



HALF TERM	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
TOPIC (S)	Task 2: Introduction to Practical assessment brief. Discuss the brief and complete a short background/introduction to the practical project	Task 2: AC1.1 and AC1.3 Food nutrition and the functions in the body. Write a short report on the macro and micronutrients found in the body and the use of each nutrient.	Task 2: AC1.2 Nutritional requirements for specific groups Write a short report identifying differencing groups of people and identify the nutrients required to keeps those groups healthy. - Elderly - Young - illness - newborn - diseases	Task 2: AC1.4 Explain the impact that cooking has on nutritional content. Write a short report on the cooking methods employed and the impact that these have on the nutritional content of food.	Task 2: AC 2.1 and AC 2.2 Explain the factors to consider when designing a menu and any environmental impacts this may cause. Write a short report on the factors to consider when designing a menu. - Menu styles - Customer - Business - Preparation of menu - Menu Items	Task 2: AC 2.3 Explain how the dishes chosen will be suitable for the chosen brief. Write a report on the following: - Propose a list of suitable dishes - Write a short report on 4 of the dishes as to why these specifically meet the brief - Propose 2 dishes that will be chosen to be produced.
Knowledge & Skills development	The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All these roles require further education and training either through apprenticeships or further and higher education. Techniques; Weighing and measuring; Chopping; Shaping; Peeling; Whisking; Melting; Rub-in; Sieving; Segmenting; Slicing; Hydrating; Blending Commodities; Poultry; Meat; Fish; Eggs; Dairy products; Cereals, flour, rice, pasta; Vegetables; Fruit; Soya products					
Assessment / Feedback Opportunities	Cold calling to check for understanding. Visual check on note taking. Verbal formative and summative feedback					
Key Vocabulary	Portion control, Position on serving dish, Garnish, Creativity					
Literacy/Reading opportunities	Reading research on Hospitality and Catering sectors and organisations.					

Cross curricular links	<p>Maths – measuring, units of measurement, volume, weight</p> <p>English – extended writing on NEA</p> <p>Geography – environmental impacts of ingredients</p>
Personal Development (including British values, RSE, Citizenship)	<p>Patience and tolerance of others whilst following social distancing rules.</p> <p>Career opportunities that are available to diligent pupils.</p> <p>Pupils develop understanding of Hospitality and Catering sectors and roles involved.</p>
Careers	Hospitality and Catering establishments, Food industry and Supermarket industry