

Edward Peake C of E VC Middle School



Medium Term Plan

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| Subject: Food | Unit: Food Preparation and Nutrition | Term/Duration: Rotation 10 – 12 weeks | Year Group: 5 |
| Prior Learning: <ul style="list-style-type: none"> ● · That food is made up of different ingredients. ● · That we need to eat different foods to give us a balanced diet. ● · That we should eat 5 portions of fruit and vegetables a day. ● · Some of the ways to work safely in the kitchen. ● · How to wash and dry up. | | Key Vocabulary: <ul style="list-style-type: none"> ● Hygiene ● Hazard ● Appearance ● Bridge and claw technique ● Accuracy ● Presentation ● Hob ● Portion | |
| By the end of this unit... | | | |
| <p><i>All pupils will be able to:</i></p> <p>Identify hazards and be able to identify the main hygiene and safety rules. Use the bridge and claw technique to cut fruit and vegetables. Wash and dry up and put all the equipment away. Peel carrots safely. Be able to make a dip. Know that fruit and vegetables are grown in different ways. Be able to plant lettuce seeds. Use the oven and hob safely. Use the correct equipment to weigh and measure ingredients. Use the grater safely. Know why it is important to eat fruit and vegetables and how much you should eat. Use the rubbing in method to make the crumble topping. Finish cooking in the time available.</p> | | | |



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Understand where milk comes from.
Understand what cheese is made from.

Most children will have made more progress; they will be able to:

Give reasons why hygiene and safety rules are important.
Peel and segment fruit.
Complete in the set time available.
Use the bridge and claw technique without support.
Deseed the pepper.
Accurately weigh and measure ingredients
Explain how carrots and strawberries are grown.
Spread the toppings evenly across the pizza.
Combine ingredients so all the dry ingredients are covered.
Know what makes up a portion of fruit and vegetables.
Be able to give examples of fruit and vegetables that fit into the different colours of the rainbow.
Cut vegetables into even sized pieces.
Evenly spread ingredients.
Be accurate with your weighing and measuring.
Understand how butter and cheese are made from milk.
Be able to make butter.
Cook dishes for the correct amount of time.



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Some children will have progressed further; they will be able to:

- Explain the consequences of not following the hygiene and safety rules.
- Have even sized pieces of fruit and vegetables.
- Measure and weigh ingredients accurately..
- Explain the journey from the field to somebody's plate of carrots and strawberries.
- Think about the presentation of the toppings.
- Work independently to follow the recipes.
- Give examples of the benefits of eating particular types of fruit and vegetables.
- Explain the stages of making cheese.
- Make the 2 kebabs even in size and appearance.

◆ Notes:

Visit: In school - smoothie bike

| | Learning Objectives | Content | Assessment | Resources /Health and Safety | ICT Opportunities |
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| 1 | To understand how to work hygienically and safely in the kitchen. | <p>Starter - students look at the images on the board and use them to think of ways to work safely in the food room. Think, pair and share.</p> <p>Discuss what hygiene and safety are.</p> <p>Explain the hygiene and safety task. Using the picture in their booklets, students circle the hazards they can find in the kitchen. Then they label the hazards to explain why they are a hazard. Extension is to explain how the hazards could be prevented.</p> <p>Use random questioning to get students to feedback.</p> | <p>Highlight learning objective, must, should or could in the booklet.</p> | <p>Year 5 Food powerpoint</p> <p>Printed booklet</p> <p>Washing up bowls</p> <p>Washing up liquid</p> <p>Washing up clothes</p> <p>Tea towels</p> <p>Hand towels</p> | |

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| | | <p>Discuss how not all of the hazards are relevant to the food room. Ask students to underline the relevant ones.</p> <p>Random questioning to feedback.</p> <p>Using the pictures in the powerpoint students come up with their own health and safety rules for the food room. Students fill in the table in their booklet, one column is for the rules, the other to explain why they are important.</p> <p>Washing up activity - explain how to wash, dry and put items away. Emphasise the different clothes used for drying hands, drying equipment and washing equipment.</p> <p>Students have a go at washing, drying and putting away three items of equipment in pairs.</p> <p>Students consider www. and ebi. for their washing up activity.</p> <p>Explain the routine for a practical lesson.</p> | | <p>3 items of equipment (e.g. glass bowl, tablespoon, measuring jug)</p> <p>H&S - see Room 6 risk assessment</p> <p>Focus on</p> <p>Temperature of water</p> <p>Movement around the room</p> <p>Spillages of water</p> | |
| 2 | To develop skills to make fruit salad. | <p>Starter - What words can you think of that describe the appearance (looks) of the strawberry and raspberries?</p> <p>Students put on an apron, wash their hands and get out their ingredients.</p> <p>Bring students around for a demonstration of how to prepare the fruit salad. Focus on the safe use of a sharp knife, use of the bridge and claw technique, starting with the softer fruits, how to peel, segment and core. Demonstrate cutting of even sized pieces.</p> <p>Explain the different scales on the measuring jug and demonstrate how to measure the fruit juice. Explain about enzymic browning, how it occurs and how it can be prevented. Recap how to wash and dry up and put</p> | <p>Skills demonstrated while preparing and cooking food and lesson conduct.</p> <p>(Peel, measure accurately, bridge and claw technique, following a recipe)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> | <p>Clear bowl</p> <p>Food waste bowl</p> <p>Measuring jug</p> <p>Sharp Knife</p> <p>White chopping board</p> <p>Washing up bowls</p> <p>Washing up liquid</p> <p>Washing up clothes</p> <p>Tea towels</p> <p>Hand towels</p> | |

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| | | <p>away the equipment. Focus on the three different types of cloth/towel.</p> <p>Students prepare themselves while sharp knives are handed out.</p> <p>Students work through preparing the fruit salad.</p> <p>Monitor the progress and give individual support as required.</p> <p>Give reminders to the class as necessary about skills and timings.</p> <p>Once the fruit salad is prepared in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away. Students put their fruit salads in the fridge and wipe down the side where they have been working.</p> <p>Students think about the skills they have learnt while making the fruit salad and come up with a wwww and ebi. Use random questioning to get students to feed back to the class.</p> | | <p>Sanitiser spray</p> <p>Ingredients for demonstration and PP students</p> <p>Method cards</p> <p>H&S - see Room 6 risk assessment</p> <p>Focus on</p> <p>Use of sharp knives</p> <p>Movement around the room</p> <p>Spillages</p> | |
| 3 | <p>To develop skills to make vegetable sticks and a dip.</p> | <p>Starter - look at the pictures in the powerpoint - Which is the bridge technique and which is the claw technique?</p> <p>Students put on an apron, wash their hands and get out their ingredients.</p> <p>Bring students around for a demonstration of the vegetable sticks and dip. Wash and vegetables and explain the importance of doing this. Demonstrate how to peel the carrot safely, show the two different types of peeler and how to use them. Recap on the safe use of the knife and the bridge and claw technique. Focus on cutting even pieces of vegetables. Recap the different scales on the measuring jug and demonstrate</p> | <p>Skills demonstrated while preparing and cooking food and lesson conduct. (Peel, measure accurately, bridge and claw technique, following a recipe)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> | <p>Knife</p> <p>Vegetable peeler</p> <p>Chopping board</p> <p>Measuring jug</p> <p>Garlic crusher</p> <p>Washing up bowls</p> <p>Washing up liquid</p> <p>Washing up clothes</p> <p>Tea towels</p> <p>Hand towels</p> <p>Sanitiser spray</p> | |

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| | <p>how to measure the sour cream. Demonstrate how to cut the chives, use the garlic crusher and stir the dip. Recap how to wash and dry up and put away the equipment. Focus on the three different types of cloth/towel.</p> <p>Students prepare themselves while sharp knives are handed out.</p> <p>Students work through preparing the vegetable sticks and dip. Monitor the progress and give individual support as required.</p> <p>Give reminders to the class as necessary about skills and timings.</p> <p>Once the vegetable sticks and dip are prepared in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away.</p> <p>Students put their vegetable sticks and dip in the fridge and wipe down the side where they have been working.</p> <p>Students think about the similar skills they used for the fruit salad and the vegetable sticks and dips and how they have improved. Students share with the person next to them how they think they have improved.</p> | | <p>Ingredients for demonstration and PP students</p> <p>Method cards</p> <p>H&S - see Room 6 risk assessment</p> <p>Focus on use of sharp knives</p> <p>Movement around the room</p> <p>Spillages</p> | |
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| 4 | <p>To understand how some fruit and vegetables are grown.</p> | <p>Starter - do you know on which part of the plants these fruit and vegetables grow? Displayed on the board as the students enter the room. Once all students are seated give time to think, pair and then use random questioning to establish the answer. Read through the must, should and could for the lesson. Watch the video clip on how carrots grow. (Embedded into the powerpoint). Students answer the questions in their booklets on how carrots grow. Watch the video clip on how strawberries grow. (Embedded into the powerpoint). Students answer the questions on how strawberries grow. Discuss the differences between how carrots and strawberries grow. Planting activity - all students have a go at planting some lettuce seeds. (Instructions are in the powerpoint) Use plastic cups as the pots to plant the lettuce seeds in and write the students name on the side of the cup. Discuss how to look after the seeds and how the lettuce will be harvested.</p> | <p>Highlight learning objective, must, should or could in the booklet. Questions answered on how to grow carrots and strawberries.</p> | <p>Year 5 Food powerpoint Printed booklets Plastic cups Compost Table spoons Lettuce seeds Sharpies</p> | |
| 5 | <p>To develop skills to prepare and cook pitta bread pizza.</p> | <p>Starter - look at the pictures on the powerpoint - What do you think about the presentation of these pizzas? Students put on an apron, wash their hands and get out their ingredients.</p> | <p>Skills demonstrated while preparing and cooking food and lesson conduct. (Grate, follow a</p> | <p>Grater Knife Tablespoon Baking tray Baking paper</p> | |

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| | | <p>Bring students around for a demonstration of the pitta bread pizza. Focus on the accurate use of the measuring spoons, even spreading of the tomato puree, how to use the grater safely and the correct side to use, the even spreading of cheese. Discuss the presentation of the pizza and different options for different combinations of ingredients including different ways of preparing the ingredients. Explain how to use the oven safely, working in pairs. Emphasise the importance of the use of oven gloves and explain what needs to be done if somebody does get burnt. Explain how the hot trays when taken out of the oven need to go on a pot stand not straight on the side. and the importance of moving around the room carefully. Recap how to wash and dry up and put away the equipment. Focus on the three different types of cloth/towel.</p> <p>Students prepare themselves and work through preparing the pitta bread pizza. Monitor the progress and give individual support as required.</p> <p>Give reminders to the class as necessary about skills and timings.</p> <p>Monitor the safe use of the oven and support if needed.</p> <p>Once the pitta bread pizzas are in the oven in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away.</p> <p>Students take their pitta bread pizzas out of the oven once cooked and transfer to a cooling rack. Once cool students put their pitta bread pizzas into their</p> | <p>recipe, carry out modifications to a recipe)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> | <p>Ovens Washing up bowls Washing up liquid Washing up clothes Tea towels Hand towels Sanitiser spray Ingredients for demonstration and PP students Method cards H&S - see Room 6 risk assessment Focus on Use of the grater Use of the oven Movement around the room Spillages</p> | |
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| | | containers into the fridge. Students wipe down the side where they have been working. Students discuss with the person next to them the main health and safety rules of using the oven. | | | |
| 6 | To develop skills to make no bake chocolate cake. | <p>Starter -How do you use the hob safely? Students put on an apron, wash their hands and get out their ingredients. Bring students around for a demonstration of the no bake chocolate cake. Focus on how to crush the biscuits, how to use the scales accurately, which ingredients go in the bowl and which in the saucepan. Recap how to use the measuring spoons accurately and which spoon is which size. Demonstrate how to use the hob safely focusing on how to turn it on, positioning of the saucepan handle, which spoon to use and continuous stirring. Explain what will happen if the mixture gets too hot. Remind students about the use of a pot stand when hot things are put on the sides, about safe movement around the room and what to do if someone gets burnt. Show students how to combine the chocolate mixture with the biscuits, talk about different adaptations that could be made to the recipe if students where to make it again at home. Recap how to wash and dry up and put away the equipment. Focus on the three different types of cloth/towel. Students prepare themselves and work through preparing the no bake chocolate cake. Monitor the progress and give individual support as required.</p> | Skills demonstrated while preparing and cooking food and lesson conduct. (Measure accurately, stir ingredients together, follow a recipe) Highlight learning objective, must, should or could in the booklet. | <p>Pan stand Rolling pin Bowl Saucepan Wooden spoon Weighing scale Foil containers Hobs Washing up bowls Washing up liquid Washing up clothes Tea towels Hand towels Sanitiser spray Ingredients for demonstration and PP students Method cards H&S - see Room 6 risk assessment Focus on Use of the hob</p> | |

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| | | <p>Give reminders to the class as necessary about skills and timings.</p> <p>Monitor the safe use of the hob and support if needed. Once the no bake chocolate cake is prepared in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away. Students put their no bake chocolate cake in the fridge and wipe down the side where they have been working.</p> <p>Students think about if they were to make their no bake chocolate cake again what modifications they would make to the recipe. Students feedback to the class.</p> | | <p>Movement around the room</p> <p>Spillages</p> | |
| 7 | <p>To know why you should eat fruit and vegetables and how much you should eat.</p> | <p>Starter - students look at the rainbow of fruit and vegetables and try and identify as many as possible. Ask each student to feed back one fruit or vegetable they can see.</p> <p>Using the powerpoint read through the information about fruit and vegetables.</p> <p>Ask students if they can think of any other examples of fruits and vegetables and the nutrients they provide.</p> <p>Explain what makes up a portion of fruit and vegetables and give some examples.</p> <p>Look at why we should eat a rainbow of fruit and vegetables and how eating the fruit and vegetables of the different colours help our bodies in different ways.</p> <p>Listen to the song Eat a Rainbow. (Embedded into the powerpoint).</p> <p>Students answer the questions in their booklets about the rainbow of fruit and vegetables.</p> | <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Information included within the poster.</p> | <p>Year 5 Food Powerpoint</p> <p>Printed work booklets</p> <p>Coloured pencils</p> | |

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| | | Explain the task - students need to demonstrate the knowledge they have just gained about fruit and vegetables to produce a poster to encourage children to eat fruit and vegetables. The poster must include how many portions of fruit and vegetables should be eaten, what nutrients you get from eating different fruit and vegetables and the benefits of eating a rainbow of fruit and vegetables. | | | |
| 8 | To develop skills to make spiced crisps. | <p>Starter - How can you work with a partner to use the oven safely?</p> <p>Students put on an apron, wash their hands and get out their ingredients.</p> <p>Bring students around for a demonstration of the spiced potato crisps. Recap on the importance of washing vegetables, how to use the peeler, safe use of the knife focusing on the bridge and claw technique. Show students how to lay the potato slices out on the baking tray and discuss why baking paper is used. Demonstrate how to sprinkle the paprika and get an even covering. Discuss how the paprika changes the taste and appearance of the potato slices. Recap on safe use of the oven, the use of oven gloves, pot stands, safe movement around the room and what to do if somebody gets burnt.</p> <p>Recap how to wash and dry up and put away the equipment. Focus on the three different types of cloth/towel.</p> <p>Students prepare themselves and work through preparing the spiced potato crisps. Monitor the progress and give individual support as required.</p> | Skills demonstrated while preparing and cooking food and lesson conduct. (Peel, bridge and claw technique, follow a recipe) Highlight learning objective, must, should or could in the booklet. | <p>Knife</p> <p>Chopping board</p> <p>Baking tray</p> <p>Greaseproof paper</p> <p>Ovens</p> <p>Washing up bowls</p> <p>Washing up liquid</p> <p>Washing up clothes</p> <p>Tea towels</p> <p>Hand towels</p> <p>Sanitiser spray</p> <p>Ingredients for demonstration and PP students</p> <p>Method cards</p> <p>H&S - see Room 6 risk assessment</p> <p>Focus on</p> | |

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| | | <p>Give reminders to the class as necessary about skills and timings.</p> <p>Monitor the safe use of the oven and support if needed.</p> <p>Once the spiced potato crisps are in the oven in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away.</p> <p>Students take their spiced potato crisps out of the oven once cooked and transfer to a cooling rack.</p> <p>Once cool students put their spiced potato crisps into their containers. Students wipe down the side where they have been working and clean their tray.</p> <p>Students discuss different modifications they could make to the recipe, thinking about different vegetables and seasonings they could use.</p> | | <p>Use of sharp knives</p> <p>Use of the oven</p> <p>Movement around the room</p> <p>Spillages</p> | |
| 9 | To develop skills to make apple crumble. | <p>Starter - Here are 3 different forms of apple you can use for the crumble. Are there any advantages or/ and disadvantages of using them?</p> <p>Students put on an apron, wash their hands and get out their ingredients.</p> <p>Bring students around for a demonstration of how to make the apple crumble. Focus on how to open and drain the tin of apple, recap how to use the measuring spoon accurately and mix together ingredients. Recap on how to use the weighing scales accurately.</p> <p>Demonstrate the rubbing in method, explain the different roles of the ingredients and how it should look like fine breadcrumbs when done. Demonstrate how to layer the apple and crumble topping. Recap on safe use of the oven, the use of oven gloves, pot stands,</p> | <p>Skills demonstrated while preparing and cooking food and lesson conduct. (Measure accurately, stir ingredients together, follow a recipe)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> | <p>Bowl</p> <p>Butter knife</p> <p>Measuring spoons</p> <p>Baking tray</p> <p>Foil containers</p> <p>Ovens</p> <p>Washing up bowls</p> <p>Washing up liquid</p> <p>Washing up clothes</p> <p>Tea towels</p> <p>Hand towels</p> <p>Sanitiser spray</p> | |

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| | | <p>safe movement around the room and what to do if somebody gets burnt.</p> <p>Recap how to wash and dry up and put away the equipment. Focus on the three different types of cloth/towel.</p> <p>Students prepare themselves and work through preparing the apple crumble. Monitor the progress and give individual support as required.</p> <p>Give reminders to the class as necessary about skills and timings.</p> <p>Monitor the safe use of the oven and support if needed.</p> <p>Once the apple crumble is in the oven in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away.</p> <p>Students take their apple crumble out of the oven once cooked and transfer to a cooling rack. Once cool students put their apple crumble into their containers.</p> <p>Students wipe down the side where they have been working.</p> <p>Students discuss different modifications they could make to the recipe, thinking about different fruits and seasonings they could use.</p> | | <p>Ingredients for demonstration and PP students</p> <p>Method cards</p> <p>H&S - see Room 6 risk assessment</p> <p>Focus on</p> <p>Use of the oven</p> <p>Movement around the room</p> <p>Spillages</p> | |
| 10 | To understand where milk comes from and how butter and cheese are made. | <p>Starter activity - where do all these different foods come from. Random questioning until you get the answer they are made from milk, which usually comes from a cow. Also discuss people drink goats, buffalo and sheeps milk, what the alternatives are if people can't drink milk and what are the different reasons for people not drinking milk.</p> | <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Questions answered on milk and cheese.</p> | <p>Year 5 Food Powerpoint</p> <p>Printed work booklets</p> <p>Small jam jars</p> <p>Milk</p> <p>Sharpie pens</p> | |

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| | | <p>Watch the video clip Milk from field to glass. (Embedded into the powerpoint). Students answer the questions in their booklet about milk.</p> <p>Watch the video clip Cheese from field to fork. Students answer the questions in their booklet about cheese.</p> <p>Making activity - all students have a go at making butter. (Instructions on the powerpoint.)</p> | | | |
| 11 | To develop skills to make sausage kebabs. | <p>Starter- look at the picture on the powerpoint - What ingredients are on the sausage kebabs? What other ingredients could you use?</p> <p>Students put on an apron, wash their hands and get out their ingredients.</p> <p>Bring students around for a demonstration of how to make the sausage kebabs. Recap the safe use of the knife, the bridge and claw technique, accurate use of the measuring spoons. Discuss what a marinade is and what it is used for. Demonstrate how to make the marinade, coating of the sausages and vegetables and how to thread onto the skewers.</p> <p>Recap on safe use of the oven, the use of oven gloves, pot stands, safe movement around the room and what to do if somebody gets burnt.</p> <p>Recap how to wash and dry up and put away the equipment. Focus on the three different types of cloth/towel.</p> <p>Students prepare themselves and work through preparing the sausage kebabs and marinade. Monitor the progress and give individual support as required.</p> | <p>Skills demonstrated while preparing and cooking food and lesson conduct. (Bridge and claw technique, measure ingredients accurately, stir ingredients together, thread, follow a recipe)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> | <p>Knife Chopping board Baking tray Measuring spoons Glass bowl Wooden skewers Ovens Washing up bowls Washing up liquid Washing up clothes Tea towels Hand towels Sanitiser spray Ingredients for demonstration and PP students</p> | |

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| | | <p>Give reminders to the class as necessary about skills and timings.</p> <p>Monitor the safe use of the oven and support if needed.</p> <p>Once the sausage kebabs are in the oven in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away.</p> <p>Students take their sausage kebabs out of the oven once cooked and transfer to a cooling rack. Once cool students put their sausage kebabs into their containers. Students wipe down the side where they have been working and clean their tray.</p> <p>Students discuss different modifications they could make to the recipe, thinking about different vegetables and marinades they could use.</p> | | <p>H&S - see Room 6 risk assessment</p> <p>Focus on</p> <p>Threading onto the skewers</p> <p>Use of the oven</p> <p>Movement around the room</p> <p>Spillages</p> | |
| 12 | To develop skills to make nachos and salsa. | <p>Starter - Do you know what country Nachos and Salsa originate from? Can you think of any more dishes that originate from this country? Students put on an apron, wash their hands and get out their ingredients.</p> <p>Bring students around for a demonstration of how to make the nachos and salsa. Recap on safe use of the knife, the bridge and claw technique, use of the grater, use of the garlic crusher. Recap on safe use of the oven, the use of oven gloves, pot stands, safe movement around the room and what to do if somebody gets burnt.</p> <p>Recap how to wash and dry up and put away the equipment. Focus on the three different types of cloth/towel.</p> | <p>Skills demonstrated while preparing and cooking food and lesson conduct.</p> <p>(Bridge and claw technique, grate, measure ingredients accurately, follow a recipe.</p> <p>Highlight learning objective, must, should or could in the booklet.</p> | <p>Knife</p> <p>Chopping board</p> <p>Baking tray</p> <p>Grater</p> <p>Garlic crusher</p> <p>Ovens</p> <p>Washing up bowls</p> <p>Washing up liquid</p> <p>Washing up clothes</p> <p>Tea towels</p> <p>Hand towels</p> <p>Sanitiser spray</p> | |

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| | | <p>Students prepare themselves and work through preparing the nachos and salsa. Monitor the progress and give individual support as required.</p> <p>Give reminders to the class as necessary about skills and timings.</p> <p>Monitor the safe use of the oven and support if needed.</p> <p>Once the nachos and salsa are in the oven in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away.</p> <p>Students take their nachos and salsa out of the oven once cooked and transfer to a cooling rack. Once cool students put their nachos and salsa into their containers. Students wipe down the side where they have been working and clean their tray.</p> <p>Students discuss their favourite recipes they have prepared and which ones they will make again.</p> | | <p>Ingredients for demonstration and PP students</p> <p>H&S - see Room 6 risk assessment</p> <p>Focus on</p> <ul style="list-style-type: none"> Use of sharp knives Use of the grater Use of the oven Movement around the room Spillages | |
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