



FOOD TECHNOLOGY DEPARTMENT SCHEMES OF WORK



PROJECT: Eat Well Guide / Balance Diet

YEAR: KS3 (8)

OVERALL AIM: To consolidate food skills and develop an understanding of the Eat Well Guide / Balanced Diet.

Term 1	Intent				Implement		Impact	
Lesson No	Concept	Resources	Learning objective	Starter activity	Learning activities	Possible differentiation activities	AFL	Suggested links with school learning policies (Literacy, Numeracy, SMSC, RSE)
1 & 2 140 mins	Introduction to the Eat Well Guide. Develop and consolidate knife and hob skills. To explore what makes a healthy meal looking closely at macronutrients (carbohydrate, protein, fruit and vegetables, dairy and fat)	License to Cook PP. Pupil PP. One touch screen. Recipes. Ingredients. Equipment. Eatwell Guide Poster/display	To know and recognise the five food groups on the Eat well Guide. To start to name the macronutrients and state why they are important in the diet. Carbohydrate Fruit and vegetables To revisit and practise using the bridge and claw grip to make a fruit tart with a glazed finish. Practise using the hob to make a balanced healthy dish.	Discuss the expectations of students. Review key skills the learning journey. Pasta as staple food. Provides energy.	<ul style="list-style-type: none"> Introduce and discuss the Eat Well Guide. Complete the challenge: https://www.foodafactoflife.org.uk/11-14-years/healthy-eating/eat-well/#EC Read through and identify skills within the recipes. (Chicken Pasta & Fruit Tart) Prepare the fruit and vegetables focusing on the claw grip and bridge hold. Practise using the hob safely to cook the pasta. Complete write up. 	<ul style="list-style-type: none"> Varying ability of identifying the food groups on the Eat Well Guide. Individual outcome will be produced allowing teacher support and stretch for more able students. Varying levels of self-reflection. Effective questioning 	YP will be judged on a variety of success criteria including www/Ebi	<p>Numeracy – Weighing and measuring. Literacy – New subject specific terminology (Glaze, Pastry, Dice, Boil) Name equipment (Macronutrient, carbohydrate) ERIC – Reading L.O & recipes. SMSC – Working safely & hygienically in the kitchen. RSE - Working safely & hygienically in the kitchen. CLEAPSS MRAT-133/KNIVES</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
3 & 4 140 mins	Focus on key skills: Use knife skills to cut and prepare food independently. Use the hob - dry heat, fry, and sauté with some support.	Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes	To practise the claw grip and use the hob to fry a tortilla toasty. To independently use the oven to cook rock cakes. To start to name the macronutrients	Recap practical from last lesson. What key skills were used? Q & A on Eat Well Guide. List and explain the main nutrients on the Eatwell guide?	<ul style="list-style-type: none"> Read through and identify the skills within the recipes. (Toasted Tortillas & Rock Cakes) Q & A which skills are being revisited? H & S using the hob and oven. Prepare the vegetables focusing on the claw grip. Practise using the hob safely to fry the tortilla. 	<ul style="list-style-type: none"> Individual outcome will be produced allowing teacher support and stretch for more able students. Varying levels of self-reflection. Effective questioning 	YP will be judged on a variety of success criteria including www/Ebi .	<p>Numeracy – Weighing and measuring dry ingredients. Literacy – New subject specific terminology (Claw grip, fry, rubbing in method) ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating RSE - Working safely & hygienically / Healthy eating CLEAPSS-MRAT-130-Frying pan</p>

	Use the oven independently.		and state why they are important in the diet. Carbohydrate and Fruit and vegetables		<ul style="list-style-type: none"> Follow the recipe for rock cakes and independently set the oven, cooking the cakes for the required time. Wash up and tidy away. Complete write up. Ext: complete quiz https://create.kahoot.it/share/eatwell-guide/3f10b8bd-9947-47a6-bee1-1930f988c273 			<p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
5 & 6 140 mins	<p>Focus on key skills:</p> <p>Use knife skills to cut and prepare food independently.</p> <p>Use the hob - boil, simmer, melt with some support.</p> <p>Use the oven independently.</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p>	<p>To practise using the hob to make soup using the boiling method.</p> <p>To recognise that bread is a carbohydrate and be able to use the oven safely to cook dough balls.</p> <p>To start to name the macronutrients and state why they are important in the diet. Vegetables</p>	<p>Recap practical from last lesson.</p> <p>What key skills were used?</p> <p>Q & A on Eat Well Guide.</p> <p>Where does our energy come from?</p>	<ul style="list-style-type: none"> Read through and identify the skills within the recipes. (Tomato Soup & Garlic Dough Balls) Q & A which skills are being revisited? H & S using the hob and oven. Prepare the vegetables using the knife skills used previously. Practise using the hob safely to boil / simmer the vegetables for the soup. Follow the recipe for dough balls and independently set the oven, cooking the bread for the required time. Wash up and tidy away. Complete write up. Ext: complete quiz https://create.kahoot.it/details/review-of-the-eat-well-guide/56104165-e9cc-40e5-94dc-bc4035b6f215 	<ul style="list-style-type: none"> Individual outcome will be produced allowing teacher support and stretch for more able students. Varying levels of self-reflection. Effective questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p>	<p>Numeracy – Weighing and measuring liquid. Literacy – New subject specific terminology (Boiling, blend, yeast, knead) ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating RSE - Working safely & hygienically / Healthy eating CLEAPSS</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

Term 2	Intent				Implement		Impact	
Lesson No	Concept	Resources	Learning objective	Starter activity	Learning activities	Possible differentiation activities	AFL	Suggested links with school learning policies (Literacy, Numeracy, SMSC, RSE)
9 & 10 (140 mins)	<p>Focus on key skills:</p> <p>Use the oven safely with support.</p> <p>Modify a yeast-based recipe.</p> <p>Adapt a recipe to make either a sweet or savoury dish.</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p>	<p>To modify a yeast-based recipe creating a bread-based pizza.</p> <p>To adapt a recipe to make a savoury dish sweet.</p> <p>To start to name the macronutrients and state why they are important in the diet. Carbohydrate</p>	<p>Go through progress report in E-folios.</p> <p>Reflect on skills learnt in previous term – complete pupil comments.</p>	<ul style="list-style-type: none"> Read through and identify the skills within the recipes. (Pizza & Sweet dough balls) Q & A which skills are being revisited? H & S using the oven. Weigh out and make the dough for the pizza. Prepare the toppings and assemble ready for cooking. Follow the recipe for dough balls and independently set the oven, cooking the bread / pizza for the time set. Wash up and tidy away. Complete write up. Ext: complete quiz. https://create.kahoot.it/details/bread/cb71ee3e-a452-4417-b19d-177beae504f3 	<ul style="list-style-type: none"> Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. Effective questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p>	<p>Numeracy – Weighing, measuring, division and time. Literacy – New subject specific terminology (Yeast, Knead, Dough, Glaze)) ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating RSE - Working safely & hygienically / Healthy eating CLEAPSS</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
11&12 (140 mins)	<p>Focus on key skills:</p> <p>Make a sauce or a marinade.</p> <p>Test to check if meat/fish is cooked correctly with support.</p> <p>Portion and divide equally. Roll out pastry or dough and use a cutter.</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p>	<p>To be able to recognise when meat is cooked thoroughly and revisit making a tomato sauce</p> <p>To start to name the macronutrients and state why they are important in the diet. Protein</p> <p>To use the creaming method to make shortbread.</p>	<p>Recap practical from last lesson.</p> <p>What key skills did we use?</p>	<ul style="list-style-type: none"> Read through and identify the skills within the recipes. (Meatballs and spaghetti) Q & A which skills are being revisited? H & S using the hob to fry the meatballs, sauté the vegetables, boil the pasta, and use the hand blender to make the sauce. Follow the recipe, 3 different components to make 1 dish, monitor and time cooking carefully. Wash up and tidy away. Complete write up. Read together L.O. and recipe for shortbread, - Q & A. Identify key skills, and revisit of; rolling out. Identify the equipment & ingredients used in making shortbread. Discuss and demo the creaming method. Q & A, why sieve the flour? 	<ul style="list-style-type: none"> Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. Effective questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p>	<p>Numeracy – Weighing, measuring, time. Literacy – New subject specific terminology (Simmer, Blend) ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating RSE - Working safely & hygienically / Healthy eating CLEAPSS</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

					<ul style="list-style-type: none"> • Make the shortbread. • Wash and tidy up. 			
13&14 (140 mins)	<p>Focus on key skills:</p> <p>Create a dish for a celebration.</p> <p>Use the oven independently.</p> <p>Prepare, combine, and shape ingredients to equal sizes.</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p>	<p>To be able to combine the spice ginger to make a biscuit for a festive celebration.</p> <p>To use short crust pastry to make mince pies.</p> <p>To start to name the macronutrients and state why they are important in the diet. Fat</p>	<p>Recap practical from last lesson.</p> <p>What key skills did we use?</p>	<ul style="list-style-type: none"> • Read through and identify the skills for gingerbread. • Q & A which skills are being revisited? • H & S using the oven. • Make the gingerbread. • Wash and tidy up. <ul style="list-style-type: none"> • Read through, identify the skills for mince pies. • Q & A which skills are being revisited? • Discuss why important to cut base bigger than top. • Make the mince pies. • Wash and tidy up. • Complete write up. 	<ul style="list-style-type: none"> • Individual YP will be making their product allowing teacher support and stretch for more able students. • Varying levels of self-reflection. • Effective questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p>	<p>Numeracy – Weighing, measuring, time. Literacy – New subject specific terminology (Spice, Rubbing in, Pastry, Pie vents) ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating RSE - Working safely & hygienically / Healthy eating CLEAPSS</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

Term 3	Intent				Implement		Impact	
Lesson No	Concept	Resources	Learning objective	Starter activity	Learning activities	Possible differentiation activities	AFL	Suggested links with school learning policies (Literacy, Numeracy, SMSC, RSE)
15 & 16 (140 mins)	<p>Focus on key skills:</p> <p>Use the hob - boil, simmer, melt with some support.</p> <p>Use the grill with support.</p> <p>Use the creaming or all in one method to make cakes.</p> <p>Make a reduced sugar healthy snack.</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p> <p>Remote learning: Live well/ Eatwell ppt Planet Food ppt Wordwall</p> <p>How to manage your food with food https://www.youtube.com/watch?v=CSHO9VdVRfg</p>	<p>To practice combining cooking methods with some support to make one dish.</p> <p>To make a high energy slow-release healthy snack.</p> <p>To start to name the macronutrients and state why they are important in the diet. Carbohydrate in oats</p>	<p>Go through progress report in E-folios.</p> <p>Reflect on skills learnt in previous term – complete pupil comments.</p>	<ul style="list-style-type: none"> Read and identify the skills within the recipes. (Pasta Fiorentina) Q & A which skills are being revisited? H & S using the grill and hob. Prepare the ingredients for the sauce and cook the pasta. With support use the grill. Read and identify the skills within the recipes. (Honey Flapjacks) Revisit all in one method, discuss reduced sugar. Follow recipe and bake. Wash up and tidy away. Complete write up. 	<ul style="list-style-type: none"> Individual YP will be making their product allowing teacher support and stretch for more gifted students. Varying levels of self-reflection. Effective questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p>	<p>Numeracy – Weighing, measuring, division and time.</p> <p>Literacy – New subject specific terminology (Grill, Boil, High energy, Slow release)</p> <p>ERIC – Reading L.O. & recipes.</p> <p>SMSC – Working safely / Healthy eating/ Food for mental well being.</p> <p>RSE - Working safely & hygienically / Healthy eating</p> <p>COVID 19: Follow safe practices.</p> <p>CLEAAPS-Guidance for Covid 19</p> <p>HCS – Policies re Covid 19</p>
17 & 18 (140 mins)	<p>Focus on key skills:</p> <p>Make a sauce or a marinade</p> <p>Test to check if meat/fish is cooked correctly with support.</p> <p>Portion and divide equally. Roll out pastry or dough and use a cutter</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p> <p>Remote learning: Live well/ Eatwell ppt Planet Food ppt Wordwall</p>	<p>To include a range of different vitamins in one dish.</p> <p>To be more able to name the macronutrients and state why they are important in the diet.</p> <p>To practice handling pastry.</p>	<p>Recap practical from last lesson.</p> <p>What key skills did we use?</p>	<ul style="list-style-type: none"> Read and identify the skills within the recipes. (Chow Mein) Q & A which skills are being revisited? H & S preparing raw meat and using the hob. Prepare the ingredients and use the hob to sauté / fry. Read and identify the skills within the recipes. (Fruit Filo Parcels) Revisit sugar alternatives how has recipe been modified. Follow recipe and set. Wash up and tidy away. Complete write up. 	<ul style="list-style-type: none"> Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. Effective questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p>	<p>Numeracy – Weighing, measuring, division and time.</p> <p>Literacy – New subject specific terminology (Vitamins, Marinade, Honey, Modify)</p> <p>ERIC – Reading L.O. & recipes.</p> <p>SMSC – Working safely / Healthy eating</p> <p>RSE - Working safely & hygienically / Healthy eating</p> <p>COVID 19: Follow safe practices.</p> <p>CLEAAPS-Guidance for Covid 19</p> <p>HCS – Policies re Covid 19</p>

<p>19 & 20 (140 mins)</p>	<p>Focus on key skills: Test to check if meat/fish is cooked correctly with support. Make a savoury dish that contains the 5 food groups. Evaluate the dish and show areas for future development. Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes Remote learning: Live well/ Eatwell ppt Planet Food ppt <u>Wordwall</u></p>	<p>To understand that using vegetables will reduce the calorie content of the dish and make it healthier. To revisit and develop cake making skills. To be able to name the macronutrients and state why they are important in the diet. Fat</p>	<p>Recap practical from last lesson. What key skills did we use?</p>	<ul style="list-style-type: none"> • Read through and identify the skills within the recipes. (Fajitas) • Q & A which skills are being revisited? • Revisit preparing raw meat and using the hob. • Prepare the ingredients and use the hob to sauté / fry. • Read through and identify the skills within the recipes. (Butterfly cakes) • Follow recipe and bake. • Decorate once cooled. • Wash up and tidy away. • Complete write up. 	<ul style="list-style-type: none"> • Individual YP will be making their product allowing teacher support and stretch for more able students. • Varying levels of self-reflection. • Effective questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p>	<p>Numeracy – Weighing, measuring, division and time. Literacy – New subject specific terminology (Fajitas, Food groups, Develop, Evaluate) ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating RSE - Working safely & hygienically / Healthy eating COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
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Term 4	Intent				Implement		Impact	
Lesson No	Concept	Resources	Learning Objective	Starter Activity	Learning Activity	Possible differentiated Activity	AFL	Suggested links with school learning policies (Literacy, numeracy, SMSC and RSE)
21 & 22 (140 mins)	<p>Focus on key skills</p> <p>To continue to explore what makes a healthy meal, looking closely at micro-nutrients. (vitamins and minerals)</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes BNF PowerPoint on vitamins and minerals</p> <p>Remote learning: Live well/ Eatwell ppt Planet Food ppt Wordwall</p>	<p>To combine cooking methods to create a healthy meal</p> <p>To start to name the micronutrients and state why they are important in the diet. Calcium (mineral)</p> <p>Science protein coagulation</p>	<p>Go through progress report in folios</p> <p>Recap practical from last lesson.</p> <p>What key skills did we use?</p>	<ul style="list-style-type: none"> Read through and identify skills within the recipes. (Sausage Pasta bake and pancakes) Q & A which skills are being revisited? Where might you find calcium in the ingredients provided. Why is calcium important in the diet? H and S safe use of knife, hob and other small equipment. Follow instructions for both recipes working independently were possible. Mindful of working safely and hygienically. Observe teacher demonstration of cooking pancakes to secure correct technique. Serve both dishes and present for assessment. Use Explore Food to analyse the nutritional content of ingredients used. Wash up and tidy away. Complete write up. 	<ul style="list-style-type: none"> Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. What ingredients could you add to make your pasta richer in vitamins and minerals. Effective questioning Differentiated Literacy mat for sensory evaluation. Sentence starters. 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p> <p>Oral feedback</p> <p>Photograph work</p> <p>Set targets to develop next time.</p>	<p>Numeracy – Weighing, measuring, division and time. Literacy – New subject specific terminology (protein, coagulation, calcium, mineral, batter, sweet, toppings, Food groups, Develop, Evaluate) ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating RSE - Working safely & hygienically / Healthy eating ICT –using Food Explore to research nutritional analysis of recipe.</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
23 & 24 (140 mins)	<p>Focus on key skills</p> <p>To continue to explore what makes a healthy meal, looking closely at micro-nutrients. (vitamins and minerals)</p> <p>Knead and make a dough.</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p> <p>Remote learning: Live well/ Eatwell ppt. Planet Food ppt Wordwall</p>	<p>To make and develop a homemade burger.</p> <p>To start to name the micronutrients and state why they are important in the diet. Iron (mineral)</p> <p>To learn the skill of glazing giving a high finish to a bake</p>	<p>Recap practical from last lesson.</p> <p>What key skills did we use?</p> <p>Recall the need for protein and carbohydrate.</p>	<ul style="list-style-type: none"> Read through and identify skills within the recipes (Homemade burgers and wedges) Q & A which skills are being revisited? Where might you find iron in the ingredients provided? Why is iron important in our diet? Where do Vegetarians get iron from in their diet? H and S cross contamination between raw and uncooked food. 	<ul style="list-style-type: none"> Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. How healthy is the burger check your findings on Explore Food, for nutritional analysis? How much iron does it contain? Effective questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p> <p>Oral feedback.</p> <p>Photograph work</p> <p>Set targets to develop next time</p>	<p>Numeracy – Weighing, measuring, division and time. Literacy – New subject specific terminology (knead and yeast, iron, mineral Food groups, Develop, Evaluate) ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating/ Fibre February RSE - Working safely & hygienically / Healthy eating</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

	<p>Use a glaze to give a high finish on pastry or bread.</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources Fibre February https://fabflour.co.uk/fab-nutrition/fibre/fibrebruary/</p>				<ul style="list-style-type: none"> Wash and cut the potato into wedges. Bake in the oven. Make burgers by combining ingredients together, shape to size. Wash hands after handling raw meat. Check meat is cooked thoroughly. Use sensory descriptive words to describe flavour, aroma, texture, and appearance. Wash up and tidy away. Complete write up. <ul style="list-style-type: none"> Read L.O. for Easter Biscuits Identify new key skills and skills revisited. Q & A H & S using the oven. Follow the recipe, prepare, and cook. Wash up and tidy away. Complete write up. 			
<p>25 & 26 (140 mins)</p>	<p>Focus on key skills</p> <p>Portion and divide equally.</p> <p>Test to check if meat / fish is cooked</p> <p>Appreciate the history and reason why Christians celebrate Easter.</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p> <p>Remote learning: Live well/ Eatwell ppt Planet Food ppt <u>Wordwall</u></p>	<p>To revisit the importance of how to portion meat equally, making sure it cooks evenly.</p> <p>To be able to make a homemade treat for a celebration</p>	<p>Recap practical from last lesson.</p> <p>What key skills did we use?</p>	<ul style="list-style-type: none"> Read L.O. for chicken nuggets. Read through recipe together. Identify new key skills and skills being revisited. Discuss adding spice and making the recipe their own design. Revisit preparation skills and cooking methods to be used. Q & A H & S preparing raw meat, - look at contamination and importance of coloured chopping boards. Prepare ingredients and use the hob for cooking. Wash up and tidy away. <ul style="list-style-type: none"> Read through and identify skills within the recipes (Hot cross cookies) Q & A which skills are being revisited? Hand S use of oven-wear oven gloves. 	<ul style="list-style-type: none"> Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. Are there any micronutrients missing from the dish? Discussion and analysis of what micronutrients are present in dishes made and why the body needs them. Effective questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p> <p>Oral feedback</p> <p>Photograph work</p> <p>Set targets to develop next time</p>	<p>Numeracy – Weighing, measuring, division and time. Literacy – New subject specific terminology (knead and yeast) Food groups. Easter. Festival ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating. Spiritual Easter festival. RSE - Working safely & hygienically / Healthy eating</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

					<ul style="list-style-type: none">• Question pupil's knowledge about Easter.• Follow the recipe, prepare, and cook.• Wash up and tidy away.• Complete write up.• Wash up and tidy away.• Complete write up.			
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Term 5	Intent				Implement		Impact	
Lesson No	Concept	Resources	Learning Objective	Starter Activity	Learning Activities	Possible differentiated Activities	AFL	Suggested links with school learning policies (Literacy, numeracy, SMSC and RSE)
27 & 28 (140 mins)	<p>Focus on Key skills</p> <p>Understand that pastry and scone mixture can be made sweet or savoury.</p> <p>To continue to explore what makes a healthy meal, looking closely at micro-nutrients. (vitamins and minerals)</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p> <p>Remote learning: Live well/ Eatwell ppt Planet Food ppt Wordwall</p>	<p>To be able to adjust a recipe to make a sweet or savoury dish</p> <p>To revisit and use the rubbing in method to create scones.</p> <p>Carefully form and shape a dough.</p> <p>To start to name the micronutrients and state why they are important in the diet. Vitamin C</p>	<p>Go through progress report in e-folios</p> <p>Recap practical from last lesson.</p> <p>What key skills did we use?</p>	<ul style="list-style-type: none"> Read through and identify skills within the recipes (Scones and pizza wheels) Q & A which skills are being revisited? H and S safe use of oven: use oven gloves Preheat the oven and remind pupils to wear gloves. Demonstrate the rubbing in method, forming a soft dough, rolling out and cutting out dough to make scones. Circulate pupils supervise accuracy of weighing and measuring and processes as above. Bake scones Follow recipe to make pizza wheels. Continue same method of rubbing in to make pastry. Demonstrate how to fill and shape pizza wheels. Q and A What other ingredients could be used? How can the recipe be modified? Present food products for assessment. Discuss flavour, texture, aroma and appearance. Tidy up and clear away. Complete evaluation writes up. 	<ul style="list-style-type: none"> Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. Effective use of questioning. Can modify recipe by making it healthier-how? Example wholemeal flour to add more fibre, use different types of fruit e.g., figs, apricots. Record nutritional profile using Explore Food. 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p> <p>Oral feedback</p> <p>Photograph of completed work. Oral feedback</p> <p>Photograph work</p> <p>Set targets to develop next time</p>	<p>Numeracy – Weighing, measuring, division and time.</p> <p>Literacy – New subject specific terminology (rubbing in method, dough, Food groups, sweet, savoury, Develop, Evaluate)</p> <p>ERIC – Reading L.O. & recipes.</p> <p>SMSC – Working safely / Healthy eating Inspiration from Italian recipes for pizza wheels.</p> <p>RSE - Working safely & hygienically / Healthy eating</p> <p>ICT record nutritional profile of recipes on Explore Food website</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
29 & 30	Focus on key skills	Licence to Cook PP.	To practice handling raw fish	Recap practical from last lesson.	<ul style="list-style-type: none"> Read through and identify skills within the 	<ul style="list-style-type: none"> Individual YP will be making their product allowing 	YP will be judged on a variety of success	Numeracy – Weighing, measuring, division and time.

<p>(140 mins)</p>	<p>To continue to explore what makes a healthy meal, looking closely at micro-nutrients. (vitamins and minerals)</p> <p>Use the oven safely with support.</p> <p>Use the creaming or all in one method to make cakes</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Pupil PP. One touch screen. Equipment Ingredients Recipes Oven gloves</p> <p>Food choice ppt</p> <p>Remote learning: Live well/ Eatwell ppt Planet Food ppt Wordwall</p>	<p>by making homemade fish fingers and chips.</p> <p>To start to name the micronutrients and state why they are important in the diet. Vitamin D</p> <p>What is the function of sodium/salt in the diet and recommended values?</p> <p>To revisit making a cake using the creaming method to share for a celebration.</p>	<p>What key skills did we use?</p> <p>Look at the average portion size for fish, meat, eggs, seeds or nuts, pulses and cereal.</p> <p>Why is it important to reduce our salt intake?</p>	<p>recipes (Chunky fish fingers and chips)</p> <ul style="list-style-type: none"> • Q & A which skills are being revisited? • H and S use of Sharpe knife, use of oven. • Reflecting on what has been learned state what are the main needs for adolescents when planning a meal? • Clean, peel, cut, slice potatoes into chips. Claw and bridge hold. • Explain how to coat fish with breadcrumbs, herbs spices, batter etc. • Carefully follow instruction on recipe allow pupils to express their own ideas to adapt or modify if able. • Cook main meal being mindful of calculating the cooking times. • Discuss keeping food warm and serving hot food on warm plates. • Present and serve main meal for assessment. • Wash up and tidy away. • Complete write up. • Read L.O. for Victoria Sponge • Identify the skills revisited. • Q & A H & S using the oven. • Weigh out the ingredients • Cream the butter and sugar. • Add the egg and mix well. • Sieve in the flour. • Bake. • Once cool adding jam and assemble. • Dust with icing sugar. • Wash up and tidy away. 	<p>teacher support and stretch for more able students.</p> <ul style="list-style-type: none"> • Varying levels of self-reflection. Preparing fish safely knowing risks from bacteria. What are the main nutrients in this dish? What are the benefits of using herb, spices, and other flavours? • Effective use of questioning 	<p>criteria including www/Ebi.</p> <p>Oral feedback</p> <p>Photograph work</p> <p>Set targets to develop next time.</p>	<p>Use units of measure micrograms and milligrams for vitamins</p> <p>Literacy – New subject specific terminology (cost bake, Food groups, Develop, Evaluate. Salt, sodium types of fish</p> <p>ERIC – Reading L.O. & recipes.</p> <p>SMSC – Working safely / Healthy eating, sustainable fishing. Food choice. Food Schools Standards.</p> <p>RSE - Working safely & hygienically / Healthy eating</p> <p>COVID 19: Follow safe practices.</p> <p>CLEAAPS-Guidance for Covid 19</p> <p>HCS – Policies re Covid 19</p>
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<p>31 & 32 (140 mins)</p>	<p>Focus on key skills</p> <p>Focus on sweet treats as to be eaten in moderation. Discuss importance of keeping teeth clean and dental hygiene.</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes BNF video clips on lips, fats and proteins.</p> <p>Remote learning: Live well/ Eatwell ppt Planet Food ppt</p> <p><u>Wordwall</u></p>	<p>To revisit and develop baking skills to create a dish from a different culture.</p> <p>To revisit and use the creaming method to make cookies and explore the different flavourings.</p> <p>To understand how many recipes can be adapted for vegetarian needs and introduce pupils to importance of amino acids in diet.</p> <p>Science protein coagulation</p>	<p>Recap practical from last lesson.</p> <p>What key skills did we use?</p> <p>How many different uses of eggs can you think of in cooking?</p>	<ul style="list-style-type: none"> • Complete write up. • Read through and identify skills within the recipes (Frittata and cookies) • Q & A which skills are being revisited? • Discuss the functions of, eggs, flour and fats. Describe the functions of eggs in cooking and important of protein in the diet. • H and S use of hob, use of oven. Checking eggs are fully cooked. • Prepare the vegetables, beat the eggs and following instructions for making the frittata. • Discuss serving with a salad to balance the meals nutritional value. • Demonstrate how to make cookies, let pupils work independently and support as required. • Present work for assessment. Discuss texture, aroma, appearance, and taste. • Use nutritional analysis Explore Food to analyse the nutritional profile of each product. • Wash up and tidy away • Complete write up. 	<ul style="list-style-type: none"> • Individual YP will be making their product allowing teacher support and stretch for more able students. • Varying levels of self-reflection. Can you reduce the fat and sugar content of the cookie recipe? How can you increase fibre in the cookie recipe? Can you think of other filling ingredients that could be used in frittata? • Can you think of other ingredients that can be served with finished frittata? • Effective use of questioning 	<p>YP will be judged on a variety of success criteria including www/Ebi.</p> <p>Oral feedback</p> <p>Photograph work</p> <p>Set targets to develop next time.</p>	<p>Numeracy – Weighing, measuring, division and time. Literacy – New subject specific terminology (whisk, defrost, creaming method, Food groups, Develop, Evaluate) ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating. Healthy Eating Week - June RSE - Working safely & hygienically / Healthy eating/ dental hygiene</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
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