

Landmarks Curriculum Sequencing - Bistro



Intent – What is Landmarks aiming to achieve through its bistro curriculum?

- To develop learners' curiosity for cooking, with the aim of developing independence in preparing and cooking everyday meals or developing a desire to work in a food-based environment
- To develop confidence and professionalism working in a catering environment including high quality customer service and food presentation
- To develop knowledge of approved food standards: Personal protective equipment, food preparation, food storage, daily/weekly cleaning, daily and weekly paperwork
- To develop an awareness of healthy food options including portion control
- To develop functional skills through embedding maths, English and ICT into practical food sessions.

Implementation – How is the Landmarks' bistro curriculum delivered?

- Learners have the opportunity to complete qualifications that relate to cooking in the Bistro, such as food hygiene and safety.
- Our Recognising and Recording Progress, Achievement and Destinations (RARPAD) approach records achievements that are not linked to qualifications but are meaningful in terms of personal and social development, and progression towards functional skills
- The curriculum is designed to be challenging and appropriate to each learner's stage of development
- The curriculum offers the opportunity to develop skills that will support them in everyday life, including shopping to a budget, preparing, and cooking simple meals
- Tutors use a range of formative and summative assessment procedures to assess progress and attainment, to ensure that learners continue to be suitably challenged towards skills progression.

Impact – What difference is the bistro curriculum making for learners?

- Learners are well prepared for the next stage of their education or preparing for adulthood, whether this is progressing onto preparing and cooking meals at home or completing work experience in a food-based environment



- Learners develop the skills to enable them to be more independent in being able to prepare and cook a simple meal.
- The vast majority of learners meet or exceed their expected progress in the Bistro, tracked through Recognising and Recording Progress, Achievement and Destinations (RARPAD) targets and/or qualification achievement
- Some learners will develop an interest in the sector and wish to continue to advance their training in catering, potentially progressing onto supported employment training.

Curriculum Manager Review		Senior Management Review	
Curriculum Manager	Katie Simpson	Senior Manager	Jayne Price
Role	Assessment and Progress Manager	Role	Vice Principal: Curriculum and Quality
Signature		Signature	
Date	17/06/20	Date	19/06/20

	Term 1	Curriculum Events	Term 2	Curriculum Events	Term 3	Curriculum Events
Key Themes & Knowledge Acquisition	<ul style="list-style-type: none"> • Introduction to the Bistro • Health and Safety • Food Hygiene • Basic presentation of food • Working relationships 	<ul style="list-style-type: none"> • Christmas Fair • MacMillan Coffee Morning 	<ul style="list-style-type: none"> • Food preparation • Customer service • Cooking methods – main meals • Shopping 	<ul style="list-style-type: none"> • Valentine's Day • Spring Fair 	<ul style="list-style-type: none"> • Shopping to a budget • Handling money from customers – customer care • Baking and desserts • Food presentation 	<ul style="list-style-type: none"> • Dog Show

	Term 1	Term 2	Term 3
Core Skills	<ul style="list-style-type: none"> • Handling equipment safely • Understanding the need to wear PPE • Following templates for food presentation • Following recipes • Listening to instructions • Understanding working as part of a team • Understanding the basics of customer service • Using the iPad to tally takings and profit 	<ul style="list-style-type: none"> • Using equipment safely • Following templates for food presentation with increasing independence • Using a recipe • Shopping to a list • Customer service – taking orders with decreasing staff support 	<ul style="list-style-type: none"> • Using equipment with confidence • Food presentation consistently looks like proforma • Recalling steps to a recipe or ability to create a meal independently following a recipe • Preparing and making more complex meals and/or desserts • Shopping to a budget • Customer service – responding to requests

Mathematic Skills

Levels 1 & 2	<ul style="list-style-type: none"> • Read, write and compare costs and charges for stock purchased from the shop • Estimate the gross profit for each product purchased in comparison to meal price 	<ul style="list-style-type: none"> • Analyse customer satisfaction results and determine % of satisfaction • Confirm the gross profit for each product purchased in comparison to meal price 	<ul style="list-style-type: none"> • Calculate the cost of each menu item and determine gross profit • Search for savings to the drink and food shopping costs
Entry Level 3	<ul style="list-style-type: none"> • Mix cleaning products accurately • Sequence cleaning activities • Develop check list to ensure the kitchen is following Food Hygiene standards • Create a daily, weekly, monthly cleaning regime for the kitchen 	<ul style="list-style-type: none"> • Calculate charge and change for customers with minimal support • Follow recipes with minimal support • With support, make a simple meal and plan out the plate • Compile customer satisfaction results 	<ul style="list-style-type: none"> • Estimate how much income the Bistro will take, rounding income down to nearest £ • Organise and represent data to show how successful the previous day's takings have been with support
Entry Level 2	<ul style="list-style-type: none"> • Demonstrate understanding of numerical information from lists • Estimate food requirements for Christmas Fair • Recognise coins and notes 	<ul style="list-style-type: none"> • Undertake recording of temperature and other Better Business recordings and compare results • Use measures to produce or prepare food or items for service • With support, calculate charge and change for customers • With support, measure out ingredients for recipes 	<ul style="list-style-type: none"> • Sort and classify items for stock take • Sort and classify items by due date • Use money when taking orders from customers
Entry Level 1	<ul style="list-style-type: none"> • Understand different weights and measures • Use timer when cooking • Read numerical information from lists • Sort objects 	<ul style="list-style-type: none"> • Read, write, order and compare measurements in recipes • 'Day dot' food items • Follow verbal written instructions / recipes 	<ul style="list-style-type: none"> • Count stock in the kitchen • With support use money when taking orders

Pre-entry	<ul style="list-style-type: none"> Counting Telling the time Recognising money 	<ul style="list-style-type: none"> Measuring using cups and spoons Identifying important times of the day 	<ul style="list-style-type: none"> Counting Checking condiments are full Setting up the Bistro to prepare for order collections
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English Skills

Level 2	<ul style="list-style-type: none"> Respond effectively to questions about the Bistro Express views about the information you research Compare information, ideas and opinions in different text 	<ul style="list-style-type: none"> Collate feedback for comments, compliments and concerns – review for common themes 	<ul style="list-style-type: none"> Use a range of reference material to help develop your ideas Follow complex written instructions and recipes that include catering specific language
Level 1	<ul style="list-style-type: none"> Respond effectively to questions about the Bistro Express views about the information you research Compare information, ideas and opinions in different text 	<ul style="list-style-type: none"> Use appropriate phrases, registers and adapt contributions to take account of audience and purpose Use reference materials to complete tasks 	<ul style="list-style-type: none"> Read and understand cookery terminology for more complex recipes Use punctuation and correct grammar when recording Improve recipes by writing down your changes accurately
Entry Level 3	<ul style="list-style-type: none"> Identify and extract information and detail from straightforward explanations and recipes Make requests and ask concise questions appropriately Follow and understand the main points of a discussion 	<ul style="list-style-type: none"> Identify different purposes of straightforward text Communicate information, ideas and opinions clearly and in a logical sequence 	<ul style="list-style-type: none"> Use appropriate language for purpose and audience Write updates about the Bistro for the newsletter and Facebook updates Listen to and respond appropriately to other points of view

Entry Level 2	<ul style="list-style-type: none"> Identify and extract information and detail from recipes Make requests and ask clear questions appropriately Understand and recall key points from information you read with support When writing, make sure you spell every word correctly 	<ul style="list-style-type: none"> Make requests and ask clear questions appropriately about different aspects of the Bistro When writing, make sure you spell every word correctly and use basic punctuation 	<ul style="list-style-type: none"> Communicate information using words and vocational terms appropriate to audience and purpose Understand and recall key points from information you read with support
Entry Level 1	<ul style="list-style-type: none"> Make requests and ask straight forward questions Respond to questions about specific information Read and follow simple sentences in recipes with support Complete daily diary and reflect with support on what you have done and learned 	<ul style="list-style-type: none"> Make requests and ask straight forward questions Respond to questions about vocational information Read and follow simple sentences in recipes Complete daily diary and reflect with support on what you have done and learned 	<ul style="list-style-type: none"> Follow one or two step verbal instructions Participate in discussion about your performance with staff and peers Follow step-by-step instructions to complete a meal, recalling some if not most steps
Pre-Entry	<ul style="list-style-type: none"> Follow step-by-step verbal instructions to complete a meal Use aids to take orders (symbols, AAC) Follow a visual shopping list 	<ul style="list-style-type: none"> Follow step-by-step verbal instructions to complete a meal Use visual aids to recall steps of routine tasks 	<ul style="list-style-type: none"> Follow step-by-step verbal instructions to complete a meal, recalling some steps Demonstrate familiarity in following Bistro routines

ICT Skills	<ul style="list-style-type: none"> Smart Screen for recipes iPad – to tally up total cost, takings and profit daily iPad – to take customer orders Recording tasks and activities through photos and videos 	<ul style="list-style-type: none"> Recording achievements Reflective diaries Using MS Office to record and present information iPad – to tally up total cost, takings and profit daily iPad – to take customer orders Using ICT to find recipes 	<ul style="list-style-type: none"> Presenting information to a high standard using numerous software Reflective diaries including recording of achievements iPad – to tally up total cost, takings and profit daily iPad – to take customer orders
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PSD	<ul style="list-style-type: none"> • Teamwork including relationship development • Confidence – taking orders • Community – shopping skills • Communication • Independence – learning the task • Active listening 	<ul style="list-style-type: none"> • Teamwork – peer support • Confidence – taking orders with increasing independence • Community – shopping skills, community safety • Communication – with peers and unfamiliar people (orders) • Independence – learning the task with increasing independence 	<ul style="list-style-type: none"> • Teamwork – peer support • Confidence – taking orders independently • Community – shopping skills, community safety, travel training • Communication – community • Independence – transferable skills to the home • Conflict resolution when developing new ways of working
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