

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: Food	Unit: Food Preparation and Nutrition	Term/Duration: Rotation 10 – 12 weeks	Year Group: 6
Prior Learning: <ul style="list-style-type: none">• · How to work safely in the kitchen.• · How to carry out a sensory analysis of food.• · How to peel vegetables.• · How to stir ingredients together.• · How to use the bridge and claw technique to prepare fruit and vegetables.• · Measure accurately with weighing scales, measuring spoons and a measuring jug.• · Grate cheese.• · How to thread ingredients onto a skewer.• · Use the oven and hob safely.• · How to follow a recipe.• · Where and how a variety of ingredients are grown, reared, caught and processed.• · What makes up a portion of fruit and vegetables.		Key Vocabulary: <ul style="list-style-type: none">• Eatwell guide• Sensory analysis• Appearance• Aroma• Texture• Taste• Source• Seasonal• Food miles• Locally grown food	



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By the end of this unit...

All pupils will be able to:

- Know that dishes are made up of different foods and be able to identify some of them.
- Record the food I have eaten in a day and put it into the different areas of the eatwell plate.
- Use sensory words to describe some of the features of different foods.
- Use the bridge and claw technique to cut ingredients.
- Wash and dry up and put all your equipment away.
- Choose ingredients to design a pasta salad.
- Use the hob and oven safely.
- Understand different fruits and vegetables are available to eat at different times of the year.
- Weigh and measure ingredients.
- Complete in the time including the washing and drying up and putting away.
- Understand the food we eat comes from different countries.
- Roll out and shape pastry.
- Understand food comes from plants and animals
- Crack and beat an egg.
- Know where the ingredients for bread come from.



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

- Put some of the foods from dishes into the correct place on the eatwell plate.
- Suggest some changes I can make to my diet so it fits the eatwell guidelines.
- Use some sensory words to describe the appearance, aroma, taste and texture of different foods.
- Peel and segment fruit.
- Complete in the set time available.
- Explain where on the eatwell guide different ingredients from the pasta salad fit.
- Cut ingredients into even sized pieces.
- Cook the pasta for the correct amount of time.
- Give examples of seasonal fruits and vegetables.
- Know what nutrients the different fruits provide us with.
- Combine the ingredients so all the dry ingredients are covered.
- Know why food comes from different countries.
- Understand what food miles are.
- Know the reasons for buying local food.
- Think about the presentation of your tartlets.
- Give examples of where different foods come from.
- Weigh and measure ingredients accurately.
- Combine ingredients to make a batter.
- Know the steps for making bread from field to plate.

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

- Think of some of my own dishes and fit these into the eatwell plate.
- Explain the changes needed to make my diet fit more to the eatwell guidelines.
- Use a wide range of sensory words to describe the appearance, aroma, taste and texture of different fruits.
- Have even sized pieces of food.
- Explain which nutrients you would get from eating the pasta salad.
- Work accurately and independently to make dishes.
- Give examples of seasonal fruits and vegetables.
- Know what nutrients the different fruits provide us with.
- Link the reason for buying local food to food miles.

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Shape the pastry so all the tartlets are even in size and thickness.
 Break down dishes into separate ingredients and explain where each ingredient comes from.
 Describe in detail how bread is made from field to plate.

◆ **Notes:**

Visit: Stotfold Water Mill: Including session - Our Food from grain to flour.

	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities
1	To understand which foods make up dishes and where ingredients fit into the eatwell guide.	<p>Starter - Students look at the picture of the eatwell plate and pick out information about it. Use random questioning to get students to feedback on what they have found out.</p> <p>Explain what the eatwell plate is and the 5 main food groups. Discuss each section of the eatwell plate, the amount needed, the foods which come in it, the nutrients you can get from eating the foods. Explain about the foods on the outside of the plate and why they are there and about the amount of drinks and types of drink that are needed.</p> <p>Show students the pictures of different dishes and explain they are all made up of foods from different sections of the eatwell plate. Go through shepards pie as an example discussing the ingredients and where they would fit on the eatwell guide.</p>	<p>Highlight learning objective, must, should or could in the booklet.</p> <p>Tasks on the eatwell guide.</p>	<p>Year 6 Food powerpoint Printed booklet Ingredients of dishes cards</p> <p>H&S - see Room 6 risk assessment</p>	

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		<p>Students fill out the table in their booklets putting the ingredients of the dishes into the correct columns. Use the ingredient cards for the dishes to support students finding it difficult to work out which foods make up the dishes.</p> <p>Use random questioning to go through where the different ingredients for the dishes fit on the eatwell plate.</p> <p>Explain what a food and drink diary is and what it can be used for.</p> <p>Students fill in the diary with what they ate the previous day. They then break the dishes down into ingredients and fill in the eatwell plate in their booklet. Some students will be able to add some of the nutrients you get from eating the different foods.</p> <p>Monitor and give support as required.</p> <p>Discuss the evaluation of the eatwell plate, students evaluate theirs using the questions in their booklets.</p>			
2	<p>To develop skills to carry out a sensory evaluation of fruit.</p>	<p>Starter - What words can you think of that describe the appearance (looks) of the strawberry and raspberries? Use random questioning to get students to feedback. Show students the sensory word cards and discuss how they are used to describe food. Students thin, pair and share words they can find on the sensory word cards that would describe the strawberry and raspberry.</p> <p>Explain what a sensory analysis is and why they are used. Discuss what is meant by appearance, aroma, taste and texture. Explain the students will be carrying out a sensory analysis of four fruits, choosing words</p>	<p>Highlight learning objective, must, should or could in the booklet.</p> <p>Sensory analysis task in booklets.</p>	<p>Year 6 Food Powerpoint Printed booklet Sensory word cards Fruit for sensory evaluation (4 different types) White chopping board Sharp knife</p>	

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		<p>from the sensory word cards to describe the appearance, aroma, taste and texture. Remind students they will need to carry out the analysis of appearance and aroma before taste. (For students who are reluctant to taste the fruit get them to do the sensory analysis of appearance and aroma first, then to feel the fruit with their hands for texture and discuss the taste with the person they are sat next to.) Students carry out the sensory analysis of the fruit. Monitor students progress and give support as required.</p> <p>Using random questioning students to feed back words that they have used to describe the appearance, aroma, taste and texture of the fruit. Explain that the next lesson is a practical lesson where students will be making fruit kebabs. Students will need to choose four fruits that can be threaded onto skewers.</p> <p>Students choose four fruits and predict what they think the appearance, aroma, taste and texture will be like. Students share their ideas for the fruit kebabs.</p>		<p>H&S - see Room 6 risk assessment Focus on Use of sharp knives Movement around the room Spillages</p>	
3	<p>To develop skills to make fruit kebabs.</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 how to prepare the fruit kebabs. 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>Skills demonstrated while preparing and cooking food and lesson conduct. (Peel, segment, measure accurately, bridge and claw technique, following a recipe)</p>	<p>Clear bowl Food waste bowl Measuring jug Sharp Knife White chopping board Washing up bowls Washing up liquid</p>	

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		<p>and threading onto the skewers. Explain about enzymic browning, how it occurs and how it can be prevented. 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 fruit kebabs. 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 kebabs are 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 kebabs 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 kebabs and come up with a www and ebi. Use random questioning to get students to feed back to the class.</p>	<p>Highlight learning objective, must, should or could in the booklet.</p>	<p>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 sharp knives Movement around the room Spillages</p>	
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4	<p>To be able to design a pasta salad using ingredients from different sections of the eatwell plate.</p>	<p>Starter - Show look at the pictures of the dishes and think about the ingredient they have in common. Use random questioning for students to feedback. Explain students will be designing their own pasta salad in the lesson and why it is important to look at existing products before designing a new one. Recap on the sensory analysis carried out on the fruits, the use of the sensory word cards and meaning of appearance, aroma, taste and texture. Students carry out a sensory analysis of a pasta salad discussing their findings with their partner. Students feedback to the class words that could be used to describe the pasta salad. Go through the recipe for pasta salad on the ingredients sheet and the quantities of ingredients that have been used. Discuss ways that the recipe could be modified, hand out the types of pasta and ingredients cards for students to look at. Using these cards students come up with their own designs for the pasta salad. In their booklets students draw a picture of their pasta salad, labeling the ingredients. Using the original recipe to help students write their own recipe identifying the quantities of ingredients they will need. In the picture of the eatwell plate students put the different ingredients of the pasta salad. Using sensory words students describe what they think the appearance, aroma, taste and texture will be like. Students write in their planners the modifications they have made to their recipe so they have an updated ingredient list for next week.</p>	<p>Highlight learning objective, must, should or could in the booklet. Pasta salad, design, recipe, ingredient placing on the eatwell plate.</p>	<p>Year 6 Food powerpoint Printed booklets Pasta salad</p>	
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5	<p>To develop skills to prepare and cook pasta salad.</p>	<p>Starter - look at the instructions on the powerpoint - Students get themselves ready for the lesson. Bring students around for a demonstration of the pasta salad. Explain the demonstration is for the tomato pasta salad and talk through changes to or additions to the stages if different ingredients are being used. Focus on safe use of the hob, the fact the pasta needs to be put on to cook first and then the preparation of other ingredients can be done while waiting for it to cook, the accurate use of the measuring spoons, how to use the grater safely and the correct side to use. Explain how the hot saucepans when taken off of the hob need to go on a pot stand not straight on the side and the importance of moving around the room carefully. Demonstrate the draining of the pasta in the colander focusing on being careful that the hot water doesn't splash up. 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 and cooking the pasta salad. Monitor the progress and give individual support as required. Give reminders to the class as necessary about skills and timings. Monitor the safe use of the hob and support if needed. Once the pasta salads are made in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away.</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (Measuring accurately, grate, bridge and claw technique, use of the hob, follow a recipe, making modifications to a recipe) Highlight learning objective, must, should or could in the booklet.</p>	<p>Food waste bowl Glass bowl Sharp knife White chopping board Saucepan Wooden spoon Table spoon Colander 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 hob Movement around the room Spillages</p>	
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		<p>Once cool students put their pasta salads into the fridge. Students wipe down the side where they have been working.</p> <p>Students discuss with the person next to them the main health and safety rules of using the hob.</p>			
6	<p>To understand which fruits and vegetables are in season at different times of the year and how they can be preserved.</p>	<p>Starter - look at the pictures on the powerpoint - What do all these foods have in common?</p> <p>Discuss what is meant by the term seasonal and which months fall into the different seasons of the year. Watch the video clip on seasonal food (embedded into the powerpoint).</p> <p>In their booklets students write a definition of seasonal. Using the fruit and vegetable cards students work out which seasons the different fruits and vegetables in their booklets are ready to eat. Explain how some fruit and vegetables can be available for more than one season of the year. Use random questioning to go through the answers. Show students the pictures of the way different fruits and vegetables can be preserved. Think, pair and share about the different ways. Discuss the different ways and the advantages of preserving fruits and vegetables.</p> <p>Students answer the question in their booklets about preserving fruits and vegetables.</p> <p>Explain the next practical lesson will be making granola bars and one of the ingredients will be dried fruit. Students can modify the recipe to contain their choice of dried fruit.</p>	<p>Highlight learning objective, must, should or could in the booklet.</p> <p>The seasons fruit and vegetables are grown task, sensory analysis task.</p>	<p>Year 6 Food powerpoint printed work booklets Fruit and vegetable cards. Sensory word cards H&S - see Room 6 risk assessment</p>	

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		<p>Read through the information on the choices of dried fruit explaining where the fruits are grown and the nutrients they provide.</p> <p>Remind students about the sensory word cards. Students carry out a sensory analysis of raisins, cranberries, apricots and cherries recording their findings about the appearance, aroma, taste and texture.</p> <p>Students make a decision about which dried fruits they will use in their granola bars explaining why.</p> <p>Students feedback which dried fruits they have chosen, using sensory words for their reasons.</p>			
7	To develop skills to make granola bars.	<p>Starter - look at the picture on the powerpoint - How can you work with a partner safely to use the oven? Use random questioning for students to feedback. Students put on an apron, wash their hands and get out their ingredients.</p> <p>Bring students around for a demonstration of the granola bars. Focus on the accurate use of the weighing scales and measuring spoons, the ingredients that need to go in the bowl and the ingredients that need to go in the saucepan.</p> <p>Demonstrate how to melt the butter, golden syrup and sugar together, focus on how to turn on the hob, the continuous stirring and the point at which they have melted. Explain how the hot saucepans when taken off of the hob need to go on a pot stand not straight on the side and the importance of moving around the room carefully. Demonstrate the combining of the wet and dry ingredients so the dry ingredients are</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (measuring accurately, stirring ingredients together, use of the oven and hob, follow a recipe, making modifications to a recipe)</p> <p>Highlight learning objective, must, should or could in the booklet.</p>	<p>Year 6 Food Powerpoint Weighing scales Sharp Knife White chopping board Saucepan Wooden Spoon Foil containers Washing up bowls Washing up liquid Washing up clothes Tea towels Hand towels Sanitiser spray</p>	

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	<p>completely covered and the firmly pushing the ingredients into the foil container. 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 granola bars. 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 hob and oven and support if needed.</p> <p>Once the granola bars 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 granola bars out of the oven once cooked and transfer to a cooling rack. Once cool students put their granola bars into their containers into the fridge. Students wipe down the side where they have been working.</p> <p>Students discuss with the person next to them the main health and safety rules of using the hob and oven.</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 hob and oven</p> <p>Movement around the room</p> <p>Spillages</p>	
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8	<p>To know foods are grown in different countries and be able to identify some of them.</p>	<p>Starter - Watch the video clip on different breakfasts around the world. Discuss what students found out, found interesting.</p> <p>Explain different foods are grown in different countries around the world. Show students the slide with the different foods on. In their booklets students see if they can name the foods and where they are grown. Students share their responses with the person next to them. Then students feedback to the class what they think the different foods are and where they think they are grown.</p> <p>Discuss why different foods are grown in different countries.</p> <p>Show students the video clip on food miles, use questioning to learn what the students have learnt from the video clip.</p> <p>Students fill in the questions in their booklet about why food comes from different countries and food miles. Discuss the different reasons for growing locally grown food. In their booklets students answer the questions about locally grown food.</p> <p>Students use the information about locally grown food to design a poster that encourages people to buy it. Students look at the poster of the person sitting next to them. On a poster students write a www and ebi. Students then have time to make improvements to their poster.</p>	<p>Highlight learning objective, must, should or could in the booklet.</p> <p>Questions in booklet</p> <p>Poster on locally grown food</p>	<p>Year 6 powerpoint</p> <p>Printed work booklets</p> <p>Coloured pencils</p> <p>Post it notes</p> <p>H&S - see Room 6 risk</p> <p>Movement around the room</p>	
9	<p>To develop practical skills to make mozzarella</p>	<p>Starter - Can you name the different types of cheeses? Can you think of any other types?</p> <p>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.</p>	<p>White chopping board</p> <p>Sharp knife</p> <p>Baking tray</p>	

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	<p>and tomato tartlets.</p>	<p>Bring students around for a demonstration of how to make the mozzarella and tomato tartlets. Focus on how to roll out the pastry evenly, cut the shapes with a pastry cutter and refold the patry for cutting again. Recap how to use the measuring spoon accurately and how to spread the tomato puree evenly. Recap on how to use the knife safely, using the bridge and claw technique. Discuss the presentation of the tartlets and demonstrate adding the tomato, mozzarella and olives. 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 mozzarella and tomato tartlets. Monitor the progress and give individual support as required. 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 mozzarella and tomato tartlets 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 mozzarella and tomato tartlets out of the oven once cooked and transfer to a cooling rack. Once cool students put their mozzarella and</p>	<p>(Measure accurately, bridge and claw technique, follow a recipe) Highlight learning objective, must, should or could in the booklet.</p>	<p>Teaspoon 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 oven Movement around the room Spillages</p>	
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		tomato tartlets into their containers. Students wipe down the side where they have been working. Students discuss different modifications they could make to the recipe, thinking about different toppings they could use.			
10	To understand where food comes from.	<p>Starter activity - All food comes from an animal or plant. Think about your breakfast this morning. Where did it come from? I know it came from the supermarket, but what was its source?</p> <p>Students feedback on what they had for breakfast and where they think it comes from.</p> <p>Recap on seasonal food and food being grown around the world.</p> <p>Look at the map of the UK and where different foods come from, discuss why the different parts of the country are suitable for the different foods. Discuss the red tractor logo, what it is used for and what it means. Students answer the questions in their work booklets to give 3 examples of food grown in the UK and explain what the red tractor logo is.</p> <p>Explain what from field to fork means and the main stages of the process.</p> <p>Using the information cards students fill in the table to explain where different foods come from and how they are processed.</p> <p>Monitor students progress and give support as required.</p> <p>Use random questioning to go through the answers.</p>	<p>Highlight learning objective, must, should or could in the booklet.</p> <p>Tables of information on where food comes from and how it is processed.</p>	<p>Year 6 Food Powerpoint</p> <p>Printed work booklets</p> <p>Where food comes from information cards</p>	

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		Students come up with their own examples of food and in the table in their work booklets fill in where the foods come from and how they are processed. Students feedback some of the foods they have chosen, where they come from and how they are processed.			
11	To develop skills to cook toad in the hole.	<p>Starter- where do the ingredients for toad in the hole come from?</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 toad in the hole. Recap the accurate use of the weighing scales and measuring jug. Demonstrate how to crack an egg whisking it into the milk and how to combine the flour so there aren't any lumps. Explain how whisking the mixture puts air into it which will help the Yorkshire pudding rise. Discuss why the sausages being used are precooked. Demonstrate putting the sausages at the bottom of the foil containers and dividing the mixture equally between the two containers.</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 toad in the hole. Monitor the progress and give individual support as required.</p>	Skills demonstrated while preparing and cooking food and lesson conduct. (Measure ingredients accurately, stir ingredients together, follow a recipe) Highlight learning objective, must, should or could in the booklet.	Weighing scales Measuring jug Mixing bowl Fork Baking tray Foil containers Ovens Washing up bowls Washing up liquid Washing up clothes Tea towels Hand towels Sanitiser spray Ingredients for demonstration and PP students H&S - see Room 6 risk assessment Focus on Use of the oven	

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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 toad in the holes 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 toad in the holes out of the oven once cooked and transfer to a cooling rack. Once cool students put the lids on the foil containers. Students wipe down the side where they have been working and clean their tray.</p> <p>Students discuss the skills they have used in the lesson and come up with a www and ebi for how it went.</p>		<p>Movement around the room</p> <p>Spillages</p>	
12	<p>To know the stages of bread production.</p>	<p>Starter - What can you make using these ingredients. Think, pair, share.</p> <p>Watch the video clip on how bread is made (embedded into the powerpoint).</p> <p>Using the slides in the powerpoint talk through the main stages of bread making.</p> <p>Students do the matching exercise in their printed work booklets about the main stages of breadmaking.</p> <p>Use random questioning to go through to check everybody has the correct stages.</p> <p>Discuss the different types of bread available. Focus on the different types of flour used to make bread and how this changes the nutrients we get from eating the bread.</p>	<p>Highlight learning objective, must, should or could in the booklet.</p> <p>Sensory analysis of bread, questions on findings.</p>	<p>Year 6 Food powerpoint</p> <p>Printed work booklet</p> <p>White, brown and wholemeal bread</p> <p>H&S - see Room 6 risk assessment</p> <p>Focus on allergies/ intolerances</p>	

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		<p>Recap on how to carry out a sensory analysis and the meanings of appearance, aroma, taste and texture.</p> <p>Students carry out a sensory analysis of bread recording in their work booklets sensory words for the appearance, aroma, taste and texture.</p> <p>Students answer the questions in their work booklet on what they have found out.</p> <p>Students feedback to the class their findings.</p>			
13	To develop skills to make dough balls.	<p>Starter- Can you remember what kneading and proving are?</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 dough balls. Recap the accurate use of the weighing scales and measuring jug. Explain what yeast is and how it works in bread production.</p> <p>Demonstrate combining the dry ingredients with the water focusing on adding the water gradually so the mixture does not become too wet. Demonstrate the kneading of the dough and explain why it is done, explain the difference between strong white flour and plain flour and how to tell when the dough has been kneaded enough. Recap on what proving is and explain for the dough balls the proving will take place while the students wash and dry up and put away all the equipment apart from the bowl still in use and wipe down their sides.</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct.</p> <p>(Measure ingredients accurately, stir ingredients together, follow a recipe)</p> <p>Highlight learning objective, must, should or could in the booklet.</p>	<p>Weighing scales</p> <p>Measuring jug</p> <p>Measuring spoons</p> <p>Mixing bowl</p> <p>Baking tray</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>	

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	<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 dough balls. 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 adding of the water and use extra flour if needed to rectify any mistakes and safe use of the oven and support if needed.</p> <p>Once the dough balls are at the proving stage in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away.</p> <p>Students then put their dough balls into the oven and wash up the rest of their equipment.</p> <p>Students take their dough balls out of the oven once cooked and transfer to a cooling rack. Once cool students put the dough balls into their containers.</p> <p>Students wipe down the side where they have been working and clean their tray.</p> <p>Students discuss the skills they have used in the lesson and come up with a www and ebi for how it went.</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>	
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