



ASDAN Food Wise SCHEMES OF WORK



Module 2B3 PRACTICAL COOKING/Food Safety Focus

Do a selection of recipes in School or the Unit over ten weeks.

As part of the task show that you can follow the correct safety procedures when handling food.

You should demonstrate that you have:

a) maintained personal hygiene, b) followed correct cleaning procedures c) stored, handled and disposed of food correctly.

*** All lessons follow the schools risk assessment with detail links to Barnardo's, COSSH, and CLEAPSS guidance: [CLEAPSS](#)**

	Intent				Implementation		Impact	
Lesson Number	Concept	Resources	Learning Objective	Starter Activity	Learning Activities	Possible differentiation Activities	AFL	Suggested links with school learning
1 140 minutes	Introduction to Food Safety in the home. Make Sausage, mash and carrot gravy. Missing pupils: Remote learning Activities	Food Safety 2B3 PPT Recipes Ingredients Equipment FFL contamination and spoilage ppt/ and accompanying worksheet FFL Food poisoning - sources, signs and symptoms presentation	Know why it is important to wash hands. Learn how cross contamination can happen. Report any illnesses. Environmental health officer. Protective clothing to be worn and key times to wash hands and general importance of personal hygiene.	Discuss expectations for the project. What are the three most common types of food poisoning and which foods carry them?	Watch Future Chef video: Bacteria Bite Business How does food poisoning happen? Define what Pathogenic bacteria is? Read recipe and allow pupils freedom to organise themselves and kitchen with good practice set up. List seven things food handlers must do to make sure they are hygienic and safe in the kitchen. H and S use of hob, safe use of vegetable peeler and chef's knife. Discuss cooking sausages to make healthier- grilling. Investigate and understand through discussion sauce making from roux to gravy. Read through and identify skills within the recipe.	Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Set targets to develop next time.	Numeracy: proportion Literacy. Use of literacy mat. Use subject specific terminology. Contamination, environmental health officer. Eric Read recipe Display signs SMSC Working safely and hygienically in the kitchen. Buying local produce verses imported. Quality control checks. Organic. Safe food purchasing. RSE - CLEAPSS

	Food poisoning ppt	Remote learning: Starting out ppt			Revisit the bridge hold and claw grip preparing the ingredients. Practice using the hob independently cooking potatoes, sausages and gravy. Practice time management ensuring the components come together at the right time. Demonstrate you are following food hygiene procedures Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation. Dispose of waste food environmentally. Complete write up on Pupil PowerPoint.	<u>Key words</u> Bacteria Cross contamination Food poisoning		-MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
2 (140 mins)	Ongoing food safety in the home. Mini Pavlovas Missing pupils: Remote learning Activities Food poisoning ppt	Food Safety PPT Recipes Ingredients Equipment FFL contamination and spoilage ppt/ and accompanying worksheet Food poisoning - sources, signs and symptoms presentation Remote learning: Future chef 4'c booklet	Types of food poisoning outlined and categorised into physical, chemical and bacterial. Consequences for food handlers if there is a food poisoning case. Understand there are laws in place to protect people. Case examples provided.	Display examples of possible food hazards into groups of chemicals, physical and bacterial. List some food poisoning symptoms.	What four conditions do Bacteria like to grow in? How do we stop bacteria growing in food? What other hazards do we encounter? What is food spoilage? H and S use of electrical hand whisk, use of oven. Read through and identify skills within the recipe. Revisit separating eggs and how to use electric whisk to create meringue mixture. Practice using the electric whisk to make stiff peaks. Don't over beat or will have to start again. Practice time management ensuring the components come together at the right time. Demonstrate you are following food hygiene procedures Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation.	Circulate room and guide pupils learning as required by questing recapping or reminding key points of learning Describe what conditions bacteria need to grow? Give examples of controls to reduce food poisoning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Research different types of cold desserts children prefer. Analyse research undertaken. Varying levels of self-reflection.	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Set targets to develop next time.	Numeracy: size, shape temperature, thermometer Literacy. Use of literacy mat. Use subject specific terminology. Aeration, soft peaks, finish Eric Read recipe SMSC Working safely and hygienically in the kitchen. Buying local produce verses imported. Quality control checks. Organic. Safe food purchasing. Free range, availability, farm assured RSE- CLEAPPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob)

			<p>Skills: Using electric whisk. Separating eggs Baking Using piping bag Fruit preparation Decorating</p>		Dispose of waste food environmentally. Complete write up on Pupil PowerPoint.	Effective questioning		<p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
3 (140 mins)	<p>Ongoing food safety in the home.</p> <p>Fish, chips and peas and tartar sauce</p> <p>Missing pupils: Remote learning Activities</p>	<p>Food Safety PPT 2B3 Recipes Ingredients Equipment FFL Food poisoning ppt/ and accompanying work sheet 14-16 yrs.</p> <p>Food poisoning - sources, signs and symptoms presentation Watch: Food Safety - bacteria</p> <p>Remote learning: FFL Spot the hazards activity sheet</p>	<p>Practice safe processes following HACCP critical control points. Name some common hazards in the kitchen. Demonstrate an understanding of where things can go wrong and how to avoid them. Introduce to food storage temperatures fridge0-5c for fish. Investigate the effects of chilling.</p> <p>Skills: Use of knife- claw and bridge hold. Use of peeler Sauce making Frying Baking Simmering</p>	<p>Recap what are the symptoms of food poisoning? What action are you required to take in food premises?</p> <p>Explore how to reduce bacterial growth-refrigeration.</p>	<p>Explain what cross-contamination is and when it could occur? What is red, green, yellow, blue and white chopping boards for? Play Crazy kitchen: https://www.foodstandards.gov.scot/interactives/crazy-kitchen Together find and discuss hazards. H and S hot oil, use of hob, safe use of knife, blue chopping board-cross contamination. Read through and identify skills within the recipe. Revisit possible cross contamination handling fish. Prepare fish, if coating remember principles, flour, egg, coating. Revisit making a batter for fish. Practice knife skills to prepare potatoes for chips. Demonstrate how to make tartar sauce. Practice time management ensuring the components come together at the right time. Demonstrate you are following food hygiene procedures Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation. Dispose of waste food environmentally. Serve for photographing and peer assessment.</p>	<p>Circulate room and guide pupils learning as required by questing recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. What other sauces can be served with chips? Varying levels of self-reflection. Effective questioning</p> <p>Key Words Hazards Control Low risk area High risk foods</p>	<p>Teacher observation Questioning Photographs WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work.</p> <p>Set targets to develop next time.</p>	<p>Numeracy shape, quantities, quotas, temperature, ratio. Literacy. Use of literacy mat. Use subject specific terminology. Mix, tarter, sauce, storage, hazard, control, risk. Eric Read recipe SMSC Working safely and hygienically in the kitchen. Ethical fishing. Marine Stewardship Council. RSE- CLEAPPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19</p>

					Complete write up on Pupil PowerPoint.			HCS – Policies re Covid 19
4 (140 mins)	Ongoing food safety in the home. Chocolate Mousse Missing pupils: Remote learning Activities	Food Safety PPT Recipes Ingredients Equipment FFL Food poisoning ppt/ and accompanying work sheet 14-16 yrs. Remote learning: FFL Food Poisoning quiz 14-16 yr.	Compare a bought chocolate mousse to homemade version. Name the several types of bacteria. Understand how to be safe using eggs. Name most common pathogens bacteria: salmonella, staphylococcus, bacillus, E. coli <u>Skills</u> Mixing Blending Styling Quality checks	Look at types of eggs free range etc. Quality control checks involved in Farm assured quality mark.	How does preservation ensure a longer shelf life? If we change the condition food, is it can help to remove preserve it. Discuss Drying, freezing, packaging, pickling, jamming, salting. Read through and identify skills within the recipe. Revisit separating eggs and how to use electric whisk to create soft peaks mixture. Demonstrate how to make a mousse including setting agents. Practice using the electric whisk to make soft peaks. Don't over beat or will have to start again. Add other ingredients. Practice time management ensuring the components come together at the right time. Set in the refrigerator. Serve in attractive dish, photograph and assess products completing comparison. Compare to a processed version of mousse. Demonstrate you are following food hygiene procedures. Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation. Dispose of waste food environmentally. Complete write up on Pupil PowerPoint.	Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning <u>Key Words</u> Salmonella Staphylococcus E. coli	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Set targets to develop next time.	Numeracy- measure proportion. Literacy. Use of literacy mat. Use subject specific terminology. Mousse, gelatine, set. Eric Read recipe SMSC Working safely and hygienically in the kitchen. Animal welfare. Use by date/food safe to eat? RSE CLEAPPSS MRAT-131-(Food Handling) MRAT-132 (Hob) MRAT-128 (Storing food at low temperatures) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
5 (140 mins)	Ongoing food safety in the home.	Food Safety PPT Recipes Ingredients Equipment	Know what micro-organisms need to grow.	Discuss how checks are important Use by dates Best before date High Risk Food	What is due diligence? Explain to pupils what a hazard can be. Question pupils to name common potential hazards.	Circulate room and guide pupils learning as required by questioning recapping or	Teacher observation Questioning Photographs WWW and EBI	Numeracy portion, dividing, ratio Literacy. Use of literacy mat. Use subject specific terminology.

	<p>Sweet and sour pork</p> <p>Missing pupils: Remote learning Activities</p>	<p>FFL Food poisoning ppt/ and accompanying work sheet 14-16 yrs. FFL Food Safety and the law https://www.foodfactoflife.org.uk/14-16-years/cooking/food-safety/</p>	<p>Demonstrate safe routine for preventing microbiological hazards. Research freezing, chilling, and preserving.</p> <p><u>Skills:</u> Cooking rice by ratio Frying Serving Presenting</p>	<p>Understand the risks involved in cooking and reheating rice.</p>	<p>Read through and identify skills within the recipe. H and S cooking rice safely. Revisit using correct chopping board to prepare meat, Practice knife skills to prepare vegetables. Demonstrate how to make sauce. Practice time management ensuring the components come together at the right time. Serve meal attractively and assess according to needs, Demonstrate you are following food hygiene procedures Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation. Dispose of waste food environmentally. Complete write up on Pupil PowerPoint.</p>	<p>reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Question pupils on risks involved with using and cooking rice. Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Warmth Time Moisture Food HACCP</p>	<p>Oral feedback Photograph work. Set targets to develop next time.</p>	<p>Chilling, preserving, risk, danger, Eric Read recipe SMSC Working safely and hygienically in the kitchen. Fibre February. Danger Zone RSE- safe disposal of food. CLEAPPSS MRAT-131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
<p>6 (140 mins)</p>	<p>Ongoing food safety in the home. Chicken chasseur with sauté potatoes and mixed salad.</p>	<p>Food Safety PPT 2B3 Recipes Ingredients Equipment FFL Safe food storage work sheet FFL Principles of home food preservation ppt. Worksheet and quiz 14-16 yrs. https://www.foodfactoflife.org.uk/14-16-</p>	<p>Understand the rules for safe storage of several types of food. Know the correct temperature for fridge and freezer. Freezer - 18c Discuss cold storage, thawing food, heat processing, Cooling food, reheating food and hot holding.</p>	<p>Explain Sell by and best before dates. Revisit food considerations to keep food safe for consumers.</p>	<p>Describe the temperature of a domestic freezer? When is food frozen explain what happens? Describe safe temperature of fridge? When is food chilled what happens to bacteria? What essential rules need to be followed when reheating food? How do you use a temperature food probe? Discuss delivery or shopping for food products. Discuss stock rotation: First in First out. Work through the important tips for keeping food safe in a fridge. Why</p>	<p>Circulate room and guide pupils learning as required by questing recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning</p>	<p>Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Set targets to develop next time.</p>	<p>Numeracy- ratio Literacy. Use of literacy mat. Use subject specific terminology campylobacter Eric Read recipe SMSC Working safely and hygienically in the kitchen. Food storage requirements. RSE CLEAPPSS MRAT-131-(Food Handling) MRAT-130 (Frying) MRAT-133 (knives) MRAT-132 (Hob)</p>

	Missing pupils: Remote learning Activities	years/cooking/food-safety/	<p><u>Skills</u></p> <p>Frying Cleaning Drying using salad spinner.</p>		<p>should you never put hot food in a fridge?</p> <p>Demonstrate you are following food hygiene procedures Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation. Dispose of waste food environmentally. Complete write up on Pupil PowerPoint.</p>	<p><u>Key Words</u> Danger Zone Reheating</p>		<p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
7 (140 mins)	<p>Ongoing food safety in the home.</p> <p>Chicken Enchiladas</p> <p>Missing pupils: Remote learning Activities</p>	<p>Food Safety PPT 2B3 Recipes Ingredients Equipment FFL Safe food storage work sheet FFL Principles of home food preservation ppt. Worksheet and quiz 14-16 yrs. https://www.foodfactoflife.org.uk/14-16-years/cooking/food-safety/</p>	<p>Be able to name some common pests e.g., rodents, insects, birds. Know how to prevent problems from pests. Know how to report any pest problem and responsibilities to check building and storage of food.</p> <p><u>Skills</u></p> <p>Frying Knife Skills</p>	<p>Look at the different ways pests can enter premises and the home use questioning to explore how to protect and avoid such eventualities.</p> <p>Look at how to dispose of waste safely-composting.</p> <p>Cleaning before disposing.</p>	<p>Name some common pests? Rodents, birds and insects. Explain how pests pick up bacteria from living conditions. Follow good practice to prevent contamination. Ask pupils to describe some measures e.g., covering food, checking packaging etc. Read through and identify skills within the recipe. H and S use of knives, checking meat is cooked, Revisit the bridge hold and claw grip preparing the ingredients. Practice using the hob independently cooking chicken, vegetables and sauce. Practice time management ensuring the components come together at the right time. Serve attractively and assess work completed. Demonstrate you are following food hygiene procedures Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation. Dispose of waste food environmentally.</p>	<p>Circulate room and guide pupils learning as required by questing recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Pests Rodents Insects Birds</p>	<p>Teacher observation Questioning Photographs WWW and EB</p> <p>Oral feedback</p> <p>Photograph work.</p> <p>Set targets to develop next time.</p>	<p>Numeracy-Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen RSE- safe waste disposal CLEAPPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

			Folding Sauce making Grating Tasting Sensory analysis HACCP checks		Complete write up on Pupil PowerPoint.			
8 (140 mins)	Ongoing food safety in the home. Basic Meat Sauce for: Nachos/spaghetti bolognese/ chili Con Carne Missing pupils: Remote learning Activities	Food Safety PPT Recipes Ingredients Equipment FFL Food hygiene ppt. Food hygiene worksheet/ Food hygiene quiz and answers 14-16 yrs. https://www.foodsafefacts.org.uk/14-16-years/cooking/food-safety/	Follow correct routines for washing dishes and be able to explain steps to follow. Explain what disinfection means and safe cleaning products. <u>Skills</u> Modifying a recipe HACCP checks Weigh Measure Peel Cut, chop, Slice,dice,trim,fry and sauté	Learn the phrase *Cleanliness is next to Godliness* Explore some of the current issues with respect for self and environment. Keep Britain tidy campaign. Look at different packaging for recycling symbols.	Why do we clean? Look at the effectiveness of detergents soap and hot water. Discuss the term disinfection from hot water to chemical disinfectants. Discuss how to get rid of rubbish. Read through and identify skills within the recipe. H and S checking meat is cooked, use of knife, frying Revisit the bridge hold and claw grip preparing the ingredients. Practice using the hob independently cooking spaghetti, mincemeat and vegetables with tomato sauce. Practice time management ensuring the components come together at the right time. Serve chosen dish attractively and assess work completed. Demonstrate you are following food hygiene procedures Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation. Dispose of waste food environmentally. Complete write up on Pupil PowerPoint.	Circulate room and guide pupils learning as required by questioning or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning <u>Key Words</u> Disinfect Sanitise Detergent Virus Legal obligation Clean Micro organisms	Teacher observation Questioning Photographs WWW and EB Oral feedback Photograph work. Set targets to develop next time.	Numeracy Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe and read packaging labels and symbols. SMSC Working safely and hygienically in the kitchen. Keep Britain Tidy Campaign. Recycling symbols identified. RSE- volunteer Street / school tidy. CLEAPPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-133 (knives) MRAT-132 (Hob) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19

<p>9 (140 mins)</p>	<p>Ongoing food safety in the home.</p> <p>Kofta Kebabs</p> <p>Missing pupils: Remote learning Activities</p>	<p>Food Safety PPT Recipes Ingredients Equipment</p> <p>FFL Food packaging and labelling FFL-Food and labelling facts. FFL- Looking at labels.</p>	<p>Be able to read food labels and understand how to find out information.</p> <p>Know some of the legal requirements that food manufactures must have on food labels.</p> <p>Food safety for barbecues explained.</p> <p><u>Skills</u> Knife skills Peeling Using food processor Shaping Mixing Safety raw meat Grilling Serving</p>	<p>Display several food packaging examples and identify key information displayed.</p>	<p>Name eight things that must be displayed on a food product label. Show examples of food labels to the pupils.</p> <p>Once the kofta kebabs are made look at Explore Food and create a food label.</p> <p>Read through and identify skills within the recipe.</p> <p>H and S frying, use of knife, use of hob.</p> <p>Revisit the bridge hold and claw grip preparing the ingredients.</p> <p>Practice using the hob independently cooking meat, sauce.</p> <p>Practice time management ensuring the components come together at the right time.</p> <p>Serve attractively and complete assessment.</p> <p>Demonstrate you are following food hygiene procedures</p> <p>Clean and tidy away following all procedures for Good Practice.</p> <p>Demonstrate an ability to store food safely throughout the stages of preparation.</p> <p>Dispose of waste food environmentally.</p> <p>Complete write up on Pupil PowerPoint.</p>	<p>Circulate room and guide pupils learning as required by queisting recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Label Package Date Origin</p>	<p>Teacher observation Questioning Photographs WWW and EB</p> <p>Oral feedback</p> <p>Photograph work.</p> <p>Set targets to develop next time.</p>	<p>Numeracy- time management Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen. Quality control checks. Legislation governs the statutory and non-statuary content of food labels. RSE CLEAPPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-133 (knives) MRAT-132 (Hob)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
<p>10 (140 mins)</p>	<p>Ongoing food safety in the home.</p>	<p>Food Safety PPT Recipes Ingredients Equipment</p> <p>FFL Food packaging and labelling FFL-Food and labelling facts.</p>	<p>Look at the traffic light system on food packaging. Apply the colour coding to a healthy diet.</p>	<p>Display examples of traffic light system.</p>	<p>Look at recipe and do nutritional analysis on Explore Food website. Question pupil's knowledge on green, amber, red traffic light system identifies which category today's dish fits into.</p> <p>Read through and identify skills within the recipe.</p> <p>H and S frying, use of knife, use of hob, use of oven.</p>	<p>Circulate room and guide pupils learning as required by queisting recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch</p>	<p>Teacher observation Questioning Photographs WWW and EB</p> <p>Oral feedback</p> <p>Photograph work.</p> <p>Set targets to develop next time.</p>	<p>Numeracy- time Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen. Traditional U.K. dishes. RSE CLEAPPSS</p>

	Traditional Roast Dinner Missing pupils: Remote learning Activities	FFL- Looking at labels.	<u>Skills</u> Roasting Boiling Steaming Reading food packaging Sauce making Knife skills Using a temperature probe.		Revisit the bridge hold and claw grip preparing the ingredients. Practice using the hob independently, steaming vegetables, roasting meat, making gravy sauce. Practice time management ensuring the components come together at the right time. Serve attractively and complete assessment. Demonstrate you are following food hygiene procedures Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation. Dispose of waste food environmentally. Complete write up on Pupil PowerPoint.	for more able pupils. Varying levels of self-reflection. Effective questioning <u>Key Words</u> Roast Traditional Trimmings Steaming Temperature probe		MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
11 (140 mins)	Ongoing food safety in the home. Salmon puffs with tomato and basil sauce Missing pupils: Remote learning Activities	Food Safety PPT Recipes Ingredients Equipment FFL Food packaging and labelling FFL-Food and labelling facts. FFL- Looking at labels.	Understand there are fourteen different food allergens to be aware of and how to seek information on each one. Understand how ill people can become often life threatening and how to avoid and treat if necessary. <u>Skills:</u> Shaping Sauce making Baking Following a recipe. Identifying risks	Discuss the serious implications for people with food allergies and intolerances. Explain the difference between allergy and intolerance.	Look at ways to check for food allergies for example on the food label written in bold. Use an app to scan barcode. Ask others around you to clarify and double check. Read through and identify skills within the recipe. H and S frying, use of knife, use of hob, use of oven. Revisit the bridge hold and claw grip preparing the ingredients. Practice using the hob independently, to make tomato sauce. Demonstrate how to create food parcel by folding pastry. Practice time management ensuring the components come together at the right time. Serve attractively and complete assessment.	Circulate room and guide pupils learning as required by questing recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning	Teacher observation Questioning Photographs WWW and EB Oral feedback Photograph work. Set targets to develop next time. Note to pupils if they need to complete any gaps.	Numeracy-shape, fold, net shape, time, measure Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen RSE CLEAPPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)

<p>13 (140 mins)</p>	<p>Ongoing food safety in the home.</p> <p>Cherry Cheesecake</p> <p>Missing pupils: Remote learning Activities</p>	<p>Food Safety PPT Recipes Ingredients Equipment</p> <p>HACCP flowchart sheets.</p> <p>Setting agents PowerPoint.</p>	<p>To be able to use gelatine to set products. Adapt the decoration to enhance creativity. Understand the importance of food preservation And name the several types of food preservation.</p> <p><u>Skills:</u> Melting Decorating Evaluating Simmering Following a recipe/</p>	<p>Revisit for clarification of understanding storage.</p>	<p>Demonstrate how to make a cheesecake discuss ways to make it healthier, include decoration. Make the cheesecake following the recipe. Discuss how it sets. Look at how cheese is made evaluate the different types of cheeses. What are the risks involved with eating some cheeses? Read through and identify skills within the recipe. H and S frying, use of knife, use of hob. Revisit the mixing of ingredients and using gelatine. Practice layering dessert. Practice time management ensuring the components come together at the right time. Execute chosen design idea and decorate accordingly. Serve attractively and complete assessment. Demonstrate you are following food hygiene procedures Clean and tidy away following all procedures for Good Practice. Demonstrate an ability to store food safely throughout the stages of preparation. Dispose of waste food environmentally. Complete write up on Pupil PowerPoint. Teacher to evaluate work done for assessment.</p>	<p>Circulate room and guide pupils learning as required by queuing recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Draw some ideas for healthy cold desserts. Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Base Gelatine Design Processed Chilling Preservation.</p>	<p>Teacher observation Questioning Photographs WWW and EB</p> <p>Oral feedback</p> <p>Photograph work.</p> <p>Set targets to develop next time.</p> <p>Note to pupils if they need to complete any gaps.</p>	<p>Numeracy- shape, layer, measure diameter Literacy. Use of literacy mat. Use subject specific terminology. ERIC Read recipe SMSC Working safely and hygienically in the kitchen. Preservation. RSE CLEAPPSS MRAT 131- (Food Handling) MRAT-128 (Storing food at low temperatures)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
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Created by Dympna Pickavance 2021 (working document-subject to slight changes as needs require)



ASDAN Food Wise SCHEMES OF WORK



Module 3B1 Food Presentation

Plan a two-course meal for a special occasion. Look at different ways of presenting the meal, create three different designs and then choose the one that looks the most attractive and state why. Cook the meal and ask for feedback on the presentation. Take a photograph of your finished meal.

Pupils' choice of recipes and how to present findings is encouraged in this Unit of Work.

* All lessons follow the schools risk assessment with detail links to Barnardo's, COSHH, and CLEAPPS guidance: [CLEAPSS](#)

	Intent				Implementation		Impact	
Lesson Number	Concept	Resources	Learning Objective	Starter Activity	Learning Activities	Possible differentiation Activities	AFL	Suggested links with school learning
1	<p>Introduce pupils to the importance of entertaining setting the table and styling the food.</p> <p>Suggested recipe Cottage Pie.</p> <p>Menu development.</p>	<p>Pupil ppt Food Styling presentation</p> <p>Camera</p> <p>Literacy mat</p> <p>Entertaining books.</p> <p>Piping bag</p> <p>Potato ricer.</p> <p>Pupil food presentation ppt.</p> <p>Heat Transfer Conduction & Radiation</p>	<p>Discuss what a special occasion is and give examples.</p> <p>List some recipes that could be served.</p> <p>Look at different images of a recipe using google images and or books.</p> <p>Evaluate own learning experience.</p> <p>Select recipe to meet the brief.</p> <p>Skills</p> <p>Menu development.</p> <p>Peeling</p> <p>Chopping</p> <p>Frying,</p> <p>Temperature control,</p> <p>Boiling</p> <p>Mashing</p> <p>Presentation</p>	<p>Think of different ways of presenting pie e.g., individual pie dish or larger casserole dish.</p>	<p>Describe the importance of presenting food attractively, to make food appealing.</p> <p>Show images to support the possibilities.</p> <p>Ask pupils to design a menu using prior knowledge. Make sure it's nutritionally balanced.</p> <p>Read the recipe Cottage pie and identify skills. Q & A which skills are required?</p> <p>Set up kitchen * meals en place* H and safety use of hob and oven, safe use of knives.</p> <p>Prepare the ingredients.</p> <p>Practise using the hob safely to fry the mince beef, recognising when it is cooked thoroughly.</p> <p>And, to use the frying pan to soften the other ingredients.</p> <p>Boil the potatoes, mash, and pipe onto the filling.</p> <p>Clean and tidy away.</p> <p>Serve meal attractively.</p> <p>Assess finished products.</p> <p>Discuss recommendations for improvement.</p> <p>Evaluate ideas for presentation of the dish.</p>	<p>Differentiation recipe cards.</p> <p>Photographs of ways to present dish.</p> <p>Individual YP will be making their product allowing teacher support and stretch for more able students.</p> <p>Varying levels of self-reflection.</p> <p><u>Key Words</u></p> <p>Mash</p> <p>Chop</p> <p>Opaque</p> <p>Boil</p> <p>Simmer</p> <p>Grill</p>	<p>Draw three different design ideas to present dish.</p> <p>Photograph work.</p> <p>YP will be judged on a variety of success criteria including www/Ebi.</p> <p>Peers and self-assessment</p> <p>Oral feedback</p> <p>Photograph product</p> <p>Set targets to develop next time</p>	<p>Numeracy – Weighing, measuring, time. Patterns.</p> <p>Literacy – New subject specific terminology (menu, choices, piping.) Name equipment</p> <p>ERIC – Reading L.O. & recipes.</p> <p>SMSC – cultural influences-Britain</p> <p>RSE - Working safely & hygienically / Healthy eating.</p> <p>CLEAPSS</p> <p>-MRAT 131-(Food Handling)</p> <p>MRAT-130 (Frying)</p> <p>MRAT-119 (Conventional oven)</p> <p>MRAT-132 (Hob)</p> <p>MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices.</p> <p>CLEAAPS-Guidance for Covid 19 HCS (High Close School) – Policies re Covid 19</p>

					Complete write up and continue drawing design ideas.			
2	<p>Designing how to present and finish a meal to serve.</p> <p>Suggested recipe: Apple Tartlet</p>	<p>Pupil ppt Food presentation Futurechef</p> <p>Pupil food presentation ppt.</p> <p>Display some tartlet images for discussion.</p> <p>Recipe book.</p> <p>Food processor.</p> <p>Literacy mat</p> <p>Heat Transfer Convection</p>	<p>Select recipe to meet the brief.</p> <p>Evaluate own learning experience.</p> <p>Consider adapting the recipe to enhance design look.</p> <p>Skills Using an oven, weighing and measuring, rubbing in, combining, Coring. Rolling Menu development Baking blind Making pastry</p>	<p>Think of different ways of presenting tartlets e.g., individual pie dish or larger dish.</p> <p>Check suitability of new design ideas found. Menu development.</p> <p>Revisit menu planning.</p>	<p>Develop the design brief, draw picture, or research images to transfer to pupil PowerPoint.</p> <p>Seek opinions from others to establish preferences of design ideas.</p> <p>Revisit the importance of presenting food attractively, to make food appealing. Show images to support the possibilities.</p> <p>Ask pupils to continue designing a menu using prior knowledge. Make sure it's nutritionally balanced.</p> <p>Read the recipe Apple tartlet and identify skills. Q & A which skills are required?</p> <p>Set up kitchen * meals en place* H and safety use of hob and oven, safe use of knives.</p> <p>Prepare the ingredients.</p> <p>Practice using the food processor to make pastry.</p> <p>Chill pastry with explanation.</p> <p>Use pastry to create a pastry case.</p> <p>Explain the process of blind baking.</p> <p>Peel, core, and slice apple to decoration/filling idea.</p> <p>Clean and tidy away.</p> <p>Serve tartlet attractively for assessment.</p> <p>Assess finished products.</p> <p>Discuss recommendations for improvements.</p> <p>Evaluate ideas for presentation of each dish.</p> <p>Complete write up and continue drawing design ideas.</p>	<p>Differentiation recipe cards.</p> <p>Photographs of ways to present dish.</p> <p>Individual YP will be making their product allowing teacher support and stretch for more able students.</p> <p>Varying levels of self-reflection.</p> <p>Key Words Tartlet Blind Sweet Sour Bitter Tart Arrange Sprinkle Size Dextrinisation</p>	<p>Draw three different design ideas to present dish.</p> <p>Photograph work. YP will be judged on a variety of success criteria including www/Ebi.</p> <p>Peers and self-assessment</p> <p>Oral feedback</p> <p>Photograph product</p> <p>Set targets to develop next time</p>	<p>Numeracy – Weighing, measuring, time. Division fractions Literacy – New subject specific terminology (dextrinisation, Name equipment ERIC – Reading L.O. & recipes. SMSC – cultural influences British RSE - Working safely & hygienically / Healthy eating. ICT-images CLEAPSS -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
3	<p>Designing how to present and finish a meal to serve.</p>	<p>Pupil food presentation ppt.</p> <p>Recipe from Philidelphia website.</p> <p>Images Recipe books Magazine</p>	<p>Explore the usefulness of looking online on the Brand websites e.g., Philidelphia for recipe and design ideas.</p> <p>Learn to tenderise and marinade meat.</p>	<p>Think of different ways of presenting meal.</p> <p>Discuss the differences between organic, free range, hens etc.</p>	<p>Describe the importance of presenting food attractively, to make food appealing. Show images to support the possibilities.</p> <p>Ask pupils to design a menu using prior knowledge. Make sure it's nutritionally balanced.</p> <p>Read the recipe Stuffed Chicken with rice and identify skills. Q & A which skills are required?</p>	<p>Differentiation recipe cards.</p> <p>Photographs of ways to present dish.</p> <p>Individual YP will be making their product allowing teacher support and stretch for more able students. What other social</p>	<p>Draw three different design ideas to present dish.</p> <p>Photograph work. YP will be judged on a variety of success criteria</p>	<p>Numeracy – Weighing, measuring, time. Literacy – New subject specific terminology (batter, pulses contamination) Name equipment ERIC – Reading L.O. & recipes. SMSC – cultural influences British RSE - Working safely & hygienically / Healthy eating. ICT research images.</p>

	Stuffed Chicken with rice	Website Recipe Literacy mat	Select recipe to meet the brief. Evaluate own learning experience Consider adapting the recipe to enhance design look. Skills Tenderise Knife skills Roasting Improving own learning.	Use photographs website to establish the content on offer to design a finished dish. Check suitability of new design ideas found. Revisit menu planning.	Set up kitchen * meals en place* H and safety use of hub and oven, safe use of knives. Demonstrate styling chicken breast. Prepare the ingredients. Practise tenderising the chicken. Make filling for stuffing. Discuss other alternatives to recipe provided e.g., rice filling Taste, season, taste again, adjust according to taste. Center filling in chicken and secure. Bake in the oven observing timings. recognising when it is cooked thoroughly. Cook rice according to instructions. Clean and tidy away. Serve meal attractively. Assess finished products. Complete write up and continue drawing design ideas.	media sites can promote design ideas for food. Varying levels of self-reflection. <u>Key Words</u> Stuff Tenderise Flavour	including www/Ebi. Peers and self-assessment Oral feedback Photograph product Set targets to develop next time	CLEAPSS -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
4	Designing how to present and finish a meal to serve. Vegetable Pakoras, onion bhajis and coriander chutney.	Pupil food presentation ppt. To explain and identify the distinctive features of Asian cuisine. Photographs of examples of possible ways to serve dish. Word wall to extend key words. Indian recipe books. Literacy mat Science Heat Transfer Conduction	Select recipe to meet the brief. Develop a design brief for the dish. Evaluate own learning experience Consider adapting the recipe to enhance design look. Complete ppt presentation. Evaluate own learning experience. Skills Deep frying	Think of different ways of presenting pakoras with sauce. Explore presentation ideas for serving. Check suitability of new design ideas found. Revisit menu planning. Explain the benefits of being able to make some Asian snacks and a sauce to serve with. Can be made for all occasion's picnics, parties, events etc.	Describe the importance of presenting food attractively, to make food appealing. Show images to support the possibilities. Ask pupils to design a menu using prior knowledge. Make sure it's nutritionally balanced. Discuss different vegetables that can be used. Follow step by step teacher instructions. Work as part of a team. Explain transforming flavour with herbs and spices. Show different ways to serve the snacks and sauce. Read the recipe Pakoras and identify skills. Q & A which skills are required? Set up kitchen * meals en place* H and safety use of hub, safe use of knives, hot oil, liquidiser. Prepare the ingredients. Slice onions, clean and divide florets from cauliflower and broccoli. Slice peppers aubergines etc. Make batter mix.	Word Wall to extend key words. Photographs of examples of possible ways to serve dish. Differentiation recipe cards. Differentiation recipe cards. Photographs of ways to present dish. Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. <u>Key Words</u> Pokora Batter slice Peel Crush	Draw three different design ideas to present dish. Photograph work. YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Photograph product Set targets to develop next time	Numeracy – Weighing, measuring, time. Literacy – New subject specific terminology (batter, deep frying, occasion,) Name equipment ERIC – Reading L.O. & recipes. SMSC – cultural influences -Indian RSE - Working safely & hygienically / Healthy eating. CLEAPSS -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) ICT IMAGES COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19

			Knife skills Cleaning vegetables Mixing a batter Adding spices Bridge hold Claw grip	Build on organisation skills. Build on preparing vegetables. Supervise use of hot oil for frying.	Practise using the hob safely to fry the pakoras, recognising when it is cooked thoroughly. Clean and tidy away. Serve meal attractively ready for assessment. Assess finished products. Use sensory vocabulary to describe taste and texture. Complete write up and continue drawing design ideas.	Cube Simmer tender		Cultural Capital: Cultural and religious influences in food today. Different Indian food festivals.
5	Designing how to present and finish a meal to serve. Suggested recipe lemon meringue pie	Pupil food presentation ppt. . Photographs of examples of possible ways to serve dish. Word wall to extend key words. recipe books. Literacy mat Science Heat Transfer Convection	Select recipe to meet the brief. Design a design idea for the dish. Evaluate own learning experience Consider adapting the recipe to enhance design look. Pupils to recap pastry making and make own using food processor. Decide on design individual pie or whole ones. Demonstrate making lemon curd and make together as a team. Skills Whisking Simmering Shaping Blind baking.	Think of different ways of presenting tartlets e.g., individual pie dish or larger dish. Check suitability of new design ideas found. Revisit menu planning.	Describe the importance of presenting food attractively, to make food appealing. Show images to support the possibilities. Draw a picture and label on PowerPoint. Ask pupils to design a menu using prior knowledge. Make sure it's nutritionally balanced. Read the recipe lemon meringue pie and identify skills. Q & A which skills are required? Set up kitchen * meals en place* H and safety use of hob and oven, safe use of knives, use of electric whisk. Prepare the ingredients. Practise separating eggs and whisking egg whites to form stiff mixture. Clean and tidy away. Serve meal attractively for assessment. Assess finished products. Complete write up and continue drawing design ideas. Choose a recipe for following lesson	Differentiation recipe cards. Photographs of ways to present dish. Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. Key Words Meringue Pie Tart Sieve Mix Combine Preheat Bake Aeration	YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Photograph product Set targets to develop next time	Numeracy – Weighing, measuring, time. Literacy – New subject specific terminology (Aeration, meringue, curd Name equipment ERIC – Reading L.O. & recipes. SMSC – cultural influences RSE - Working safely & hygienically / Healthy eating. CLEAPSS -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) ICT- IMAGES COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19

6	Designing how to present and finish a meal to serve.	Pupil food presentation ppt. · Photographs of examples of possible ways to serve dish. Word wall to extend key words. recipe books. Literacy mat	Select recipe to meet the brief. Evaluate own learning experience Consider adapting the recipe to enhance design look. Skills Research Teamwork Problem solving Improving own learning	Think of different ways of presenting meal. Check suitability of new design ideas found. Revisit menu planning.	Describe the importance of presenting food attractively, to make food appealing. Show images to support the possibilities. Ask pupils to design a menu using prior knowledge. Make sure it's nutritionally balanced. Read the recipe of choice and identify skills. Q & A which skills are required? Set up kitchen * meals en place* H and safety use of hub and oven, safe use of knives. Prepare the ingredients. Follow the recipe instructions and create chosen dish. Clean and tidy away. Serve meal attractively for assessment. Assess finished products. Photograph. Complete write up and complete all sections of the pupil PowerPoint for teacher assessment. Map progress of key skills for Asdan Foodwise student book.	Differentiation recipe cards. Photographs of ways to present dish. Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. <u>Key Words</u> Critical thinking	YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Photograph product Set targets to develop next time	Numeracy – Weighing, measuring, time. Literacy – New subject specific terminology (Choose, decide, adapt, modify) Name equipment ERIC – Reading L.O. & recipes. SMSC – cultural influences. RSE - Working safely & hygienically / Healthy eating. CLEAPSS - MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) ICT- IMAGES COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
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ASDAN Food Wise SCHEMES OF WORK



Module 3B6 Food preparation and presentation

Investigate at least four methods of making a cake, (e.g., creaming, all-in-one, rubbing-in, melting).

Make a cake using each of the four methods and compare taste, texture, preparation/cooking time and appearance.

Explain which method you preferred and why.

Pupils' choice of recipes and how to present findings is encouraged in this Unit of Work.

*** All lessons follow the schools risk assessment with detail links to Barnardo's, COSSH, and CLEAPPS guidance: [CLEAPSS](#)**

	Intent				Implementation		Impact	
Lesson Number	Concept	Resources	Learning Objective	Starter Activity	Learning Activities	Possible differentiation Activities	AFL	Suggested links with school learning
1 (140 mins)	Focus on key skills. Asdan Improving own learning. Problem solving.	Pupil ppt making cakes 3B6 Comparison sheet. Recipe choice. Digital camera/photo Explore internet for ideas information on different cake making methods. FFL Function of ingredients poster/ppt Cooling racks. Literacy mat	Demonstrate all in one method. Pupils work independently weighing and measuring. Read and follow recipe or one of own choice. Evaluate taste, preparation, cooking time and appearance and complete comparison sheet.	Introduce pupils to the project. There are four main methods of making cakes. Explain functions of ingredients. Fat: when beaten with sugar traps air-cake rises. Sugar-sweeten, gives texture, to trap air. Look at different all in one method recipes. Mention some of the common cake making problems and how to avoid. Look at the type of finish and decoration of finished cake.	Look at and research some examples of all-in-one method cakes. Explain the science of the ingredients and method used. Copy some images into pupil ppt of similar cakes using this method. Read through and identify skills for making a pineapple upside down cake. Modify recipe if adapting fruit and flavour. H and S Safe use of oven, cooling rack, oven gloves. N.B. pupils with allergies-gluten. Follow recipe weighing and measuring accurately. Mix ingredients by beating together to create some aeration in mixture. Explain why this is important-to help cake rise. Layer fruit and cake mixture in cake tin.	Research variations of design etc. Individual upside-down cakes instead of one whole. Individual YP will be making their product allowing teacher support and stretch for more able students. What can go wrong and why? Varying levels of self-reflection. What could you add to cakes to change the flavour, texture, and colour? What could you change to make cakes healthier?	YP will be judged on a variety of success criteria including www/Ebi . Peers and self-assessment Oral feedback Photograph product Set targets to develop next time. Written feedback on pupil ppt. Can link ideas to batch production for coffee morning fundraising and planning a birthday party.	Numeracy – Weighing, measuring, time, problem solving Fractions Ratio of fat to flour proportion Literacy – Read recipe, write up findings, Name equipment ERIC – Reading L.O. & recipes. SMSC – Explore range of cake products to inspire learning. Traffic light system, labelling law ICT -Research recipe ideas for next time RSE - Working safely & hygienically / Healthy eating CLEAPSS -MRAT 131- (Food Handling) MRAT-119 (Conventional oven) MRAT-133 (knives)

		Gluten free recipe, ingredients etc		<p>Arranging fruit or using different fruit ideas e.g., pears, cherries.</p> <p>Adapt recipe to design cake for presentation.</p>	<p>Bake in the oven</p> <p>Allow for independent thinking.</p> <p>Clear up and wash up as you go along.</p> <p>Explain how to care for cake tins to avoid rust etc.</p> <p>Take cake out of oven with oven gloves and place on a cooling rack.</p> <p>Complete write up on pupil PowerPoint.</p> <p>Photograph final cake after decorating. Discuss and evaluate.</p> <p>Sensory analysis.</p> <p>Taste test.</p>	<p>Why is too much sugar bad?</p>		<p>COVID 19: Follow safe practices.</p> <p>CLEAAPS-Guidance for Covid 19</p> <p>HCS – Policies re Covid 19</p>
2 (140 mins)	<p>Focus on key skills</p> <p>Scones, welsh cakes or Rock cakes (rubbing – in-method)</p>	<p>Pupil ppt making cakes 3B6</p> <p>Comparison sheet.</p> <p>Recipe choice.</p> <p>Digital camera/photo</p> <p>Explore internet for ideas</p> <p>information on different cake making methods.</p> <p>FFL Function of ingredients poster/ppt</p> <p>Cooling racks</p> <p>Literacy mat</p>	<p>To understand how to use rubbing in method.</p> <p>To understand how different ingredients can flavour scones.</p> <p>To understand the skills and techniques used to make scones.</p> <p>Pupils work independently weighing and measuring.</p> <p>Read and follow recipe or one of own choice.</p> <p>Evaluate taste, preparation, cooking time and appearance and complete comparison sheet.</p>	<p>Explain to pupils' different varieties of dried fruit, nuts seeds and cheese etc., can be put into cakes to add flavour.</p> <p>Recap and explain functions of ingredients.</p> <p>Fat: when beaten with sugar traps air-cake rises.</p> <p>Sugar-sweeten, gives texture, to trap air.</p> <p>Look at different rubbing –in-method recipes.</p> <p>Mention some of the common cake making problems and how to avoid.</p>	<p>Demonstrate rubbing in method.</p> <p>Pupils work independently weighing and measuring accurately.</p> <p>Read and follow recipe or one of own choice. Identify skills and techniques required.</p> <p>Follow instructions independently.</p> <p>Staff to circulate room offering guidance as required.</p> <p>Offer reminders to how to shape mixture to avoid air loss and get correct height of scone for baking.</p> <p>Shape with uniformity of size.</p> <p>Bake in the oven.</p> <p>Check for doneness.</p> <p>When cooked place on a cooling rack.</p> <p>Evaluate taste, preparation, cooking time and appearance and complete comparison sheet.</p> <p>Present food products for photographing.</p> <p>Evaluate by discussing, flavour, texture, aroma and appearance using literacy mat.</p> <p>Wash up and tidy away.</p> <p>Complete write up in pupil PowerPoint.</p>	<p>Individual YP will be making their product allowing teacher support and stretch for more able students.</p> <p>Varying levels of self-reflection. What could you add to cakes to change the flavour, texture, and colour? What could you change to make cakes healthier?</p> <p>Stretch and challenge</p> <p>Types of flour and function of gluten</p> <p>Redesign recipe</p>	<p>YP will be judged on a variety of success criteria including</p> <p>www/Ebi.</p> <p>Peers and self-assessment</p> <p>Oral feedback</p> <p>Photograph product</p> <p>Set targets to develop next time</p>	<p>Numeracy – Weighing, measuring, time. Fractions</p> <p>Literacy – New subject specific terminology (scone, gluten, shape, combine) Name equipment</p> <p>ERIC – Reading L.O. & recipes.</p> <p>SMSC – Working safely / Healthy eating, types of flour.</p> <p>ICT-Research recipe ideas for next time</p> <p>CLEAPSS</p> <p>-MRAT 131-(Food Handling)</p> <p>MRAT-119 (Conventional oven)</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>Problem solving Improving own learning Time management Reading a recipe</p>		<p>Time allowing research melting method cakes for next lesson. Deciding on personal cake to make. Order required ingredients.</p> <p>Reference where research was found.</p>	Sweet		
<p>3 (140 mins)</p>	<p>Focus on key skills</p> <p>Chocolate Brownies, gingerbread, parkin (melting method)</p>	<p>Pupil ppt making cakes 3B6 Comparison sheet. Recipe choice. Digital camera/photo Explore internet for ideas information on different cake making methods. FFL Function of ingredients poster/ppt Cooling racks</p>	<p>Demonstrate melting method in Baine Marie. Pupils work independently weighing and measuring. Read and follow recipe or one of own choice. Evaluate taste, preparation, cooking time and appearance and complete comparison sheet.</p> <p><u>Skills</u> Melting chocolate Baking Checking for doneness Cooling Storing Timing</p>	<p>Explain to pupils' different varieties of dried fruit and nuts and seeds that can be put into cake to add flavour. Look at different qualities of chocolate. Explain functions of ingredients.</p> <p>Look at different melting method cake recipes. Mention some of the common cake making problems and how to avoid.</p>	<p>Demonstrate melting method for making cakes. Safe use of oven, safe use of hob, Train pupils to melt chocolate in a Baine Marie to prevent burning. Pupils work independently weighing and measuring accurately. Read and follow recipe or one of own choice. Identify skills and techniques used. Work independently if able. Staff circulate room offering guidance as required. Add mixture to cake tin and bake. Check for doneness-spongy in the middle, Cool in tin before taking out of cake tin. Evaluate taste, preparation, cooking time and appearance and complete comparison sheet. Present food products for photographing. Wash up and tidy away. Complete write up in pupil PowerPoint.</p> <p>Time allowing research creaming method cakes for next lesson. Deciding on personal cake to make.</p> <p>Reference where research was found.</p>	<p>Individual YP will be making their product allowing teacher support and stretch for more able students. Where does chocolate come from? Varying levels of self-reflection. What could you add to cakes to change the flavour, texture, and colour? What could you change to make cakes healthier?</p> <p><u>Key words</u> Bitter Coco pod Chocolate Spongy</p>	<p>YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Photograph product Set targets to develop next time</p>	<p>Numeracy – Weighing, measuring, time. Fractions Literacy – New subject specific terminology (coco pod, chocolate) Name equipment ERIC – Reading L.O. & recipes. SMSC – Explore range of cake products to inspire learning. Origin of chocolate. ICT-Research recipe ideas for next time</p> <p>RSE - Working safely & hygienically / Healthy eating</p> <p>CLEAPSS -MRAT 131-(Food Handling) MRAT-119 (Conventional oven) MRAT-132 (Hob)</p> <p>COVID 19: Follow safe practices. CLEAPSS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

<p>4 (140 mins)</p>	<p>Focus on key skills</p> <p>Carrot cakes or Victoria sandwich cakes, cupcakes (creaming method)</p>	<p>Pupil ppt making cakes 3B6 Comparison sheet. Recipe choice. Digital camera/photo Explore internet for ideas information on different cake making methods. FFL Function of ingredients poster/ppt Cooling racks</p> <p>Literacy mat</p>	<p>Demonstrate creaming method. Pupils work independently weighing and measuring. Read and follow recipe or one of own choice. Evaluate taste, preparation, cooking time and appearance and complete comparison sheet.</p> <p><u>Skills</u> Creaming Whisking Filling Decorating Baking Problem solving Reading a recipe</p>	<p>Explain to pupils' different varieties of dried fruit, nuts, seeds, fruit, and vegetables that can be put into cake to add flavour. Recap explain functions of ingredients. Fat: when beaten with sugar traps air-cake rises. Sugar-sweeten, gives texture, to trap air.</p> <p>Look at different creaming method recipes. Mention some of the common cake making problems and how to avoid.</p>	<p>Demonstrate creaming method using a wooden spoon. H and S Safe use of oven, oven gloves, Improving own learning research, reading recipe, peer evaluation. Pupils work independently weighing and measuring accurately. Read and follow recipe or one of own choice. Make the cake mixture. Divide into two sandwich tins. Bake in the oven. Check time Check for doneness. Using oven gloves remove from oven and place on a cooling rack. Prepare filling. Create final decorated cake for show. Evaluate taste, preparation, cooking time and appearance and complete comparison sheet. Add to pupil PowerPoint. Present food products for photographing. Evaluate by discussing, flavour, texture, aroma and appearance using literacy mat. Wash up and tidy away. Complete write up</p> <p>Time allowing research whisking method cakes for next lesson. Deciding on personal cake to make.</p> <p>Reference where research was found.</p>	<p>Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. What could you add to cakes to change the flavour, texture, and colour? What could you change to make cakes healthier?</p> <p><u>Key Words</u> Vegetables Fruit Aeration Decorate Explain Compare Evaluate</p>	<p>YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Photograph product Set targets to develop next time</p>	<p>Numeracy – Weighing, measuring, time. Fractions Literacy – New subject specific terminology (creaming, decorating, sandwich cake) Name equipment ERIC – Reading L.O. & recipes. SMSC – Explore local seasonal ingredients e.g., strawberries, local jam etc</p> <p>RSE - Working safely & hygienically / Healthy eating. ICT-Research recipe ideas for next time CLEAPSS -MRAT 131-(Food Handling) MRAT-119 (Conventional oven)</p> <p>COVID 19: Follow safe practices. CLEAPPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
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<p>5 (140 mins)</p>	<p>Focus on key skills</p> <p>Swiss Roll, fruit flan, gateaux (Whisking method)</p>	<p>Pupil ppt making cakes 3B6 Comparison sheet. Recipe choice. Digital camera/photo Explore internet for ideas information on different cake making methods. FFL Function of ingredients poster/ppt Cooling racks</p>	<p>Demonstrate whisking method. Pupils work independently weighing and measuring. Read and follow recipe or one of own choice. Evaluate taste, preparation, cooking time and appearance and complete comparison sheet.</p> <p><u>Skills</u> Research ideas Order ingredients Making a shopping list Design cake decoration</p>	<p>Explain to pupils' different varieties of fresh fruit that can be used for filling.</p> <p>Explain functions of ingredients. When egg whites are whisked. Sugar-sweeten, gives texture, to trap air.</p> <p>Look at different whisking methods recipes. Mention some of the common cake making problems and how to avoid. Meringues need all equipment to be grease free. Eggs at room temperature.</p>	<p>Demonstrate whisking method. Pupils work independently weighing and measuring accurately. Read and follow recipe or one of own choice. Identify skills and techniques used. H and S safety with electric whisk. Circulate room and support pupils to whisk egg whites correctly. Support adding flour to egg mixture. Demonstrate how to cover mixture on a baking tray. Cook for 8 minutes. Demonstrate how to take cake out of tin when cooked. Cover cake with filling and roll into swiss roll. Finish attractively neatens ends and simple decoration. Evaluate taste, preparation, cooking time and appearance and complete comparison sheet. Present food products for photographing. Evaluate by discussing, flavour, texture, aroma and appearance using literacy mat. Wash up and tidy away. Complete write up</p> <p>Time allowing research and design a cake of choice for next lesson. Deciding on personal cake to make. Make shopping list of ingredients required.</p> <p>Reference where research was found.</p>	<p>Individual YP will be making their product allowing teacher support and stretch for more able students. Varying levels of self-reflection. What could you add to cakes to change the flavour, texture, and colour? What could you change to make cakes healthier?</p> <p><u>Key Words</u> Whisking Rolling Filling</p>	<p>YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Photograph product Set targets to develop next time</p>	<p>Numeracy – Weighing, measuring, time. Fractions Literacy – New subject specific terminology (air steam Name equipment ERIC – Reading L.O. & recipes. SMSC – Working safely</p> <p>ICT-Research recipe ideas for next time</p> <p>RSE - Working safely & hygienically / Healthy eating. CLEAPSS -MRAT 131-(Food Handling) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
<p>6 (140 mins)</p>	<p>Focus on key skills</p>	<p>Pupil ppt making cakes 3B6 Comparison sheet. Recipe choice.</p>	<p>Practice chosen cake making method. Pupils work independently weighing and measuring.</p>	<p>Pupils organise themselves to make chosen cake.</p>	<p>Pupils work independently weighing and measuring. Read and follow recipe of own choice.</p>	<p>Individual YP will be making their product allowing teacher support and stretch for more able students.</p>	<p>YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback</p>	<p>Numeracy – Weighing, measuring, time. Fractions Literacy – New subject specific terminology () Name equipment ERIC – Reading L.O. & recipes. SMSC – Working safely / Healthy eating,</p>

	<p>Pupils choose a cake recipe of their choice and decorate for a celebration or event.</p>	<p>Digital camera/photo Explore internet for ideas information on different cake making methods. FFL Function of ingredients poster/ppt Cooling racks</p>	<p>Read and follow recipe or one of own choice. Evaluate taste, preparation, cooking time and appearance and complete comparison sheet.</p> <p><u>Skills</u> Summarise work done Identify learning. Problem solving Improve own learning Follow a recipe.</p>		<p>Staff circulate room and give support as required. Present food products for photographing. Evaluate by discussing, flavour, texture, aroma and appearance using literacy mat. Wash up and tidy away. Complete write up in pupil ppt. Ready for assessment to credit. Attempt Asdan Plan, Review, Evaluate sheets.</p> <p>Complete any skill and review sheets required from project. Discuss learning from module considering Asdans Key skills.</p> <p>Reference where research was found.</p>	<p>Varying levels of self-reflection. What could you add to cakes to change the flavour, texture, and colour? What could you change to make cakes healthier?</p> <p><u>Key words</u> Summarise Explain Decorate Celebration</p>	<p>Photograph product Set targets to develop next time</p>	<p>ICT-Research</p> <p>RSE - Working safely & hygienically / Healthy eating</p> <p>CLEAPSS -MRAT 131- (Food Handling) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
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Created by Dympna Pickavance 2021 (subject to change with needs of pupils)



ASDAN Food Wise SCHEMES OF WORK



Module 4B1 Cooking on a budget

Overall Aim: Plan menu for affordable meals that are nutritious.

N.B. All lessons will commence with strict instructions to wash hands etc. Reminders for social distancing will be adhered to wherever possible.

*** All lessons follow the schools risk assessment with detail links to Barnardo's, COSHH, and CLEAPPS guidance: [CLEAPSS](#)**

	Intent				Implementation		Impact	
Lesson Number	Concept	Resources	Learning Objective	Starter Activity	Learning Activities	Differentiation and stretch and challenge activities	AFL	Suggested links with school learning
1 Pizza	Introduce importance of planning meals to create nutritious affordable meals.	<p>Check pupils for allergies.</p> <p>Recipe, Basic tomato sauce Food A fact of life Camera, Food Poverty ppt Low-cost recipe books</p> <p>Display Eatwell Guide. Plenary question cards. Vegetable name cards Food A Fact of Life: Budgeting PPT FFL- Quick costing pizza spreadsheet.</p>	<p>Outline course content. Outline aim of the chosen module Meals on a budget.</p> <p>To understand how bread is made and its many variations and uses. To explain how the ingredients in the dish provide necessary energy and nutrients. All health and safety training refreshed. Basic hygiene training refreshed ready to begin cooking. Allergy awareness-What is the difference between an allergy and intolerance What is an allergy/intolerance</p> <p><u>Skills</u> Safe use of oven, Bridge hold, peeling tomatoes care of boiling water.</p>	<p>Explain FoodWise course and expectations. Show pupils Meals on a budget ppt, explain to them this is where they make comments, add research and photographs.</p> <p>Flour from grains explained. Introduce the real concerns of food poverty see PP.</p> <p>Look at the concept of designing a fusion pizza (pizza is Italian) with different toppings from different countries.</p>	<p>Q and A session. What is a budget? What is a meal plan? How can you save money shopping for food? Discussion Food poverty. Read and identify skills within the recipe. H and S- use of oven, using sharp knives, use of food processor.</p> <p>Get pupils to make bread dough and shape to form pizza base. following recipe. Recap functions of yeast. Think about all the different types of toppings for pizza.</p> <p>Get pupils to understand sauce making, how it can improve flavour, texture, and balance of overall dish. Prepare, cook, and serve pizza. Work safely and hygienically. Teacher and peer assessment of results. Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate. Photograph pizza. Estimate cost of dish. Complete nutritional profile of dish if time. Complete write up on pupil ppt</p>	<p>Mini demonstration for struggling students. Research low-cost meals. Visual recipe. Comment on how to improve the nutritional content of dishes to make them healthier. Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Knead Budget Poverty dough</p>	<p>YP will be judged on a variety of success criteria including www/Ebi</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Peer and self-assessment: set targets for improvements.</p> <p>Set targets to develop next time.</p>	<p>Numeracy: weighing and measuring. Literacy: Display Cooking methods, ECRIC read recipe. Descriptive words- evaluation SMSC Food poverty Ability to learn Italian cuisine RSE Planning what to cook ICT- Look at food choice/healthy eating/budget food recipes from NHS websites. Use ICT to research dessert pizzas for following lesson. CLEAPSS: -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>Option homework Research several types of pizza bases.</p> <p>COVID 19: Follow safe practices. CLEAPPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
2 Dessert Pizza	Foraging for food saves money. Seasonal ingredients explored.	Recipe, camera, Food a fact of Life Exploring energy resources.	To recognise that a variety of food is needed in our diets to provide different nutrients for a balanced diet. To recognise bread itself can be sweet or savoury.	Questioning for learning recap why bread can be used to create low-cost nutritious meals. Recap bread making ask pupils to work independently making bread.	Get pupils to think about carbohydrate in the diet providing energy. Identify and read skills within the recipe. Reminders of Health and safety practices, use of oven, use of Sharpe knives, use of food	Mini demonstrations for struggling students. Plan how to use up left -over ingredients and explain importance of reducing waste. Visual recipe	Teacher observation Questioning WWW and EBI	Numeracy: Weigh and measure, costing a recipe Literacy: Display cooking methods. Follow recipe SMSC Budget do price of pizza comparison. Allergy awareness Gluten in Flour. RSE- Planning what to cook ICT- take digital photograph and download.

		Plenary questioning cards Fruit name cards Food A Fact of Life Budgeting PPT FFL- Quick costing spreadsheet	Science of making bread rise-functions of yeast. H and safety Safe use of oven and equipment. Knife skills training refreshed. Allergy Awareness Explore Gluten protein in flour and establish knowledge of Allergies by Q and A session. <u>Skills</u> Weighing Measuring Mixing Shaping Topping Grilling	Safe use of oven, bridge hold, shaping. Prepare fruit toppings using knife skills and techniques.	processor and wear oven gloves to prevent burns. Prepare, cook, and serve dessert pizza. Working more independently following the instructions from previous lesson maintaining high standards of cleanliness and good hygiene. Discuss toppings that can be used chocolate, jam etc., any spare ingredients can be used up. Complete write up. Do self-assessment targets for improvement. Estimate cost of recipe.	<u>Key Words</u> Seasonal foraging adapting leftovers Crisp, sweet, fruity, topping.	Oral feedback and recommend improvements. Photograph work. Individual skills will be assessed.	CLEAPSS: MRAT 131-(Food Handling) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
3 Rosti	Continue researching Seasonal vegetables and low-cost meals.	Display Cooking methods. Recipe Types of root vegetables. Adult meal plan for a week BNFs WEBSITE. Literacy words/map Plenary question cards Vegetable picture name cards.	Explore the problems of eating too many food highs in energy. Calculate cost of a basic dish. Appreciate fritters can be made from fruits and left-over ingredients. Explore different types of potatoes and uses. Allergy Awareness Introduce pupils to the Food Standards Allergen Chart for recipes. Try to identify any possible ones in the recipe. <u>Skills</u> Peel Chop Grate Drain Bind Shape Fry	Questioning for learning recap Macronutrients and introduce micro- nutrients, vitamins, and minerals. Root vegetables described and ways of cooking to retain nutrients. Preboil potatoes with explanation. Using chef's knife, mandolin, cheese grater prepares vegetables for this recipe.	Get pupils to think about potatoes as a staple food. Low-cost starch carbohydrate. Discuss the versatility of the recipe, one can make it sweet by adding apple etc, diversity of recipe changes flavour into anything you want. Less likely to get bored when eating similar meals. Identify and read skills within the recipe. Identify any allergens in recipe use FSA allergen recipe chart. Using chef's knife, mandolin, cheese grater prepares vegetables. Reminders of Safe use of hob, use of cutting equipment. Cleaning vegetables. Prepare vegetable as teacher instructs and demonstrates. Follow recipe steps. Season and combine with butter to bind. Salt enhances Herbs transform. Shape and shallow fry in a frying pan. Work effectively throughout. Serve dish and present for assessment. Photograph work done. Complete nutritional profile of dish. Discuss cost of dish to make. Complete write up, add evaluation to PP. Do targets for improvement.	Mini demonstration for struggling students. Request able students explore the provenance of some ingredients and distance travelled. Visual recipe. I followed BNFs weekly meal plan. <u>Key Words</u> Root Grate Fry bind	teacher observation Questioning Photographs WWW and EBI Oral feedback c Photograph work. Individual skills will be assessed.	Numeracy costing a recipe Literacy Display cooking methods, sensory descriptive words. Follow recipe. SMSC Food Miles, carbon footprint. Eating too much and how it affects body. Switzerland cuisine. Deprivation and Cultural Capital. What would you buy for £? RSE Cooking for health ICT- images of rosti displayed on interactive whiteboard. CLEAPSS- MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
4 Gnocchi	Introduce the staple foods providing energy from carbohydrate Cheap to base meals upon.	FFL Resource management ppt Recipe: Gnocchi Explore Food nutritional analysis printed results. Plenary questioning cards	To know and understand the importance of using seasonal ingredients bought and grown locally. To recap on making sauces when creating main food dishes. To explain the sources, types and functions of Vitamin A, D, B, and C group. Explain why	Questioning for learning: reasons to buy locally seasonal food and why important when saving money. Safe use of hob, use of cutting equipment. Explain which varieties of potatoes are best for baking etc. Potatoes grow around the world and can be stored throughout the winter in the	Identify and read skills within the recipe. Recap on cleaning vegetables and knife skills required. Direct pupils to prepare potatoes ideally by baking. Use potato ricer or masher to mix potato. Combine season and bind with egg following recipe. Demonstrate shaping potato dough to quenelles.	Mini demonstrations for struggling students. Adapt recipe ideas to suit tastes by adding additional vegetables to increase nutritional value. Visual recipe. Look at environmental issues associated with foods. <u>Key words</u> Quenelles, sauce, mash, bind, Cost, sweet, tasty	Teacher observation Questioning Photographs WWW and EBI Verbal feedback Written feedback-mark pupils ppt-set target and recommend improvements.	Numeracy costing a recipe Literacy: Literacy Mat for evaluation. SMSC potato famine reason for wider varieties grown. Seasonal local ingredients. Food miles. Cultural Capital: British produce and farming matters. RSE Consumer awareness ICT- images of gnocchi and its versatility. CLEAPSS: MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven)

		Vegetable picture name cards	eating vitamins and minerals is important for healthy diet. Make a sauce to serve. Allergy awareness: Explaining food allergy - you tube	UK. Makes meals cheaper if you grow your own vegetables.	For convenience discuss benefits of canned soup in creating a fast-quick sauce. Look at other suggestions for adding more ingredients to dish and think of different sauces that can be used. Assess final product and complete PPT presentation write up evaluation. Photograph work.		Photograph work. Individual skills will be assessed.	MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
5 Chicken burger	Introduce chicken as a lean meat providing protein.	Explore Food. Pupil PPT Recipe: Chicken burger Equipment: mallet Ingredients Plenary questioning cards Vegetable name cards	Recognise the dangers of High -risk food and how to avoid cross contamination. Research Explore Food to complete a nutritional analysis of recipe made. Know cuts of meat, expense of meat, ways to save money buy in bulk freeze etc. To demonstrate the use of different ingredients including herbs and spices to enhance the flavours of a dish. To explain the sources, types and functions of calcium, iron, and sodium. Skills Portion Divide Shape Grill Weigh	Questioning recap: Why is it important to get energy balance correct as teenager? Discuss how some cuts of meats are cheaper. Frozen Foods often cheaper and retain nutritional content. Addition of seasonings and flavourings to enhance taste of chicken.	Marinating meat. List dangers of not keeping food safe to eat. High risk foods identified and ways to cook safely and reduce risk of food poisoning explained. Safety keep salad separate to raw meat recap avoiding cross contamination. Campylobacter. Read recipe and identify skills. Prepare salad leaves, tomatoes etc. Prepare meat by using mallet to platter fillet of chicken. Season meat. Shallow fry meat until cooked. Combine to make burger. Assessment of product complete pupil PPT write up and evaluation. Photograph work.	Demonstrate key techniques and with support staff provide mini demonstrations for struggling students. Effective questioning. Look into eating too much and effects on human body. Key Words Meat Chep cuts Protein Budget Tenderising appetising	Teacher observation Questioning Photographs WWW and EBI Oral feedback. Written feedback mark pupils work-set targets and suggest improvements. Photograph work. Individual skills will be assessed.	Numeracy costing a recipe Literacy sensory words connective words SMSC Meat alternatives RSE Consumer aw3areness Cultural Capital ICT- cuts of meat images. CLEAPSS: -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
6 Meal Planning	Planning and building menus. Creating a shopping list.	Pupil PPT Weekly Meal planner Examples of meal planner Eatwell guide. BOOKS Store cupboard items to view e.g., staples Plenary questioning cards	Look at typical low-cost recipes and base these ideas as foundation of planning meals for a week to stay within a budget. Skills Researching Communicating Use of numeracy Improve own learning	Discuss importance of shopping wisely. Bulk buying Supermarket own brands Frozen verses fresh Paket mixes How to keep veg and fruit fresher longer. Leftovers Making a list Buy what you need. Value products Reduced products Reheating.	Pupils to log onto PPT presentation and start to fill in low-cost meal ideas into weekly menu plan. Guide and supervise activity as required by each pupil.	Effective questioning facilitating pupils to think critically. Support all pupils as required to complete a menu plan. Key words Money Cost Quantity Total	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy costing a recipe, keeping within a budget, estimating. Literacy: Writing recipe ideas. SMSC Wise shopping and managing money. RSE Consumer awareness Cultural Capital-where to shop. ICT-complete meal planner online. Research low cost meals on websites. CLEAPSS COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
7 Risotto	Introduce the nutritional value of grains e.g., contain fibre, protein essential vitamins etc. To carry out sensory	Pupil PPT Recipe Equipment Plenary questioning cards Vegetable picture name cards Eatwell guide poster.	Recognise dangers of rice as a high-risk food, especially reheating. Investigate what happens when rice is cooked. Look at adapting recipe to use left -over ingredients to save money. Adapt recipe to suit Vegetarian/Vegan pallet. Understand types of vegetables that can be added to risotto.	Questioning recap: Get pupils to list uses of rice, types of rice, different cooking methods, risks and costs. Buying in bulk explained to reduce costs. Rice as staple food for a lot of people often eaten more by people who are malnourished or in poverty around the world.	Continue to explore staple foods and different types of rice dish. Discuss the easy adaptability of this recipe to suit most dietary needs from low cost to Vegetarian. Demonstrate how to make a homemade stock. Discuss its many uses. Demonstrate safe and hygienic preparation of all vegetables using knife skills. Identify and read skills required in the recipe.	Mini demonstrations for struggling students. Differentiated research task on different grains now becoming popular in many recipes. Quinoa, couscous, spelt. Use Descriptive word map in pupil PPT. Key Words Grains, Rice, Ratio Staple, Adapt	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy. Ratio in cooking rice 3:1, costing a recipe. Correct shelf life and use by dates. Literacy sensory words SMSC Italian cuisine. Food miles-transportation RSE Energy and nutrients Eat more starch-based carbohydrates. Cultural Capital CLEAPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob) MRAT-133 (knives)

	analysis of the risotto and record findings.		Recap ways to save money. To demonstrate knowledge of different types of rice and uses. To understand Grains, have important nutrients for health. To use tools and equipment accurately and safely. <u>Skills</u> Safe use of hob Safe cooking of rice Temperature control		Modify or adapt to suit taste. Follow instructions for cooking, fry onion, add stock etc and simmer constantly stirring until cooked. Present dish for assessment. Photograph work. Work out cost of ingredients to make meal. Complete write up on pupil ppt.			COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
8 Leek and potato soup	Explore potatoes as staple food and nutritional value. Look at ways to do wise shopping to save money. Bulk buying end of day bargains grow your own.	Pupil PPT Recipe Equipment Plenary questioning cards Vegetable picture name cards. Eatwell poster.	Understand ingredients grown locally and in UK. To identify and explain some of the environmentally issues associated with foods. Learn parts of vegetable plant and how vegetable is farmed and grown. Microwaving to reheat. Food processor to liquidise. How to make ingredients last longer. <u>Skills</u> Simmering Prewash Chop, slice, and dice vegetables Tasting Blending Altering texture Garnish Serve	Why is it important to know about environmental issues associated with food today? Use of seasonal ingredients. Importance of buying locally sourced foods. Issues linked to food waste.	Discuss the different ways to cook vegetables to preserve nutritional content. Read and identify skills used in recipe. Discuss the value of freezing and refrigerating and how it works on vegetables and fruits. Prepare, cook and serve a healthy soup to appeal to a teenager on a budget. Recap how to make a stock and discuss its uses in cooking. Follow instructions were possible. Develop good classroom routine working independently and safely. Garnishing explained. Present soup for assessment with a garnish of choice. Complete write up of evaluation. Photograph work.	Mini demonstrations for struggling students Use questioning to clarify previous knowledge and learning. Promote further research into environmental issues relating to food. Seek to find out what has been done in science lessons. Use descriptive literacy mat in pupil PowerPoint. <u>Key Words</u> Local Seasonal Food miles Fresh Tasty Creamy	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time. Written feedback check understanding for different types of vegetables and how to source locally. Mark work and give feedback.	Numeracy measuring liquids, costing a recipe Literacy sensory words connective words, names of different vegetables SMSC: factors affecting food choices money/time Wise shopping Environmental issues. RSE - Ingredients and how to modify recipe . Cultural Capital-how to make food last longer. 5 a day. Seasonal food and how to pick. CLEAPSS -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
9 Fish Cakes and salad	To know and understand where key ingredients come from and how they are grown, reared, or caught.	Pupil PPT Recipe Equipment Fish Focus website Explore Food website Plenary questioning cards Vegetable picture name cards. Science: You tube emulsifiers	Build on environmental issues, discuss sustainable fishing and farming. Introduce the names of a few common fish we farm locally and identify and group fish etc. Become aware of the different fillets of fish, types and the different methods of cooking them. Fish can be added to a staple food to lower cost. Importance of food hygiene handling fish. Learn how to make a salad dressing, with possible discussion on lower fat versions. <u>Skills</u> Prewash vegetables Frying Peeling Chop	Why is it important to buy fish from reputable sources? Why is the fishing industry struggling? What affects price of fish? Why is it recommended that we eat fish twice a week one being an oily fish? Name some varieties of potatoes? Which ones are suitable for making fish cakes? Lead discussion during lesson to explore how fish is a very important and natural source of cod liver oil and Omega 3. Understand healthy ways of cooking fish and try to encourage pupils away from deep fried variety.	Question pupils on best potatoes to use for fish cakes e.g., for baking, roasting etc. What ingredients can be used in fish cakes? Read and identify skills in recipe. H and S use of new equipment-blades, use of hot pan and chef's knife. Wear oven gloves. Pupils follow teacher demonstrations to create fish cakes, working safely and hygienically. Control and supervise any possible risks. Remind and question pupils on keeping safe using fish and possible contamination risks. Prepare salad separately, pupils can use spiralizer to create different patterns for fruit and vegetables used. Take care using the spiralizer of the blades. Talk through making salad dressings, they are simple to	Mini demonstration for struggling students Use questioning to clarify previous knowledge and learning. About microbiological food poisoning. Use literacy mat in pupil PowerPoint to enhance descriptive words and vocabulary. <u>Key words</u> Sustainable Farming Microbiological Poisoning Salad dressing. Spiralizer.	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time. Written feedback check understanding for different types of fish and importance in diet. Mark work and give feedback.	Numeracy shaping and moulding, costing a recipe, accurate cooking times, ration, weighing and measuring. Literacy sensory words - learn different tasting words. Key words for different types of fish. SMSC: Food presentation practice. British main meals. Sustainable fishing and farming. RSE Ingredients and how to modify recipes . Cultural Capital ICT- images of microbiological germs. CLEAPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19

			Boil Shaping Mixing Serving		make and cheaper that commercially bought ones. Demonstrate the maths used in making a French dressing. Question pupils on different types of salad dressings. Present food attractively and serve up for assessment. Complete write up of evaluation on pupil PowerPoint Photograph work.			
10 Lentil Dahl and naan bread	What are the main ingredients in a curry and the different herbs and spices used to enhance flavour? Lentils and pulses explained.	Pupil PPT Recipe Equipment Explore Food website Plenary questioning cards Vegetable name cards Food A Fact of Life Indian Express PPT	Explore the several types of lentils and pulses used in cooking. Discuss why lentils are full of protein and are base for many low-cost meals. Explain flour as an ingredient and carbohydrate source. <u>Skills</u> Weighing Measuring Simmering Frying	What countries make up Asia? What are the main ingredients in curries? What are the main herbs and spices? Save money growing own herbs explained. What are the health benefits to Asian cooking verses British diet? Display example products of lentils. Display example products of herbs and spices commonly used.	Pupils to follow teacher instructions for making naan bread and curry. Emphasis on flavouring curry explained to enhance flavours, colours, and textures. Present dish to be photographed and assessed. Work out cost of dish. Complete nutritional analysis for evidence.	Facilitate creativity of ideas and thinking skills. Use questioning to develop confidence to create own version of dish, Taste Season Taste again message. <u>Key words</u> Pulses Lentils Spice Herbs Paste Spicy Flavoursome	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy costing recipe Literacy Sensory descriptive words SMSC: Food presentation practice Asian cuisine with religious and cultural influences. RSE Ingredients and how to modify recipes . Cultural Capital ICT- CLEAPSS MRAT-131- (Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
11 Macaroni cheese and salad	Pasta as a staple food briefed. Explain the process of gelatinization in sauce making and the principles of what makes a sauce thicken.	Pupil PPT Recipe Equipment Food a fact of life NUTRIENTS Plenary questioning cards Vegetable picture name cards	Discuss pasta as a food commodity. To calculate the nutritional profile and compare the effect of using alternative ingredients. To state the micronutrients and why they are important in the diet. Types of different cheeses and how different combinations of flavours and strengths can be used. <u>Skills</u> Weighing Measuring Boiling Simmering Al dente Draining Sauce making Serving	Look at pasta as basis for many economical meals. Explore meal being suitable for Vegetarians some cheeses considered alright to eat. Cheese good source of protein very versatile. Importance of protein in diet.	Brainstorm on what it is to be vegetarian. How might adding vegetables, name some, that could be added to macaroni cheese. Look at Power Point presentation on micro-nutrients and vitamins. Talk through functions of ingredients. Discuss alternatives e.g., milk or cheese. Read through recipe and identify skills and safety concerns. Demonstrate making an all-in-one cheese sauce. Discuss options and choices. Discuss cooking pasta and how to refresh already pre-cooked pasta. Revisit making salads and the importance of balancing the meal nutritionally. Make the meal and present for assessment. Complete nutritional profile using Explore Food. Complete write up on pupil PowerPoint using the literacy descriptive words from the mat. Photograph work.	Why are takeaways and convenience foods more expensive? What ingredients could be added to increase nutritional content? Recipe to follow. Discuss enhancing the flavours and ingredients with more able pupils. Pupils will have a brief insight into the range of dietary requirements that are currently evident in today's society and can reflect in their menu planning. <u>Key Words</u> Protein Sauce Roux Sauce Gelatinisation. Vegetarian Cheesy Sauce	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy costing recipe, weighing and measuring. Literacy Sensory Words. Reading a recipe, names of cheeses, vegetarian concepts. SMSC Nutritional analysis. RSE Ingredients and how to modify recipes . Cultural Capital. ICT-use internet to research different recipe variations. Use internet to do a price comparison. CLEAPSS MRAT-131- (Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
12 Bread and butter pudding and rice pudding	Complete two-week meal planner. Consider types of healthy low-cost desserts which are	Pupil PPT Recipes Equipment Plenary questioning cards Fruit name cards	To check evidence of all criteria required to complete Module is done. Assess completed work with teacher note any adjustments required. Prepare a quick bread or rice dessert which demonstrates the role of calcium in the diet.	Appreciate it can be very easy and quick to prepare a basic bread or rice pudding. Identify different types of milk on the market. Skimmed milk is lower in fat and costs less etc. Different rices, on show and how used.	Brainstorm healthy ingredients used in desserts. Demonstration of how desserts are made healthier. Reflect on rice and bread as a staple food and its many uses especially in desserts. Consider nutritional content use Explore Food to analyse. Transfer results and copy to PowerPoints.	Discuss summary of achievement for end of module. Copy of recipe to follow. Students can embrace own ideas for development by using research. <u>Key Words</u> Milk Alternatives Trends	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed.	Numeracy cost recipe Literacy sensory words SMSC Avoiding food waste and effects of food poverty. RSE Using staple foods to create desserts Cultural Capital ICT-images of dessert ideas from staple foods. CLEAPSS MRAT-131- (Food Handling) MRAT-119 (Conventional oven) MRAT-133 (knives)

	suitable to eat and plan.		<p>Reflect on the impact of staple foods on recipes and from around the world. Compare cost of homemade pudding verses shop bought ones.</p> <p><u>Skills</u> Cutting Bread slicing Buttering Spreading Weighing Measuring Beating Mixing Pouring Layering Baking Time management Serving Designing Developing design ideas</p>	<p>Different breads that can be used and reason for stale bread in recipe.</p>	<p>Explore uses of eggs in desserts often used to set puddings, custards etc. Look at milk, cream, yogurt and cheese in desserts. Look at design ideas to alter the desserts adding other ingredients and flavours. Some puddings can be sweet or savoury. Create a basic bread or rice pudding.</p> <p>Complete Pupil PPT Complete sensory evaluation of product. Photograph work.</p> <p>Complete Asdan Plan and Review sheets as appropriate.</p>	<p>Sweet Soft Spongy Rice Bread Pudding</p>	<p>Set targets to develop next time.</p> <p>Appraise completed module for 1 credit.</p>	<p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
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Include cultural capital and reading resources

Try and highlight key knowledge and skills in different colours.

Read the 'developing academic language in writing' slide/article.

- Technology teaches students to be inquisitive, self-confident, independent and to develop excellent knowledge and practical skills
- All design subjects follow the design cycle, which takes a product from inception to completion.
- Students are taught how to research, investigate, design, plan, make and evaluate.
- In addition, students have access to excellent subject specific facilities and resources to support them in understanding how Technology exists in the real world.
- In Food Technology, students develop a clear understanding of a healthy diet. They also learn valuable life skill of
- Cooking a balanced meal using a variety of accessible recipes, within an industry standard kitchen.



ASDAN Food Wise SCHEMES OF WORK



Module 5B3 Entertaining

Plan a themed birthday party for a teenager. Think about the venue, costs, food, drink, and the theme-make this appropriate to the age of the child.

Ensure that you work within an agreed budget and make a list of everything you need, including where you will buy it from.

Cook and present two or three of the dishes you have chosen.

Pupils' choice of recipes and how to present findings is encouraged in this Unit of Work.

*** All lessons follow the schools risk assessment with detail links to Barnardo's, COSSH, and CLEAPPS guidance: [CLEAPSS](#)**

	Intent				Implementation		Impact	
Lesson Number	Concept	Resources	Learning Objective	Starter Activity	Learning Activities	Differentiation Activities	AFL	Suggested links with school learning
1 (120 mins) profiteroles	Introduction to how to research and plan a birthday party. Party food can be chosen by learner. Identify any special equipment required.	Pupil ppt 5B3 Birthday Party. Party Food recipes books. Party invitations-publisher etc Variety of Kitchen equipment for creative party products. One touch screen.	Facilitate pupils to plan a birthday party deciding on a theme, venue, time and place. Complete a party invitation. Make a party food product. Understand how to use special doughs that can be filled with creams, custards, fruits etc. Create decorative pastries to serve at a party.	Show examples of birthday party ideas. Use Supermarket recipe and website to cost ingredients to make.	Get pupils to access Pupil ppt on Teams. Use the Internet to research an idea for a birthday party. Create an invitation for your party using publisher or other format as need requires. Follow the party food recipe and work independently if able. Read and identify skills for Profiteroles . H and S Introduce safety measures for	Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning. Ability to do own research. Key Words Profiteroles Choux Pastry Filling	Teacher observation Questioning Photographs. WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy: shape, estimate cost, Literacy. Use of literacy mat. Use subject specific terminology. Choux pastry, Eric Read recipe SMSC Working safely and hygienically in the kitchen. Budget RSE - CLEAPSS -MRAT 131-(Food Handling) MRAT-119 (Conventional oven) MRAT-132 (Hob) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19

storing and serving food for a party. Start by making choux dough following teacher demonstration. Divide choux pastry into equal circles on a baking tray by spooning mixture or piping. Bake in the oven following time plan. Once cooked demonstrate how to fill the bun with cream or custard or any other designed filling. Facilitate creativity for finishing with a decoration of choice that may fit in with theme of the party. Circulate room and offer help to students requiring any. Allow for independent thinking. Present food products for photographing. Evaluate by discussing, flavour, texture, aroma and appearance using literacy mat. Wash up and tidy away. Complete write up.

Cost recipe.

Cream
Custard

					Plan for following weeks recipe and order ingredients and check equipment required.			
2 (120 mins) Sausage rolls	Start making party food products Party food can be chosen by learner. Identify any special equipment required.	Pupil ppt 5B3 Birthday Party. Party Food recipes books. Party invitations-publisher etc Variety of Kitchen equipment for creative party products. One touch screen.	Make a list of sweet and savoury party food recipes. Design and make some sausage rolls for a party. Know how to shape pastry into a food parcel. Keep safe when using raw meat. Compose a shopping list using supermarket web page.	Show examples of birthday party ideas. Use Supermarket recipe and website to cost ingredients to make.	Read and find skills for Sausage rolls . H and S cross contamination from raw meat. Use of oven Start by forming meat into required seasoning or flavour by adding herbs spices etc. Roll out puff pastry to required thickness. Demonstrate how to create sausage rolls emphasising sealing pastry, trimming, and egg washing to glaze end results. Cut into equal sized sausage rolls as a bite sized finger food. Cook in the oven until golden brown. Demonstrate how one knows when it is cooked through e.g., checked underside pastry is cooked. Circulate room and offer help to students requiring any. Allow for independent thinking. Present food products for photographing.	Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning. Ability to do own research. Ability to do own research. Key words Sausage meat Glaze Divide Shape Adapt	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy: shape, estimate cost Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen. Compose a shopping list. RSE - CLEAPPSS -MRAT 131-(Food Handling) MRAT-119 (Conventional oven) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19

					Evaluate by discussing, flavour, texture, aroma, and appearance using literacy mat. Wash up and tidy away. Complete write up. Cost recipe. Plan for following weeks recipe and order ingredients and check equipment required.			
3 (120 mins) Chinese spring rolls	Start making party food products Party food can be chosen by learner. Identify any special equipment required.	Pupil ppt 5B3 Birthday Party. Party Food recipes books. Party invitations-publisher etc Variety of Kitchen equipment for creative party products. One touch screen.	Explore ways to cost recipes particularly using one of the supermarket websites. This will allow cost to be drawn from the chosen recipe. Prepare vegetables for making a stir fry. Shape pastry into a spring roll.	Show examples of birthday party ideas. Use Supermarket recipe and website to cost ingredients to make.	Read and find skills for Chinese spring rolls . H and S use of knife, use of hot oven and use of hob. Start by preparing ingredients for filling. Revisit skills and techniques used for stir-frying. Build on ideas of adding flavour using Chinese spices etc. Demonstrate how to use filling to create a spring roll. Divide into equal sized spring rolls to serve as a finger food. Grease and line a baking tray. Bake in the oven. Circulate room and offer help to students requiring any. Allow	Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning. Ability to do own research. Key Words Chinese Stir fry	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy: shape, estimate cost, division. Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen. Chinese cuisine RSE - CLEAPPSS -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19

					<p>for independent thinking.</p> <p>Present food products for photographing.</p> <p>Evaluate by discussing, flavour, texture, aroma, and appearance using literacy mat.</p> <p>Wash up and tidy away.</p> <p>Complete write up.</p> <p>Cost recipe.</p> <p>Plan for following weeks recipe and order ingredients and check equipment required.</p>			
<p>4</p> <p>(120 mins)</p> <p>Caribbean patties</p>	<p>Start making party food products</p> <p>Party food can be chosen by learner.</p> <p>Identify any special equipment required.</p>	<p>Pupil ppt 5B3 Birthday Party. Party Food recipes books. Party invitations-publisher etc</p> <p>Variety of Kitchen equipment for creative party products. One touch screen.</p>	<p>To understand the importance of budgeting when organising a birthday party.</p> <p>To enhance the flavour of a party food with herbs and spices commonly used in the Caribbean</p>	<p>Show examples of birthday party ideas.</p> <p>Use Supermarket recipe and website to cost ingredients to make.</p>	<p>Read and find skills for Caribbean patties.</p> <p>Start by making shortcrust pastry dough.</p> <p>Demonstrate how to make savoury filling, show how to create pasties by folding mixing into food parcel.</p> <p>Bake in the oven.</p> <p>Circulate room and offer help to students requiring any.</p> <p>Allow for independent thinking.</p> <p>Present food products for photographing.</p> <p>Evaluate by discussing, flavour, texture, aroma and</p>	<p>Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning.</p> <p>Individual outcome will be produced allowing teacher support and stretch for more able pupils.</p> <p>Varying levels of self-reflection.</p> <p>Effective questioning.</p> <p>Ability to do own research.</p> <p>Key Words Caribbean Pattie</p>	<p>Teacher observation</p> <p>Questioning</p> <p>Photographs</p> <p>WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work.</p> <p>Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>Numeracy: shape, estimate cost, division</p> <p>Literacy. Use of literacy mat. Use subject specific terminology.</p> <p>Eric Read recipe</p> <p>SMSC Working safely and hygienically in the kitchen</p> <p>RSE -</p> <p>CLEAPPSS</p> <p>-MRAT 131-(Food Handling)</p> <p>MRAT-130 (Frying)</p> <p>MRAT-119 (Conventional oven)</p> <p>MRAT-132 (Hob)</p> <p>MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices.</p> <p>CLEAAPS-Guidance for Covid 19</p> <p>HCS – Policies re Covid 19</p>

					appearance using literacy mat. Wash up and tidy away. Complete write up. Cost recipe. Plan for following weeks recipe and order ingredients and check equipment required.			
5 (120 mins) Samosas	Start making party food products Party food can be chosen by learner. Identify any special equipment required.	Pupil ppt 5B3 Birthday Party. Party Food recipes books. Party invitations-publisher etc Variety of Kitchen equipment for creative party products. One touch screen.	To calculate the total cost of the birthday party. To plan and make some samosas ready to serve for a party. Follow demonstrations on how to parcel food using pastry. Cost the snack for ten people.	Show examples of birthday party ideas. Use Supermarket recipe and website to cost ingredients to make.	Read and find skills for Samosas . Start by making samosa filling following instruction on recipe. Emphasise that there are a lot of different variations of fillings. Explore some of the typical spices used in Asian food. Think about cost and food choices for some people e.g., Vegetarian, Vegan etc. Demonstrate how to make pastry for samosa or use alternative Filo pastry. Demonstrate how to shape and fold samosa. Discuss authentic method of cooking and alternative method which we will use to reduce fat content.	Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning. Ability to do own research. Key Words Samosa Filo pastry	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy: Shape, estimate cost, division Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen. Influences of Asian cuisine. RSE - CLEAPPSS -MRAT 131- (Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19

					<p>Bake in the oven Circulate room and offer help to students requiring any. Allow for independent thinking. Present food products for photographing. Evaluate by discussing, flavour, texture, aroma and appearance using literacy mat. Wash up and tidy away. Complete write up. Cost recipe. Plan for following weeks recipe and order ingredients and check equipment required.</p>			
<p>6 (120 mins)</p> <p>Mini Cornish pasties</p>	<p>Start making party food products</p> <p>Party food can be chosen by learner.</p> <p>Identify any special equipment required.</p>	<p>Pupil ppt 5B3 Birthday Party. Party Food recipes books. Party invitations-publisher etc Variety of Kitchen equipment for creative party products.</p>	<p>To plan and make some mini-Cornish pasties ready to serve for a party. Follow demonstrations on how to make shortcrust pastry. Make a filling of your choice. Shape and form into mini pasties. Cost the snack for ten people.</p>	<p>Show examples of birthday party ideas.</p> <p>Use Supermarket recipe and website to cost ingredients to make.</p>	<p>Read and find skills for Cornish pasties. Explain how this recipe can be adapted and changed to become a smaller finger food version. What are the advantages of using locally sourced ingredients? Especially about cost. What are organic meats and vegetables? H and S safety when using knife skills to prepare ingredients. Safe use of oven.</p>	<p>Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning. Ability to do own research.</p> <p>Key Words Traditional Cornish</p>	<p>Teacher observation Questioning Photographs WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Set targets to develop next time.</p> <p>Start checking for any gaps in work that need completing.</p>	<p>Numeracy: shape, division, estimating cost. Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen. Traditional UK recipe. RSE - CLEAPPSS -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

		One touch screen.			<p>Cleaning vegetables. Cross contamination from raw meat. Prepare vegetables and cut into small chunks. Stir fry ingredients with stock and seasonings gradually. Demonstrate how to make pastry and the functions of flour and fat. What does shorten mean? Recap question pupil's knowledge about pastry making. Demonstrate how to create pastry case for pastie. Use independent thinking skills to create equal sized finger food. Bake in the oven noticing temperature and time. When cooked present for assessment.</p> <p>Wash up and tidy away. Complete write up. Cost recipe. Plan for following weeks recipe and order ingredients and check equipment required.</p>			
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<p>7 (120 mins)</p> <p>POP CAKES</p>	<p>Start making party food products. Complete evidencing work achieved</p> <p>Party food can be chosen by learner.</p> <p>Identify any special equipment required.</p>	<p>Pupil ppt 5B3 Birthday Party. Party Food recipes books. Party invitations-publisher etc Variety of Kitchen equipment for creative party products. One touch screen.</p>	<p>To plan and make some Pop cakes ready to serve for a party. Follow demonstrations on how to make Pop cakes. Shape and form into small round cakes. Decorate with sprinkles. Gift wrap for a party guest.</p> <p>To self- reflect on the project. Completing Asdan, plan, Do and Review Skills sheets if needed.</p>	<p>Show examples of birthday party ideas.</p> <p>Use Supermarket recipe and website to cost ingredients to make.</p>	<p>Read and find skills for Pop-cakes or alternative recipe for other pupils. Play the you tube video on how to make pop cakes. Request that pupils follow the instructions on recipe card or ppt. Start by making cake mix. Guide pupils learning by circulating amongst them offering advice as needed. Demonstrate how to shape mix into a ball and put on lolly stick. Suggest ideas for decoration. Allow for independent thinking. Demonstrate how to wrap in cellophane display or for gift idea etc. Present food products for photographing. Evaluate by discussing, flavour, texture, aroma and appearance using literacy mat. Wash up and tidy away. Complete write up. Cost recipe. Plan for following weeks recipe and order ingredients and</p>	<p>Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning. Ability to do own research.</p> <p>Key Words Combining Shaping Gift wrapping</p>	<p>Teacher observation Questioning Photographs WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Set targets to develop next time.</p> <p>Start checking for any gaps in work that need completing.</p>	<p>Numeracy: shape, division, estimating cost Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen RSE - CLEAPPSS -MRAT 131-(Food Handling) MRAT-119 (Conventional oven)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
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					check equipment required.			
8 (120 mins)	Complete evidencing work achieved. Party food can be chosen by learner.	Pupil ppt 5B3 Birthday Party. Party Food recipes books. Party invitations-publisher etc Variety of Kitchen equipment for creative party products. One touch screen.	To self- reflect on the project. Completing Asdan, plan, Do and Review Skills sheets if required.	Show examples of birthday party ideas. Use Supermarket recipe and website to cost ingredients to make.	Read and find skills for Palmier Biscuits . Investigate how the recipe can be adapted and changed to create sweet or savoury versions. Start by choosing flavourings make biscuits following recipe and teacher demonstration. Explain the benefits of buying puff pastry as opposed to buying it, e.g., time restraints not cost effective. Shape biscuits into Elephant ears. Circulate room and offer help to students requiring any. Allow for independent thinking. Bake in the oven, checking timings. Present food products for photographing. Evaluate by discussing, flavour, texture, aroma, and appearance using literacy mat. Wash up and tidy away. Complete write up. Present project for assessment.	Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning. Ability to do own research. Key Words Shaping Puff pastry Biscuit	Teacher observation Questioning Photographs WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Advise pupil if any gaps in work need completing.	Numeracy Literacy. Use of literacy mat. Use subject specific terminology. Eric Read recipe SMSC Working safely and hygienically in the kitchen RSE - CLEAPPSS -MRAT 131-(Food Handling) MRAT-119 (Conventional oven) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19



ASDAN Foodwise SCHEMES OF WORK



Module 7A1 PRACTICAL COOKING

Overall Aim: Demonstrate pupils have developed a broad range of cooking skills and techniques to develop, plan and cook meals over time.

N.B. All lessons will commence with strict instructions to wash hands etc. Reminders for social distancing will be adhered to wherever possible.

*** All lessons follow the schools risk assessment with detail links to Barnardo's, COSSH, and CLEAPPS guidance: [CLEAPSS](#)**

	Intent				Implementation		Impact	
Lesson Number	Concept	Resources	Learning Objective	Starter Activity	Learning Activities	Possible differentiation and stretch and challenge activities	AFL	Suggested links with school learning
1 Mince pies/ shortbread biscuits	Celebration recipes Appreciate making food products as festive gifts and how to package attractively.	Recipe, Camera, Pupil Practical ppt Bun tins Pastry cutter	Explain the aims of the new module of work. Show new pupil PPT booklet Appreciate foods from around the world that influence our celebration of Christmas. Using the rubbing in method combine ingredients to make shortbread biscuits shaping to a Christmas theme. Gift package <u>Skills</u> Safe use of oven, Weighing and measuring Shaping Sealing Egg washing/glazing	Demonstrate how to make pastry and the science involved in the process.	Read through and identify skills within the recipes. (Mince pies or shortbread biscuits) H & S using food processor and the oven. Demonstrate accurate weighing and measuring of ingredients. Pupils to follow the recipe independently. All to shape pastry to fit bun tin, thumbing up, filling with mincemeat and sealing pastry top to pastry case. Practice time management ensuring the components come together at the right time. Describe the meals qualities colour, shape, texture, aroma, and flavour use literacy mat if appropriate. Wash up and tidy away. Write up. Complete write up.	Mini demonstration for struggling students. Visual recipe Comparison of shop bought mince pie to own version. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning <u>Key Words</u> Thumbing up, shape, Christmas, rubbing in method, package <u>Sensory Words</u>	YP will be judged on a variety of success criteria including www/Ebi Teacher observation Questioning Photographs. WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy: weighing and measuring. Literacy: Display Cooking methods, ERIC read recipe. Descriptive words- evaluation SMSC Food poverty Ability to learn. Scotland's tradition for New Year bread, salt and coal-the symbol of life, hospitality and warmth. RSE- ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-119 (Conventional oven) MRAT-132 (Hob) COVID 19: Follow safe practices. CLEAPPS-Guidance for Covid 19 HCS – Policies re Covid 19

<p>2 Bagels</p>	<p>Plan and organise self and work area to create good quality bagels.</p>	<p>Recipe, camera, Practical Cooking ppt</p>	<p>To measure out accurately weighing and measuring of liquids and solid ingredients. Recap principles of bread making. Safe use of poaching technique to create texture in bagel. Discuss ways to flavour product and how it can be used as part of healthy breakfast</p> <p><u>Skills</u> Safe use of hob Boiling water</p>	<p>Questioning for learning: recap what makes bread rise? what are the key points to remember when making bread? What is gluten?</p>	<p>Read and identify skills within the recipe (bagels) H and S –Use of boiling water, use of oven. Prepare ingredients to make bread dough following instructions and recipe. Note any adaptations e.g., adding raisins etc. Work safely and hygienically. Demonstrate how to shape the bread sections into bagels. Discuss the History and origins of the Bagel. Discuss it's many uses. Explain and demonstrate the boiling of the bagels in water. Bake in the oven. Practice time management. Use an oven timer. Glaze and finish product. Think about all the different types of toppings for bagels. Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate.</p> <p>Wash up and tidy away. Write up.</p> <p>Photograph and complete peer evaluation and note on pupil PowerPoint.</p>	<p>Supervise all pupils using hot water. Give individual assistance to struggling pupils. Display key sensory words. Display pupil work with permission. Safety and hygiene cards on display. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. What types of decoration are used on bagels- research? Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Bagel, bread, gluten, shape, topping. <u>Sensory Words</u> Soft, spongy, moist, springy, golden, crisp</p>	<p>Individual photographs will be taken. Teacher observation to assess skills.</p> <p>Teacher observation Questioning Photographs. WWW and EBI</p> <p>Oral feedback</p> <p>Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>Numeracy: Weigh and measure, shaping bagel, timing, temperature control. Literacy: Display cooking methods. Follow recipe. Sensory vocabulary. ERIC- SMSC History of Bagel Jewish community in New York made them famous and popular. Explore different methods of food production bread from different parts of the world. RSE- ICT- CLEAPSS MRAT 131 (Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob)</p> <p>COVID 19: Follow safe practices. CLEAPPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
<p>3 Full English Breakfast</p>	<p>Importance of eating breakfast. Look at traditional English recipe.</p>	<p>Display of traditional UK food products Pupil PPT booklet.</p>	<p>Learn about the nutrients the body requires FOR GOOD HEALTH. Create a traditional English Breakfast adapting it to personal preference. Appreciate the importance of breakfast in the diet. Buying local ingredient</p>	<p>What makes a healthy breakfast? How do we keep free from cross contamination when using raw meat?</p>	<p>Read and identify skills within the recipe (Full English Breakfast) H and S use of oven, hob, toaster, boiling water and grill. Cross contamination.</p> <p>Explain all the different cooking methods involved, Grilling sausages, bacon, poaching egg, toasting bread, frying mushrooms, preparing beans and tomatoes. Explain keeping food warm until serving, correct temperature and danger zones. Recap setting the table for service.</p>	<p>Teacher to support as required stretch more able students to present food attractively. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning</p>	<p>Peer assessment. Photograph Www/Ebi</p> <p>Teacher observation Questioning Photographs. WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p>	<p>Numeracy timing Literacy Display cooking methods. Follow recipe. ERIC- SMSC Seasonal ingredients, quality of ingredients, debate health benefits. Celebrate cuisine of British Isles. Consider the environment and buying locally. RSE- ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob)</p>

			<p><u>Skills</u> Frying Poaching Toasting Grilling Presenting</p>		<p>Serve warm food on hot plates.</p> <p>Describe the meals qualities colour, shape, texture, aroma, and flavour use literacy mat if appropriate.</p> <p>Wash up and tidy away. Write up.</p>	<p><u>Key Words</u> Grilling, frying, toasting, cross contamination, service <u>Sensory Words</u> Crisp, runny,</p>	<p>Set targets to develop next time.</p>	<p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
<p>4 Porridge/ energy bars</p>	<p>Explain how energy bars provide energy and nutrients to meet a teenager's needs.</p>	<p>Pupil PPT booklet Recipe FFL-exploring energy</p>	<p>Understand the importance of carbohydrate in the diet for energy. Appreciate the benefits and nutritional value of porridge oats. Explore the different types of milk now available to use especially if following a Vegan diet. Make porridge and know how to serve with different toppings. SMSC. Teamwork - working together to follow a recipe.</p> <p><u>Skills</u> Melting Combining Weighing Measuring</p>	<p>Where do oats come from? How are oats processed? Discuss nutritional contents of oats. Where do nuts and seeds come from? What nutrients do seeds, and nuts contain?</p>	<p>Play video on energy. When making food choices why is it important to get the energy balance correct. What is a Kilocalorie? Look at a variety of alternative milk products on the market. Taste tests the different selection of milk. Discuss how these can be used in cooking from substituting cow's milk. Teacher demonstration of making porridge and cooking in microwave and on the stove. Demonstration of making energy bars.</p> <p>Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate.</p> <p>Wash up and tidy away. Complete write up on pupil PowerPoint.</p>	<p>Pupils will follow recipe with teacher support, more able students can adapt or change ingredients or shape. What are the effects of consuming too much energy? Mini demonstrations for struggling students. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Porridge Breakfast Energy</p>	<p>Photograph Www/Ebi</p> <p>Teacher observation Questioning Photographs. WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>Numeracy weighing and measuring Literacy Sensory words ERIC- SMSC Reasons people are choosing alternative types of milk. Teamwork working together to follow a recipe. Development of culinary traditions. RSE- ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-119 (Conventional oven) MRAT-132 (Hob)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
<p>5 Haggis with mash potatoes</p>	<p>History of poet Robert Burns</p>	<p>Picture of Scotland and picture of Robert Burns. Pupil ppt. Mao of UK. Scottish music.</p>	<p>To demonstrate essential knife skills of preparing and cooking both meat and vegetables safely and hygienically.</p>	<p>What is Haggis made from? Explain Vegetarian Haggis and how it differs.</p>	<p>Read and identify skills and techniques in the recipe. H and S Use of saucepan/hob. Demonstrate safe and hygienic preparation of vegetables.</p>	<p>Demonstrate key techniques and with support staff provide mini demonstrations for struggling students.</p> <p>Effective questioning.</p>	<p>Photograph Www/Ebi</p> <p>Teacher observation</p>	<p>Numeracy costing a recipe Literacy sensory words connective words. Tatties, ERIC- SMSC Meat alternatives Scottish ingredients and cultural heritage. British culture.</p>

			<p>To understand how to season the dish in a traditional Scottish way. Example how a carrot added to potato can sweeten the flavour.</p> <p><u>Skills</u> Preparation of vegetables Simmering Mashing potatoes</p>		<p>Demonstrate cooking of Haggis following manufactories instructions. Meat version haggis verses vegetarian. Discuss herbs and spices used. Steaming explained. Present and serve. Explore recommended daily nutrients of the dish.</p> <p>Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate.</p> <p>Wash up and tidy away. Complete Write up on pupil PowerPoint.</p>	<p>Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Explore potatoes as a staple food. Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Haggis Scottish Tatties Vegetarian</p>	<p>Questioning Photographs. WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>RSE- ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
6 Pasta	<p>Using flour to make pasta and creating varying shapes.</p> <p>Produce a fresh pasta dish</p>	<p>Pupil PPT Recipe Pupil's watch: Future chef pasta making Camera Pasta machine 00 flour</p>	<p>How to use flour and eggs to make pasta. Know why there are a vast selection of pasta shapes. Be able to use a pasta machine. Make a simple pasta sauce.</p> <p><u>Skills</u> Making fresh pasta dough Making a sauce</p>	<p>Watch Future chef video on pasta making.</p> <p>Discuss differences in ready prepared sauces and freshly made.</p> <p>Discuss different types of flour in making pasta and how it affects structure of pasta.</p>	<p>Read recipe and identify skills and techniques within the recipe. (Fresh pasta) Weigh and measure ingredients combine to make pasta dough. Use pasta machine to create pasta shapes. Demonstrate how to store pasta for use. Demonstrate how to cook fresh pasta and show how to refresh pasta again. Recap sauce making and create a pasta sauce presenting a simple fresh pasta dish. Discuss how to make a red based ragu sauce is made and a green based pesto sauce. Photograph and evaluate work done.</p> <p>Describe the meals qualities colour, shape, texture, aroma, and flavour use literacy mat if appropriate.</p> <p>Wash up and tidy away. Complete write up on pupil PowerPoint.</p>	<p>Provide support for various levels of skills circulating the room. Use effective questioning to develop thinking skills and understanding. Explain how to use pasta machine and clean and store after use. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. How do you make ravioli? What fillings can you have in ravioli? Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Sauce Pasta shapes Refresh Al dente Italian cuisine Carbohydrate Ragu Pesto</p>	<p>Photo Www/Ebi</p> <p>Teacher observation Questioning Photographs. WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>Numeracy costing a recipe. Weighing. Literacy-Read recipe, write evaluation, expressive language ERIC- SMSC Italian cuisine and cultural influences. To include distinctive feature, characteristics and eating patterns. Quality control. RSE- ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

<p>7</p> <p>Chinese New Year Chicken Chow Mein or Sweet and Sour Chicken</p>	<p>Introduction to quick cooking Chinese cuisine.</p>	<p>Pupil PPT Recipe Equipment Camera Chinese dishes Chop sticks Chinese decorations fan, lantern etc.</p>	<p>Create a Chinese main meal exploring the ingredients that give Chinese meals their unique qualities of flavour, aroma, and texture. Examine typical Chinese ingredients e.g., spices, sauces, and vegetables. Appreciate how cooking and eating Chinese dishes can contribute to a healthy diet.</p> <p><u>Skills</u> Safe use of hob Safe cooking of rice Temperature control.</p>	<p>Brief students to understand ingredients are prepared into small sections for quick cooking in a Wok. Demonstrate knife skills to prepare a range of ingredients.</p>	<p>Read the recipe and identify skills and techniques to be used. (chicken chow mien) Demonstrate safe and hygienic preparation of vegetables and meat using knife skills with precision and accuracy. Stir fry meat and vegetables adding sauces and seasonings as required. Apply effective control of time and temperature to cook vegetables. Cook and serve noodles as an accompaniment. Present in Chinese dishes.</p> <p>Describe the meals qualities colour, shape, texture, aroma, and flavour use literacy mat if appropriate.</p> <p>Wash up and tidy away. Complete write up on pupil PowerPoint.</p>	<p>Mini demonstrations for struggling student</p> <p>Use Descriptive word map in pupil PPT. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Grains Rice</p>	<p>Photograph Www/Ebi</p> <p>Teacher observation Questioning Photographs. WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>Numeracy. Ratio in cooking rice 3:1, costing a recipe Literacy sensory words. ERIC- SMSC Chinese cuisine. Explore and gain knowledge of food and recipes from China RSE- ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
<p>8</p> <p>Pad Thai Green Curry</p>	<p>The main cuisines of Asia explored.</p>	<p>Pupil PPT Recipe Equipment</p>	<p>What countries make up Asia? What are the main cuisines of Asia?</p> <p>To use knife skills to prepare ingredients for a Thai curry. Understand that rice is a staple food, explore varieties and storage considerations.</p> <p><u>Skills</u> Simmering Knife skills Frying</p>	<p>What are the main ingredients in a Thai curry? What are the main herbs and spices used in Thai cuisine?</p>	<p>Read recipe and identify skills and techniques used. Understand where Thailand is on world map. Explain how curries got their name.</p> <p>Demonstration and discussion of Marinating meat.</p> <p>Vegetable and meat preparation as demonstration and instructions. Using a wok to stir fry the meat and vegetables. Present meal attractively.</p> <p>Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate. Wash up and tidy away. Complete write up on pupil PowerPoint.</p>	<p>Mini demonstrations for struggling students</p> <p>Use questioning to clarify previous knowledge and learning. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning</p> <p><u>Key Words</u> Marinating Chinese flavours</p>	<p>Photo Www/Ebi</p> <p>Teacher observation Questioning Photographs. WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>Numeracy measuring liquids, Literacy sensory words connective words SMSC: How curries got their name e.g., green curry for green chillies. Understand where Thailand is and some of its cultural cuisine. RSE ICT- CLEAPSS -MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

9 Vegetable casserole with dumplings	One pot cooking	Pupil PPT Recipe Equipment Casserole dish	To plan and identify ingredients required to create a one pot dish. Identify the nutritional content of the dish. Skills Knife skills Read recipe Choosing equipment Prewash vegetables Frying Peel, chop Simmer	Quiz pupils What is the difference between a casserole and a stew? Select a good heavy based pot for cooking in. Select ingredients. Demonstrate how dumpling are made.	Read recipe and identify skills and techniques used (vegetable casserole and dumpling) Prepare ingredients. Follow the recipe steps and following times supervision cook the main meal. Add dumplings at the end and serve. Describe the meals qualities colour, shape, texture, aroma, and flavour use literacy mat if appropriate. Wash up and tidy away. Write up.	Literacy mat to extend use of sensory and technical language. Lesson power point. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning <u>Key Words</u> Casserole Tagine	Photograph Www/Ebi Teacher observation Questioning Photographs. WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy shaping and moulding, costing a recipe Literacy sensory words ERIC- SMSC: Food presentation practice. British main meals. Energy conservation using one pan. RSE ICT- CLEAPSS -MRAT 131-(Food Handling) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAPSS-Guidance for Covid 19 HCS – Policies re Covid 19
10 Chocolate fondants	Create a dessert for a special occasion	Pupil PPT Recipe Equipment	Be able to weigh and measure. Be able to grease, oil, and flour evenly. Bake the fondants enough so chocolate still is soft in the middle. Present and style dessert. <u>Skills</u> Weigh and measure Bake Mix	Insist on following instructions carefully to get the best results. Weigh and measure accurately. Use cake making skills.	Grease and flour dariole mould tins. Combine cake mixture and form. Fill mixture into mould following demonstration. Bake in oven following correct oven temperature and timings. Serve with cream etc. Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate. Wash up and tidy away. Write up.	Literacy mat to extend use of sensory and technical language. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning <u>Key Words</u> Dessert Chocolate Fondant	Photographs Www/Ebi Teacher observation Questioning Photographs. WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy costing recipe Literacy ERIC SMSC: Food presentation practice Valentine celebration. RSE ICT- CLEAPSS -MRAT 131-(Food Handling) MRAT-119 (Conventional oven) MRAT-132 (Hob) COVID 19: Follow safe practices. CLEAPSS-Guidance for Covid 19 HCS – Policies re Covid 19
11 Chilli con carne	Developing sauce making to add to rice.	Pupil PPT Recipe Equipment	Create a main meal Chilli Con carne. SMSC Flavouring and seasoning explored. Using a knife. Preparing vegetables.	Discussion of what makes a good chilli con carne	Demonstration of making chilli con carne. Question pupils on ingredients functions. Observe correct knife skills and guide as required. How to cook rice. Practice a high finish when serving the meal. Discuss alternative ingredients to make vegetarian.	Literacy mat to extend use of sensory and technical language. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher	Photograph Profile of nutrients. Teacher observation Questioning Photographs. WWW and EBI Oral feedback	Numeracy Literacy Sensory Words. ERIC- SMSC Keeping safe with meat, wise shopping. RSE ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-132 (Hob)

			Prevention of cross contamination		How can fat be reduced? How can fibre content be increased?	support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning	Photograph work. Individual skills will be assessed.	MRAT-133 (knives)
			<u>Skills</u>		Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate. Wash up and tidy away. Write up.	<u>Key Words</u>	Set targets to develop next time.	COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
12 Filleting fish Trout palliate	Eating fish for health and sustainable fishing explored.	Pupil PPT Recipes Equipment Filleting knife Blue fish chopping board. How to fillet seabass Food provenance fish future chef	Recognising the signs, a fish is fresh. Be aware of the different types of fish and importance in diet. Observe how to fillet a fish and have a go to develop good knife skills. Continue knife skills and vegetable cuts.	How to use a filleting knife for meat or fish. Demonstrate how to fillet a round fish. Name different types of fish. Identify the different parts of a fish.	Read recipe and identify skills and techniques used. H and S microbiological poisoning from bacteria. Watch how to fillet seabass future chef Prepare fish. Prepare vegetables. Create a palliate paper parcel for the fish and vegetables to cook in the oven. Adjusting cooking process. Discuss health benefits cooking this way. Explore different types of sauces that can be served with fish. Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate. Wash up and tidy away. Complete write up.	Literacy mat to extend use of sensory and technical language. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning	Photograph Www/Ebi Teacher observation Questioning Photographs. WWW and EBI Oral feedback Photograph work. Individual skills will be assessed. Set targets to develop next time.	Numeracy Literacy sensory words. ERIC SMSC Sustainable fishing explored Looking at global fishing levels. Food safety. Animal welfare. RSE ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-119 (Conventional oven) MRAT-133 (knives) COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19
13 Jointing a chicken Roast dinner	Cost cutting and wise shopping.	Future chef skills sheet how to portion and fillet a chicken How to portion and fillet a chicken oven techniques roasting a chicken future chefs	Using Safe knife skills debone a chicken into parts naming each piece. Make a roast dinner using the chicken breast. Learn the principles of freezing food.	Demonstrate step by step guide to portioning a whole chicken using knife skills. Name the different parts of the chicken.	Read recipe and identify skills used. Step by step instructions to preparing vegetables dicing slicing etc. Discuss how to achieve best roast potatoes. Demonstrate roasting techniques. Blanching vegetables Cooking with water future chefs The principles of freezing meat and vegetables.	Literacy mat to extend use of sensory and technical language. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning	Photographs Www/Ebi Teacher observation Questioning Photographs. WWW and EBI Oral feedback Photograph work.	Numeracy Literacy sensory words. ERIC SMSC Animal welfare. RSE ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)

			<p>Skills Roasting Steaming Pre_boil Sauce making-gravy. Knife skills Identify parts of chicken. Freezing Labelling Quality control checks.</p>		<p>Serve meal attractively and complete pupil and peer evaluation.</p> <p>Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate.</p> <p>Wash up and tidy away. Complete write up on pupil PowerPoint.</p>	<p>Key Words Steaming Blanching Portion Chicken Fillet Breast Leg Chicken drumstick Wing Tenderloin Freeze</p>	<p>Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
<p>14 BBQ sauces Burger and French fries with coleslaw</p>	<p>Types and uses of sauces Chicken burger, French fries and coleslaw.</p>	<p>FFL – How to build a Gourmet burger resources. https://www.foodafactoflife.org.uk/11-14-years/cooking/gourmet-burger-builder/</p>	<p>Make an all-in-one sauce to marinade chicken pieces in.</p> <p>Skills Peeling Slicing Dicing Combing ingredients Freezing Labelling Defrosting</p>	<p>Demonstrate three alternative sauces used to marinade meat.</p>	<p>Read through recipe and identify skills and techniques used.</p> <p>Demonstrating using the grill. Check for doneness Adjust cooking time.</p> <p>Present meal attractively for photographing.</p> <p>Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate.</p> <p>Wash up and tidy away. Complete write up.</p>	<p>Literacy mat to extend use of sensory and technical language. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning</p> <p>Key Words Sauce Marinade Flavour Moisture Defrost</p>	<p>Photographs Www/Ebi</p> <p>Teacher observation Questioning Photographs. WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>Numeracy Literacy sensory words. ERIC SMSC Food preservation and storage. RSE ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-130 (Frying) MRAT-119 (Conventional oven) MRAT-132 (Hob) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
<p>15 Cheesecake</p>	<p>Preparation of fruit with knife skills segmenting orange.</p>	<p>Pupil PPT YOU TUBE video gelatine Recipe Ring shapes Cheesecake recipe</p>	<p>To be able to use gelatine to set a product. Adapt the decoration to enhance creativity.</p> <p>Skills Mixing Dissolving Setting Chilling Garnishing</p>	<p>Demonstrate how to segment an orange. Watch You tube video all bout gelatine.</p>	<p>Read through recipe and identify skills and techniques used. Demonstrate how to make cheesecake. Follow recipe.</p> <p>Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate.</p> <p>Wash up and tidy away. Complete write up.</p>	<p>Literacy mat to extend use of sensory and technical language. Circulate room and guide pupils learning as required by questioning recapping or reminding key points of learning. Individual outcome will be produced allowing teacher support and stretch for more able pupils. Varying levels of self-reflection. Effective questioning</p> <p>Key Words Segment Gelation Freezing Chilling</p>	<p>Photograph Www/Ebi</p> <p>Teacher observation Questioning Photographs. WWW and EBI</p> <p>Oral feedback</p> <p>Photograph work. Individual skills will be assessed.</p> <p>Set targets to develop next time.</p>	<p>Numeracy Literacy sensory words. ERIC SMSC Sustainable fishing explored Looking at global fishing levels. RSE- ICT- CLEAPSS MRAT 131-(Food Handling) MRAT-133 (knives)</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

Include cultural capital and reading resources

Try and highlight key knowledge and skills in different colours.

Read the 'developing academic language in writing' slide/article.

- Technology teaches students to be inquisitive, self-confident, independent and to develop excellent knowledge and practical skills
- All design subjects follow the design cycle, which takes a product from inception to completion.
- Students are taught how to research, investigate, design, plan, make and evaluate.
- In addition, students have access to excellent subject specific facilities and resources to support them in understanding how Technology exists in the real world.
- In Food Technology, students develop a clear understanding of a healthy diet. They also learn valuable life skill of
- Cooking a balanced meal using a variety of accessible recipes, within an industry standard kitchen.