

KS3 Food Year 7

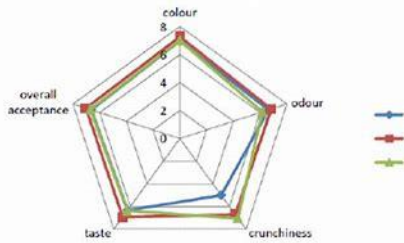
Big Question / Unit Title:	Term: 7-week Rotation	Hours: 21
Sequence of Learning:	Scaffolding Learning:	Deepening Learning:
<p>Component 1: <u>General safety</u></p> <ul style="list-style-type: none"> • Tie long hair back • Wear an apron • Store bags and coats, safely • Remove jewellery • Check the food area/station are clean and free from dirt • Check all equipment needed is clean and ready for use. • Move around the food preparation room, safely. • Report any spillages and broken equipment to a teacher immediately • Report any burns to the teacher immediately. • Respect and look after each other by reporting any concerns. • Never use equipment such as the oven unless trained. • Do not use electrical equipment near water as could result in electric shock and death. <p><u>The 4Cs: Pupils will know what the 4cs mean</u></p> <ul style="list-style-type: none"> • Pupils will know that the 4Cs mean; Cleaning Cooking; Cross contamination and Chilling. Pupils will know that the 4Cs help prevent the spread of harmful micro-organisms that cause food spoilage and food poisoning • Pupils will know how to implement the 4Cs during practical's by cleaning before and after cooking, checking food is cooked correctly through visual checks, using separate equipment for different ingredients, to store and keep food chilled before and after use. <p><u>Preparing, Cooking and Serving Food</u></p> <ul style="list-style-type: none"> • Personal hygiene: Pupils will know the word hygiene means clean. (keeping body or person clean); Pupils will know how to wash their hands properly; be able to wash their hands properly and understand that washing hands is the Golden Rule of food hygiene. • Clean work surfaces: environmental hygiene (keeping surrounding clean) kitchen (keeping food and food preparation area clean) • Pupils will know separate raw and cooked foods and use of separate utensils such as green chopping boards for fruit and vegetables and red for red meats etc. Not to use the same knife for chopping chicken and for Vegetables. 	<p>Booklet prompts and sentence starters</p> <p>Ppt with part completed and fully complete worksheets</p> <p>Picture reference points</p> <p>Supportive seating plans with SEND at front.</p> <p>Video link – bacteria bites business – discuss video to make students aware how bacteria would travel through kitchen.</p>	

<ul style="list-style-type: none"> Pupils will know when making food understand the relationship between warmth and the growth of bacteria as such cold salad must be kept cool and eaten as soon as possible within two days of preparation. <p>Assessment Exit ticket of 4 ways that the kitchen area pictured could be made safer and the 4 Cs.</p>		
<p>Component 2: Knife Skills – crudities</p> <p>Share recipe with students as preparation is happening (aprons etc.)</p> <p>Preparing the work area</p> <ul style="list-style-type: none"> Chopping board with cloth underneath How to carry knife Point down at the floor Straight arm Held by handle Blade going backwards Knife down – not to be touched unless it's being used to cut. <p>Peeler</p> <ul style="list-style-type: none"> Hold in dominant hand Vegetable in other hand Peeler moved parallel to your body, ensuring the wrist is out of the way Peel in one smooth movement to create a flat edge <p>Knife</p> <ul style="list-style-type: none"> When cutting, move from the heel of the knife to the tip One smooth movement <p>Students watch the bridge and claw:</p> <p>Bridge</p> <ul style="list-style-type: none"> Create a bridge with hand Fingers either side of vegetable Find a flat edge if possible Knife goes underneath the hand <p>Claw</p> <ul style="list-style-type: none"> Make sure vegetable flat Middle three fingers holding vegetable with fingers tucked in Knife goes parallel to the front of fingers 	<p>Dual coded version of recipes for weaker readers.</p> <p>For some students, work area pre-set for them (cloth, chopping board and knife).</p> <p>Ppt with lesson objectives and key pictures</p> <p>Pictures of good outcomes and poor outcomes</p> <p>Seating plan with SEND at front of kitchen for support</p> <p>Pairing students to provide support – lead learners</p> <p>Key areas such as sink – linked to working kitchens</p> <p>Clean down routines evident in class room posters.</p>	

<p>Students prepare: Carrot – make a flat edge; claw to create long slices Pepper – must cut internally as the skin can cause the blade to slip and cause accidents; claw to create long strips Cucumber – bridge to halves the cucumber; claw to create longer strips; claw again to create refined strips</p> <p>Assessment of produced crudities: 1 – worked safely throughout, cut all vegetables to a refined and consistent standard with a tidy work station afterwards 2 – worked safely throughout, cut all vegetables but with some inconsistencies with a tidy work station after some direction 3 – worked safely for most of the lesson, cut some of the vegetables to a variable standard and needed help to tidy work station 4 – worked dangerously at times, struggled to cut vegetables to any standard with work station left untidy</p>		
<p>Component 3: The Eatwell Guide</p> <p>How to balance their diet</p> <p><u>Carbohydrates</u></p> <ul style="list-style-type: none"> • Give you energy and fibre • Whole grain cereal, bread and rice <p><u>Fruit and Vegetables</u></p> <ul style="list-style-type: none"> • Vitamins, minerals and fibre • Carrots, cucumber and pepper • 5-7 portions a day (define a portion) <p><u>Protein-rich</u></p> <ul style="list-style-type: none"> • Protein • Meat, fish, beans, eggs • Protein is need for growth, maintenance and repair <p><u>Dairy</u></p> <ul style="list-style-type: none"> • Minerals, calcium and vitamin D • Milk, cheese, yoghurt <p><u>Fats and Spreads</u></p> <ul style="list-style-type: none"> • Fats • Butter, olive oils, vegetable oils <p><u>Water consumption daily:</u></p> <ul style="list-style-type: none"> • 6-8 glasses/2 litres • Need to keep hydrated to regulate body temperature, excrete and to keep brain functions in particular working effectively <p><u>Treats:</u></p> <ul style="list-style-type: none"> • Enjoying food, but less often and in smaller amounts • Chocolate, crisps and sweets 	<p>Provide examples from different cultures for those who may not have encountered them.</p> <p>Part labelled work sheets</p> <p>Knowledge organisers</p> <p>Picture reference points</p> <p>Supportive seating plans with SEND at front.</p>	<p>Make links to cultural events and cultural and ethical food choices within these categories, such as:</p> <p>Identify food and source from other countries and sources.</p>

<p>Assessment</p> <ol style="list-style-type: none"> 1. What are the five food groups? (1) 2. Give two examples from each. (2) 3. Protein is used for growth, repair and what? (1) 4. What food group is the main source of energy? (1) 5. How much water should be drunk daily? (1) 6. Do we need to cut out treats entirely from our diet? (1) <p>1 – 6+/7 2 – 4-5/7 3 – 2-3/7 4 – 0-1/7</p>		
<p>Component 4: Food provenance and choice Pupils will know about where their food comes from and why we make the food choices we do.</p> <p>Food provenance means knowing</p> <ul style="list-style-type: none"> - Where food is caught – sea fish, game animals and birds - Where food is reared – farm yard animals oink, moo, baa - - Where food is grown – crops wheat, barley, fruit and veg <p>Food production and farming methods – intensive farming – use of pesticides and chemicals, animals indoors large numbers</p> <p>free range farming – Chicken free to roam cluck cluck.</p> <p>Organic farming – no use of chemicals / farmers doesn't use drugs on animals.</p> <p>Food choice</p> <ul style="list-style-type: none"> - What factors affect food choice – religion, healthy, environment, financial, ethical, environmental impact. - Why people make food choices – sensory analysis, cost, availability, religion, health, ethical, environmental impact. <p>Assessment</p> <ol style="list-style-type: none"> 1. Evaluate Moral and Ethical issue when choosing food. 2. Identify 2 advantage of intensive and organic farming. 3. Explain the term 'food provenance.' 	<p>Booklet prompts and sentence starters</p> <p>Ppt with part completed and fully complete worksheets</p> <p>Picture reference points</p> <p>Supportive seating plans with SEND at front.</p> <p>Knowledge organisers</p> <p>Prepared focused questions – linked to seating plan and ability</p>	

<p>4. Know main sensory trigger that are used to taste food identify two foods that are grown, caught and reared</p>																																																																													
<p>Component 5: time planning Pupils will prepare a simple time plan from teacher demonstration to ensure they can be independent during making. Using scone recipe and framework.</p> <ul style="list-style-type: none"> - Include: - step by step instructions - Identify hazards and safety tips - Identify hygiene practices - Ingredient list - Equipment list <p>- Self/peer Assessment</p> <ol style="list-style-type: none"> 1. Include time frame and key processes (i.e. rubbing in etc) 2. All steps include with hazards identified. 3. Incomplete ingredients and equipment list. 4. No hygiene practice or self-preparation included. 	<p>Partially completed time plan. Examples Ingredients and equipment</p> <p>Reduced steps/ part completed step</p> <p>Pictorial steps</p> <p>Keywords provided with knowledge organisers</p> <p>Part directed health and safety tips</p>	<p>Add time line to plan</p> <p>Use keyword and processes in plan</p>																																																																											
<p>Component 6: Sensory Testing</p> <p>Pupils will know how to test and rate their dishes. Using crudities ingredients, they will learn to quality check work and help develop their making skills.</p> <p>Sensory words:</p> <ul style="list-style-type: none"> ○ know sensory words linked to the practical's; for example, fruit salad; sweet, juicy, moist, etc, to describe products made. ○ Pupils will know that sensory words are used to rate food in food technology. To understand how success their product has been. <p>Sensory Qualities:</p> <ul style="list-style-type: none"> ○ Pupils will know that you use and combine different ingredients for textures as well as taste. For example, rubbed in mixtures produce baked products that have a crunchy, crumbly texture and a crispy edge/crust. <p>Star Diagrams</p> <ul style="list-style-type: none"> ○ Pupils will know how to fill out the star diagram correctly for a recipe used. (crudities) with guidance ○ Pupils will know how to rate certain products using the star diagram on success sensory words. Pupils will work in <i>groups</i> to taste and rate different crudities. 	<p>Key words provided (in booklet)</p> <div style="border: 1px solid black; padding: 5px;"> <p>Taste</p> <p>Useful describing words:</p> <table border="0"> <tr><td>sweet</td><td>cool</td><td>bitter</td></tr> <tr><td>zesty</td><td>warm</td><td>hot</td></tr> <tr><td>sour</td><td>sharp</td><td>rich</td></tr> <tr><td>bland</td><td>rotten</td><td>tart</td></tr> <tr><td>strong</td><td>citrus</td><td>mild</td></tr> <tr><td>umami</td><td>tangy</td><td>salty</td></tr> <tr><td>savoury</td><td>spicy</td><td></td></tr> </table> </div> <p>Helpful describing words:</p> <table border="0"> <tr><td>stringy</td><td>firm</td><td>dry</td></tr> <tr><td>heavy</td><td>flaky</td><td>crumbly</td></tr> <tr><td>flat</td><td>crisp</td><td>lumpy</td></tr> <tr><td>fizzy</td><td>fluffy</td><td>smooth</td></tr> <tr><td>hard</td><td>mushy</td><td>dull</td></tr> <tr><td>cuboid</td><td>sticky</td><td>fragile</td></tr> </table> <div style="border: 1px solid black; padding: 5px;"> <p>Smell (Aroma)</p> <p>Helpful describing words</p> <table border="0"> <tr><td>aromatic</td><td>fresh</td><td>spicy</td></tr> <tr><td>floral</td><td>bland</td><td>tainted</td></tr> <tr><td>perfumed</td><td>bitter</td><td>savoury</td></tr> <tr><td>rotten</td><td>sweet</td><td>citrus</td></tr> <tr><td>strong</td><td>mild</td><td>fragrant</td></tr> <tr><td>musty</td><td>weak</td><td>scented</td></tr> </table> </div>	sweet	cool	bitter	zesty	warm	hot	sour	sharp	rich	bland	rotten	tart	strong	citrus	mild	umami	tangy	salty	savoury	spicy		stringy	firm	dry	heavy	flaky	crumbly	flat	crisp	lumpy	fizzy	fluffy	smooth	hard	mushy	dull	cuboid	sticky	fragile	aromatic	fresh	spicy	floral	bland	tainted	perfumed	bitter	savoury	rotten	sweet	citrus	strong	mild	fragrant	musty	weak	scented	<p>provide product examples to be considered (tasted etc)</p> <p>ppt – with steps carried out</p> <p>booklet</p> <p>knowledge organiser – step</p> <div style="border: 1px solid black; padding: 5px;"> <p>Touch (texture)</p> <p>Useful describing words:</p> <table border="0"> <tr><td>brittle</td><td>rubbery</td><td>short</td></tr> <tr><td>stodgy</td><td>bubbly</td><td>gritty</td></tr> <tr><td>sandy</td><td>mushy</td><td>tender</td></tr> <tr><td>soft</td><td>firm</td><td>flaky</td></tr> <tr><td>crisp</td><td>fluffy</td><td>crumbly</td></tr> <tr><td>lumpy</td><td>smooth</td><td>hard</td></tr> </table> </div>	brittle	rubbery	short	stodgy	bubbly	gritty	sandy	mushy	tender	soft	firm	flaky	crisp	fluffy	crumbly	lumpy	smooth	hard
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Sensory Evaluation

- Pupils will know how to distinguish successful elements and areas of improvements to conclude areas of improvement.

Whole class feedback Assessment

- 1 – suggest improvements/ adaptations – change in ingredients and methods – for future making.
- 2 – Identify strengths and weakness based on sensory qualities
- 3 – Have analysed and complete star diagram for more than one product (example - carrot and celery) using colour key.
- 4 – Have used sensory descriptors based on TaTa (taste, aroma, texture and appearance)

Component 7: Healthy breakfast pancakes – frying – mixing – hob safety

Pupils will focus on creating a smooth mixture and frying the batter until golden brown using the hob and flat based frying pan.

Batter

Pupils must know the process of creating a smooth batter

1. Crack egg
Hold egg in palm of hand, tap briskly in middle with table knife, split egg over bowl to allow yolk and white to drop into mixing bowl.
2. Add prep measure milk
3. Start to whisk with balloon whisk in circular motion.
4. Gradually add =flour to achieve smooth batter.
5. When smooth without lumps transfer batter to plastic jug.

Frying.

1. Pre heat hob (front largest ring) to level 3
2. Place flat based frying pan warm hob.
3. Add 1 teaspoon of vegetable oil – (allow to warm for 1 minute until oil is thin and watery looking)
4. Add batter to create pancake of around 15cm diameter.
5. Allow to cook until small bubbles start to appear on edges and middle of pancake.

For some students, work area pre-set for them (cloth, chopping board and knife).

Ppt with lesson objectives and key pictures

Pictures of good outcomes and poor outcomes

Seating plan with SEND at front of kitchen for support

Pairing students to provide support – lead learners

Key areas such as sink – linked to working kitchens

Clean down routines evident in class room posters.

<p>6. Using fish slice – turn pancake and continue process until golden brown on both sides.</p> <p>Assessment of produced crudities:</p> <p>1 – worked safely throughout, produced a well presented and golden brown to a refined and consistent standard with a tidy work station afterwards</p> <p>2 – worked safely throughout, produced well shaped and coloured pancakes but with some inconsistencies with a tidy work station after some direction</p> <p>3 – worked safely for most of the lesson, produced pancakes to a variable standard and needed help to tidy work station</p> <p>4 – worked dangerously at times, struggled to create a smooth batter or pancake of poor quality with work station left untidy</p>		
<p>Component 8: Plain scone – rubbing in – baking – testing – oven safety</p> <p>Pupils will produce a plain sweet scone - following recipe</p> <p>Key areas</p> <p>Rubbing-in</p> <ol style="list-style-type: none"> 1. Add flour to mixing bowl 2. Dice butter/fat into cube 1cm square – using bridge and claw. 3. Add butter to flour and rub-in using finger tips only – avoid using palm of hand to prevent over heating/melting butter as this will affect quality. 4. Ensure fat is evenly distributed through the flour by continuing rubbing in until texture resembles sand. 5. To fully add air to the mixture, lift sandy mixture in fingers and allow to fall gradually into bowl 6. Repeat several times until volume has increased. <p>Continue recipe at stage 5.</p> <p>Moulding and shaping</p> <ol style="list-style-type: none"> 1. When dough has been created to dough should be soft but not sticky. 2. Lightly dust clean work surface with flour. 3. Turn out dough from bowl onto work surface. 4. Turn over to coat with flour (from work surface.) 5. Press down with palm of hand to form rough ball 6. Using rolling pin roll out to approx. 2cm thick (hold pin at either end – gently roll away from body applying light pressure to compress dough.) 	<p>For some students, work area pre-set for them (cloth, chopping board and knife).</p> <p>Ppt with lesson objectives and key pictures</p> <p>Pictures of good outcomes and poor outcomes</p> <p>Seating plan with SEND at front of kitchen for support</p> <p>Pairing students to provide support – lead learners</p> <p>Key areas such as sink – linked to working kitchens</p> <p>Clean down routines evident in class room posters.</p>	<p>Students can bring (from home) ingredients to develop recipe.</p> <p>Students can develop or change recipe with teacher permission – must be confident of completion within 1 hour.</p>

<p>7. Cut scones using scone cutter Using 6cm scone cutter – press in downwards motion to fully cut out circular dough – DO NOT twist if using fluted cutter.)</p> <p>8. Transfer to baking tray. Use palate knife under dough and lift cutter and scone away. Place on lined baking tray.</p> <p>Glazing</p> <p>1. Glaze scones – crack egg into small mixing bowl add 25ml milk, whisk with fork, using pastry brush paint tops of scones. (Do not paint sides of scones as this will inhibit rise during cooking – protein sets and suppresses rise.)</p> <p>Baking/ oven safety – when using oven pupils must always wear oven gloves when putting products in and taking products out.</p> <ol style="list-style-type: none"> 1. Arrange shelving before preheating – to ensure enough space to accommodate required amount of baking trays (usually 2.) 2. Preheat oven to 200oC 3. When opening oven pupils must know that the hot air will rush out and upwards – faces must not be in proximity. 4. To place scones into a hot oven; open the oven and step sideways (allowing the intense heat to escape your face and body) use oven gloves to hold baking tray, bend knees and place on middle shelf (where possible.) 5. Allow to cook for 15 – 25 minutes until golden brown. <p>Assessment of produced crudities: 1 – worked safely throughout, produced scones to a refined and consistent standard with a tidy work station afterwards, all complete within timeframe. 2 – worked safely throughout, produced scones to good standard but with some inconsistencies with a tidy work station after some direction within time. 3 – worked safely for most of the lesson, produced scones to a variable standard and needed help to tidy work station. fell short of completion time. 4 – worked dangerously at times, struggled to produced scones to any standard with work station left untidy – unable to work within time frame.</p>		
<p>Component 9: chicken nuggets – using raw chicken – enrobing, portioning, baking,</p> <p>students must know</p> <ol style="list-style-type: none"> 1. How to handle raw meat 2. How to coat (enrobe) in bread crumbs 3. To cut chicken piece evenly – portioning 	<p>For some students, work area pre-set for them (cloth, chopping board and knife).</p> <p>Ppt with lesson objectives and key pictures</p>	<p>Students can bring (from home) ingredients to develop recipe.</p> <p>Students can develop or change recipe with teacher permission –</p>

<p>4. How to test chicken for readiness for eating – cooked to 75oC in thermal centre.</p> <p>Handling raw meat</p> <ol style="list-style-type: none"> 1. When handling meat hand must be wash before, after handling raw chicken to prevent cross-contamination. 2. Use red chopping board only for raw meat - particularly chicken. 3. Chopping board must be washed in hot soapy water (preferably afterwards cleaned in dish washer by technician.) 4. Any other equipment coming into contact with raw chicken must be thoroughly washed immediately after use– to prevent cross contamination – i.e. knives surface, tops of bins.) <p>Portioning</p> <ol style="list-style-type: none"> 1. Prepare equipment – red chopping board, slip mat, sharp paring knife, bowl for chick pieces. 2. Place raw chicken breast on red chopping board – 3. Using claw techniques slice chicken from top to bottom (thick end – to thin end.) in one smooth motion. 4. Slices should be approximately 2cm apart. 5. When all slice is complete cut into nuggets – take each long slice individually turn parallel to body and cut approx. 2.5 to 3cm. 6. Each nugget should be roughly evenly sized to ensure even cooking. 7. Place each nugget into bowl for later use. <p>Enrobing</p> <ol style="list-style-type: none"> 1. Preparation of work area – clean, free for debris and unnecessary equipment – i.e. chopping boards etc. 2. Pupils must have bowl with cracked whisked egg, bowl/plate of seasoned flour, bowl seasoned bread crumbs (prepared by technician) empty metal plate for coated chicken. <p>Steps</p> <ol style="list-style-type: none"> 1. Add 1 piece of portioned chicken breast to flour, coat fully (use dominant hand only) 2. Transfer chicken to whisked egg mixture – using alternative hand ensure coated in egg – then transfer to bread crumb. 3. Using dominant hand – coat in bread crumbs – ensure no flesh can be seen – transfer to metal plate. <p>Cooking</p> <ol style="list-style-type: none"> 1. Bake in oven for approx. 20 – 25 	<p>Pictures of good outcomes and poor outcomes</p> <p>Seating plan with SEND at front of kitchen for support</p> <p>Pairing students to provide support – lead learners</p> <p>Key areas such as sink – linked to working kitchens</p> <p>Clean down routines evident in class room posters.</p>	<p>must be confident of completion within 1 hour.</p>
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<ol style="list-style-type: none"> 2. Remove from oven chicken now should be golden brown and crisp. (using oven gloves and techniques previously taught.) 3. Place side of oven on heat prove surface – ensure the baking tray is not transferred across kitchen. 4. Test for readiness by using food probe in thermal centre – the furthest part from the surface – temperature should reach – 75oC – if not return to oven until reaching 75oC <p>Assessment of produced crudities:</p> <p>1 – worked safely throughout, produced nuggets to a refined and consistent standard (good colour, shape and texture) with a tidy work station afterwards, all complete well within timeframe.</p> <p>2 – worked safely throughout, produced nuggets to good standard but with some inconsistencies (colour, shape and texture) with a tidy work station after some direction within time.</p> <p>3 – worked safely for most of the lesson, produced nuggets to a variable standard (colour, shape and texture) and needed help to tidy work station. fell short of completion time.</p> <p>4 – worked dangerously at times, struggled to produced nuggets to any standard with work station left untidy – unable to work within time frame.</p>		
<p>Component 10: Croque Monsieur – Grill safety, grating, layering</p> <p>Grating safely</p> <ol style="list-style-type: none"> 1. Students should prepare equipment – grater, metal plate, 2. The grater hold be placed onto metal plate and held firmly by handle on top 3. The cheese should be held in dominant hand. 4. Using the largest grating blade (large holes.) Carefully drawn downwards with dominant allowing cheese to come away into the grater cavity. 5. Care must be taken when grating is nearing completion to ensure finger safety. <p>Students must know how to operate grill safely</p> <ol style="list-style-type: none"> 1. Grilled should be fully opened before use. 2. Preheat grill 3. Always use oven gloves when placing trays etc under and removing from grill. 4. When grilling pupils must not leave and constantly watch product being grilled. 5. Remove from grill when the cheese has melted sufficiently (changed form, become stringy and achieved desire colour.) 6. Place on heat proof surface. <p>Layering</p> <ol style="list-style-type: none"> 1. Toast/grill bread (use oven gloves) 	<p>For some students, work area pre-set for them (cloth, chopping board and knife).</p> <p>Ppt with lesson objectives and key pictures</p> <p>Pictures of good outcomes and poor outcomes</p> <p>Seating plan with SEND at front of kitchen for support</p> <p>Pairing students to provide support – lead learners</p> <p>Key areas such as sink – linked to working kitchens</p>	<p>Students can bring (from home) ingredients to develop recipe.</p> <p>Students can develop or change recipe with teacher permission – must be confident of completion within 1 hour. Recipe must meet criteria – i.e. grilled, grate, present.</p>

<ol style="list-style-type: none"> 2. Remove when achieved desire colour. 3. Turnover and top with grated cheese. 4. Grill to desired texture and colour. 5. Top one side with cheese, and put together in sandwich fashion. 6. Top with cheese and return to grill and toast until desired colour. <p>Assessment of produced crudities:</p> <p>1 – worked safely throughout, produced Croque Monsieur to a refined and consistent standard (good colour, shape, texture and presentation) with a tidy work station afterwards, all complete well within timeframe.</p> <p>2 – worked safely throughout, produced Croque Monsieur to good standard but with some inconsistencies (colour, shape, texture but good presentation) with a tidy work station after some direction within time.</p> <p>3 – worked safely for most of the lesson, produced Croque monsieur to a variable standard (colour, shape, texture with reasonable presentation) and needed help to tidy work station. fell short of completion time.</p> <p>4 – worked dangerously at times, struggled to produce Croque monsieur to any standard with work station left untidy – unable to work within time frame.</p>	<p>Clean down routines evident in class room posters.</p>	
<p>Summative Assessment of Composite: Assessment – Scone based pizza Pupils should complete step by step time plan of making, carry out production in safe manner and complete star diagram evaluation of product</p> <ol style="list-style-type: none"> 1. Has complete all sections to high standard - plan complete, product within frame in independent fashion, produce evaluation identifying strengths and weaknesses and suggested improvements. 2. Has complete all to good standard with some inconsistencies. 3. Two sections completed with inconsistency – 1 section incomplete 4. Two or more sections incomplete. 		<p>Students can bring (from home) ingredients to develop recipe.</p> <p>Students can develop or change recipe with teacher permission – must be confident of completion within 1 hour.</p>
<p>Knowledge and Vocabulary</p>	<p>Substantive Knowledge (Core in BOLD)</p> <ul style="list-style-type: none"> - Hygiene and general kitchen safety - The 5 C's of food safety (cooking, cleaning, cross-contamination, chilling) - Self-preparation to cook. - Knife safety and effective safe cutting skills. - The principles of balanced diet and nutrition. - Where food comes from and how it is farmed, caught or reared. - How to write a plan of making to manufacture food. - How to evaluate their products in a scientific manner. <p>Cooking skills – Frying, baking, grilling, oven safety, rubbing-in, moulding and shaping food, chopping and slicing, portioning, enrobing (coating in bread crumbs) layering foods, grating. Glazing.</p>	

Disciplinary Knowledge

Pupils begin to identify healthy food choices

Pupils begin to develop an understanding of why they like the food they do.

Vocabulary

Keyword	Meaning
Bridge Claw	Safe methods for using a knife to prepare food. The name describes the hand grip.
Enzymic Browning	When you slice some fruits or vegetables, e.g. apples, bananas, potatoes, the oxygen in the air turns them brown.
Glazing	Brushing with egg or milk before baking to give a shine. E.g. scones, pastry.
Rubbing In Technique	Combining fat and flour together using your fingertips. E.g. crumbles, scones.
Vegetable Knife	A small sharp knife used for preparing fruits and vegetables.
Whisking	Using a fork, or whisk to add air to a mixture.

Keyword	Meaning
Ambient Foods	Foods that can be safely stored at room temperature.
Bacteria	Grows on food. Can cause food poisoning.
Cross Contamination	When bacteria passes from one food to another or from people to food. Can lead to food poisoning.
Food Poisoning	Caused by eating food infected with bacteria. Symptoms include sickness, fever and diarrhoea.

Keyword	Meaning
Bacteria	Grows on food. Can cause food poisoning.
Calcium	A mineral needed for strong teeth and bones.
Carbohydrate	Starchy versions give slow release energy.
Fat	Keeps us warm. Gives energy.
Fibre (NSP)	Helps our digestive system remove waste.
Minerals	A group of nutrients (calcium, iron, sodium etc).
Nutrient	A substance from food essential for life & growth.
Obesity	Having too much body fat/being overweight.
Protein	Needed for muscle growth strength and repair.
Salt	Added to food for taste. Too much is bad for us.
Saturated Fat	Raises cholesterol and can be harmful.
Sugar	Makes food sweet (a type of carbohydrate).
Vitamins	Help our immune system fight illness.
Water	Essential for life. Keeps us hydrated.

	Keyword	Meaning	
	Reared	Animals that are brought up and cared for until they are fully grown and ready for slaughter to become food.	
	Caught	Animals that are wild, that are trapped for the purpose of food.	
	Grown	Crops (plant-based food) planted and looked after by the farmer until they are ready to eat.	
Subject methods and resources	Booklet Lesson ppt Recipes SEND recipes (picture recipe) Key word pictures Key process pictures	Prior Knowledge	Pupils will build on their learning in Key Stage 2 Design and Technology: knowledge and skills include: <ul style="list-style-type: none"> • use of basic equipment and tools, basic practical skills, origin and simple functions of ingredients, healthy eating and <i>The Eatwell Guide</i>, food choice. • knowledge, understanding and skills needed to engage in an iterative process of making in a range of contexts, such as the home, school and culture.
Assessment of components and summative assessment of unit (composite)	See example and recipes to accurately assess	Likely misconceptions and suggested strategies to tackling them	Cracking eggs <ul style="list-style-type: none"> - some students will never have cracked an egg – see step by step guide component 9 chicken nuggets Sharp knives <ul style="list-style-type: none"> - use of sharp paring knife many students will not have carried or used a sharp knife, care to be taken especially when walking with knife in hand – point to floor in straight dominant hand. Oven and grill safety <ul style="list-style-type: none"> - Many students don't consider use of oven gloves when putting cold tray into oven – this is when most burns happen. OVEN GLOVES IN, OVEN GLOVES OUT. Rubbing-in <ul style="list-style-type: none"> - Gentle process intended to add air to food – pupils often confuse with kneading and stretching ingredients – very

			important to use finger tips only and handle as little as possible
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