how you followed the safety rules e.g.washed all the equipment at the end of their cooking or used the oven safely | |
| World of Work | Activities | Resources |
| <p>Focus – Consolidating work for AIMS Awards Units E1 – Level 1</p> <p>Pupils are working towards the following AIM Employability Units:</p> | <p><u>Entry 1</u></p> <ul style="list-style-type: none"> • Match pictures of known people to symbols of their job role • Match photos of known people to objects they use in their role e.g. receptionist – phone • Explore alternatives to paid employment, research volunteering opportunities in the area. • Create a job advert. • Write out potential interview information. • What do you need to do the job advertised? | <p>Pens</p> <p>Paper</p> <p>Coloured pencils</p> <p>Access to the internet</p> |



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| <p>Entry 1 & 2 – Making Informed Career Choices Level 1 Job Seeking Skills</p> | <p><u>Entry 2</u></p> <ul style="list-style-type: none">• Explore job advert websites and look in the job section of a newspaper• Highlight the requirements in job adverts e.g. experience in working in a café• Create your own advert and think about the requirements e.g. good people skills• Write out potential interview questions.• Discuss and plan preparing for an interview.• Role play an interview for a job <p><u>Entry 3</u></p> <ul style="list-style-type: none">• Find places where jobs are advertised and make a list of them• Search and identify 2 different people or organisations that offer employment help and advice• Find 2 job advertisements then shade in different colours the following information:<ol style="list-style-type: none">I. Description of the jobII. WagesIII. HoursIV. LocationV. Contact details• Create your own job advert and think about the requirements e.g. good people skills, flexibility, able to drive.• Write out some potential interview questions.• Discuss and plan preparing for an interview.• Role play an interview for a job | |
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