



# Overview of Hospitality Class Planning for Term 5 April/May 2024



| English  | Activities   | Resources & Key Vocabulary   |
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| <p>AIMS Units</p> <p><b>Focus – Speaking and Listening to Obtain Information</b></p> <p>AIMS Units:</p> <p>Entry 1<br/>Y/650/5858</p> <p>Entry 2<br/>D/650/5878</p> <p>Entry 3<br/>M/650/5936</p> <p>To be able to obtain information from others by speaking and listening.</p> | <p><b><u>Focus – Speaking and Listening to Obtain Information AIMS Units</u></b></p> <p>Reading and writing about a variety of explanation, instruction and narrative texts.</p> <p>Pre-Entry: Creating sentences using Colourful Semantics.</p> <p>Entry 1: Writing simple sentences about a topic.</p> <p>Entry 2: Writing simple and compound sentences about a topic.</p> <p>Entry 3: Writing a paragraph about a topic.</p> <p>Resulting discussions from these texts.</p> <p>Pre-Entry</p> <ul style="list-style-type: none"> <li>• To ask relevant questions during discussion.</li> <li>• To answer simple questions demonstrating understanding.</li> </ul> <p>Entry 1</p> <ul style="list-style-type: none"> <li>• Using key word to listen for detail.</li> <li>• To listen for and identify the gist of short explanations in familiar situations.</li> <li>• To follow single-step instructions.</li> <li>• To ask questions.</li> </ul> <p>Entry 2</p> <ul style="list-style-type: none"> <li>• To listen and identify the gist, details and main points of explanations, instructions and narratives.</li> <li>• To follow oral instructions to carry out a task.</li> <li>• To ask questions and make requests.</li> </ul> <p>Entry 3</p> <ul style="list-style-type: none"> <li>• To listen and identify the gist, details and main points of explanations, instructions and narratives in different contexts.</li> <li>• To use strategies to clarify and confirm understanding.</li> <li>• To make requests and ask concise questions.</li> </ul> <p><b><u>Focus – Reading/Phonics</u></b></p> <p>Pupils read their individual reading books and have the opportunity to change them in the library. Each student to work on their own individualised reading/phonics targets twice a week.</p> | <p><b>Key Vocabulary:</b></p> <p>gist</p> <p>detail</p> <p>explanation</p> <p>key word</p> <p>instruction</p> <p>question</p> <p>narrative</p> <p>presentation</p> |



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| Maths  | Activities   | Resources & Key Vocabulary  |
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| <p>AIMs Units</p> <p><b>Entry 1</b><br/><b>H/650/6002</b><br/>Size, length, width and height</p> <p><b>Entry 2</b><br/><b>H/650/6011</b><br/>Length</p> <p><b>Entry 3</b><br/><b>L/650/6023</b><br/>Length, weight, capacity and shape</p> | <p><b><u>Entry 1</u></b></p> <p>Pupils to use words to describe size.<br/>Compare items in terms of size.<br/>Use words to describe length.<br/>Compare items in terms of length.<br/>Use words to describe width.<br/>Compare items in terms of width.<br/>Use words to describe height.<br/>Compare items in terms of height.</p> <p><b><u>Entry 2</u></b></p> <p>Pupils to use measuring instruments with simple scales.<br/>To measure length in common standard units including millimetres, centimetres, metres and kilometres.<br/>To record measurements.<br/>To estimate length.<br/>Compare length in common standard units with non-standard units including millimetres, centimetres, metres and kilometres.<br/>Write units of measurement in full.<br/>Pupils to recognise units of measurement written in abbreviated form including millimetres, centimetres, metres and kilometres.</p> <p><b><u>Entry 3</u></b></p> <p>Pupils to list standard and non-standard units of measurement for length, weight and capacity.<br/>Read measurements on measuring instruments to the nearest labelled or unlabeled division.<br/>Record measurements of length using an appropriate measuring instrument including millimetres, centimetres, metres and kilometres, approximate measurements of length and weight in standard and non-standard units.<br/>Compare measures of length including millimetres, centimetres, metres and kilometres.<br/>Read measurements of weight to the nearest labelled or unlabelled division.<br/>Measure weight using an appropriate measuring instrument including grams and kilograms. Compare measures of weight including millimetres, centimetres, metres and kilometres.</p> | <p><b><u>Key Vocabulary</u></b></p> <p>height<br/>weight<br/>capacity<br/>shape<br/>2D<br/>3D<br/>standard units<br/>non-standard units</p> |



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Read measurements of capacity to the nearest labelled or unlabelled division.  
Approximate measurements of capacity.  
Measure capacity using an appropriate measuring instrument including millilitres and litres 4.4 Record capacity.  
Compare measures of capacity including millimetres, centimetres, metres and kilometres.  
Describe the properties of 2D shapes including lines of symmetry, length, right angles, angles including in rectangles and triangles.  
Sort 2D shapes to solve practical problems.  
Describe the properties of 3D shapes including lines of symmetry, length, right angles, angles including in rectangles and triangles.  
Sort 3D shapes to solve practical problems.

### Maths Curriculum:

#### Semi-formal:

I can order numerals up to 10.  
To sort 3 different coins.  
To sort a range of different coins.

#### Formal:

##### Entry 1:

To know bonds for 10 (+ and -)  
Give equivalent amounts to 10p  
To give change from 10p  
To begin to give equivalent amounts to 20p

##### Entry 2:

Add numbers up to 3 digits.  
To be able to add and subtract amounts of money to give change using both £ and p in practical contexts

##### Entry 3:

Estimate and use inverse operations to check answers to a calculation.  
Give change in p and £ to higher value.  
To be able to convert between £ and p

coins  
number bond  
equivalent  
pound  
pence



## Overview of Hospitality Class Planning for Term 5 April/May 2024



| Life & Living Skills  | Activities  | Resources   |
|---|---|---|
| <p>AIMs Personal &amp; Social Development Qualification</p> <p><b>Unit – Make a Simple Meal</b></p> <p>Entry 1 &amp; Entry 2</p> <p>Y/600/6223</p> <p>Entry 3</p> <p>D/600/6224</p> | <p>Entry 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>-Know basic hygiene rules of the kitchen.</li> <li>-Be able to select ingredients to make a meal.</li> <li>-Be able to prepare ingredients.</li> <li>-Know how to use utensils safely.</li> <li>-Know how to use a cooker safely.</li> <li>-Be able to serve a meal.</li> </ul> <p>Entry 3:</p> <ul style="list-style-type: none"> <li>-Know basic hygiene rules of the kitchen.</li> <li>-Be able to select ingredients to make a meal.</li> <li>-Be able to prepare ingredients.</li> <li>-Know how to use utensils safely.</li> <li>-Know how to use a cooker safely.</li> <li>-Be able to serve a meal.</li> </ul> <p>(Cross-curricular link with PSHE – Healthy Eating)</p> | <p><b><u>Key Vocabulary</u></b></p> <p>hygiene<br/>ingredient<br/>utensil<br/>cooker<br/>crockery<br/>cutlery<br/>hazard<br/>meal</p> |
| Hospitality   | Activities  | Resources   |
| <p>SSB Vocational Studies in Skills for Working in Catering and Hospitality</p> <p><b>Preparing and Clearing a Dining Area</b></p> <p>Foundation (CF09) and Intermediate (CI09)</p> | <p><b>Foundation:</b></p> <p>1a - To be able to identify the correct equipment for the task from a selection of two.</p> <p>2a – Follow instructions to wear correct PPE.</p> <p>2b – To follow the safety rules of the kitchen with support.</p> <p>2c – To clean the table prior to use with support.</p> <p>2d – To set the table ready for service with support. To include preparing:</p> <ul style="list-style-type: none"> <li>- Table placemats</li> <li>- Correct cutlery</li> <li>- Serviettes/napkins</li> </ul>   | <p><b><u>Key Vocabulary:</u></b></p> <p>cutlery<br/>crockery<br/>utensils<br/>placemats<br/>napkins/serviettes</p>                    |



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|  | <ul style="list-style-type: none"> <li>- Centre Pieces</li> <li>3a – To clear tables after service hygienically with support. To include:               <ul style="list-style-type: none"> <li>- Removing plates</li> <li>- Clearing debris and rubbish</li> <li>- Removing placemats and other items</li> </ul> </li> <li>3b – To clean and tidy the dining area with support. To include:               <ul style="list-style-type: none"> <li>- Wiping tables</li> <li>- Cleaning the floor</li> </ul> </li> <li><b>Intermediate:</b></li> <li>1a - To be able to select the correct equipment for a task from a varied choice.</li> <li>2a –Wear correct PPE.</li> <li>2b – To follow the safety rules of the kitchen.</li> <li>2c – To clean the table prior to use.</li> <li>2d – To set the table ready for service.</li> <li>To include preparing:               <ul style="list-style-type: none"> <li>- Table placemats</li> <li>- Correct cutlery</li> <li>- Serviettes</li> <li>- Centre Pieces</li> </ul> </li> <li>3a – To clear tables after service hygienically.               <ul style="list-style-type: none"> <li>To include:                   <ul style="list-style-type: none"> <li>- Removing plates</li> <li>- Clearing debris and rubbish</li> <li>- Removing placemats and other items</li> </ul> </li> </ul> </li> <li>3b – To clean and tidy the dining area. To include:               <ul style="list-style-type: none"> <li>- Wiping tables</li> <li>- Cleaning the floor</li> </ul> </li> <li>3c – To identify why we clean the tables before and after use and possible consequences if we didn't do this.</li> <li>4a – To identify what went well</li> </ul> |   |
| PSHE   | Activities  | Resources   |
| <p><b>Focus –</b></p> <p><b>Healthy Lifestyles</b></p> <p><b>(Preparing healthy foods)</b></p> | <p>To know:</p> <p>When we do not eat healthily this can lead to illness.<br/>We should eat foods from each food group to stay healthy.</p> <p>To learn:</p> <p>To be able to prepare healthy snacks and meals.<br/>To identify healthier snacks and meals from menus and recipe books and at the supermarket.</p> <p>Activities:</p>   | <p><b>Key Vocabulary:</b></p> <p>healthy eating<br/>dairy<br/>fruit<br/>vegetables<br/>carbohydrates<br/>proteins</p> |



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|  | <ul style="list-style-type: none"><li>-Research healthy foods and familiarize pupils with the healthy food wheel.</li><li>-Plan healthy meals and snacks together then make them.</li><li>-Visit a supermarket to look for healthy food ideas. Become familiar with food symbols such as 1 of your five a day.</li><li>-Look at menus from restaurants online and decide how healthy some of the meals are. What would be the healthiest choice?</li><li>-Share healthy snacks with younger pupils and tell them about why they are healthy.</li><li>-Make healthy eating posters to go around school.</li><li>-Make a recipe book of the healthy snacks and meals you have designed.</li></ul> |  |
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