

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: Food	Unit: Food Preparation and Nutrition	Term/Duration: Rotation 6-7 weeks	Year Group: 7
Prior Learning: <ul style="list-style-type: none"> • · The health and safety rules of working in the kitchen. • · How to follow a recipe. • · How to use the bridge and claw technique to prepare fruit and vegetables. • · How to weigh and measure ingredients. • · How to use the hob and oven safely. • · How to wash and dry up and put equipment away. • · How to use sensory words to describe cooked dishes. • · Where ingredients come from, and when they are in season. 		Key Vocabulary: <ul style="list-style-type: none"> • Sensory analysis • Simmer • Perishable • Gelatinisation • Accuracy • Cross contamination • Function • Coagulation • Binds 	
By the end of this unit...			
<p>All pupils will be able to:</p> <p>Understand what sensory analysis is.</p> <p>Complete a sensory analysis.</p> <p>Use the bridge and claw technique to prepare vegetables and chicken.</p> <p>Use the hob and oven safely.</p> <p>Cook the meat until it is browned.</p> <p>Explain the difference between a best before date and use by date.</p> <p>Use gelatinisation to make a cheese sauce.</p> <p>Know which skills you used to make the macaroni cheese.</p> <p>Use the rubbing in technique to make shortbread.</p> <p>Use the rubbing in technique to make fine breadcrumbs for the pastry.</p> <p>Evaluate what went well and what you could improve in the making of the pastry.</p>			



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

Choose a range of sensory words to describe the appearance, aroma, taste and texture of food.
Complete a sensory analysis and a sensory star analysis.
Understand the safety surrounding cooking with raw meat.
Use the star analysis to explain the www and ebi of your cooked dishes.
Be able to give examples of foods with best before dates and use by dates.
Understand how to store food safely in a fridge.
Have an even covering of sauce over the pasta.
Explain how well each skill went and areas where you could improve.
Weigh and measure ingredients accurately.
Think about the presentation of the biscuits.
Avoid cross contamination when working with raw chicken.
Explain what during the cooking process has led to your choice of sensory words.
Have mashed the potato and combined it with the cheese and onion.
Plait the pastry.
Roll and cut the pastry out evenly.
Explain the functions of the ingredients that make up pastry.

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

Draw conclusions based on the results of the evaluations.
Understand the safety surrounding cooking with raw meat.
Use the star analysis to explain the www and ebi of your cooked dishes.
Explain why food is stored in a particular way in a fridge.
Have a smooth sauce without any lumps.
Explain the term gelatinisation.
Weigh and measure ingredients accurately.
Think about the presentation of the biscuits.
Have even pieces of chicken and vegetables.
Explain how you could develop the fajita recipe.



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Have even sized pastry plaits, neatly plaited.
 Use the sensory analysis to explain what modifications you could make to the savoury plait.
 Think about the presentation of the quiches.
 Explain the term coagulation.

◆ **Notes:**

	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities
1	To understand and be able to carry out a sensory analysis.	<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>Discuss what is meant by sensory analysis and appearance, aroma, taste and texture. Explain what a sensory analysis is and where in the development of food products it is used.</p>	Highlight learning objective, must, should or could in the booklet. Sensory analysis tasks.	Year 7 Food powerpoint Printed booklet 3 different types of smoothie 3 different types of popcorn H&S - see Room 6 risk assessment	

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	<p>Students answer the questions in their work booklets about sensory analysis. Monitor students progress and give support as required.</p> <p>Students carry out sensory analysis of smoothies, comparing the appearance, aroma, texture and taste. Students try 3 different smoothies scoring each out of 5 (1 being dislike a lot and 5 being like a lot). Using a different coloured pencil for each smoothie, students plot and join up the points on the profile. Monitor students progress and give assistance as required. Discuss what has been found out by doing the sensory analysis. Students answer the question about this in their work booklet.</p> <p>Explain how a star profile is used to plot the results of a sensory analysis, how sensory words are chosen and how it can be used for a comparison of 3 similar products. Explain the product that is to be tested is popcorn. Discuss which sensory words would be suitable to describe the appearance, aroma, taste and texture of popcorn. Students discuss in pairs which words they could use and then feedback to the class. Students choose the words they are going to use to describe the popcorn and write them in the table under the heading characteristics and around the points of the star profile.</p>			
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		<p>Hand out 3 bowls of popcorn to each table marked bowl A, B and C.</p> <p>Students try a piece of popcorn from bowl A and on a scale of 1 to 10 score it against each characteristic. Students fill in the score in the table and plot it onto the star profile.</p> <p>Remind students they will need to carry out the analysis of appearance and aroma before taste. (For students who are reluctant to taste the popcorn get them to do the sensory analysis of appearance and aroma first, then to feel the popcorn with their hands for texture and discuss the taste with the person they are sat next to.)</p> <p>Once all the points are plotted students join up the points with a coloured pencil.</p> <p>Students repeat this for popcorns B and C using different coloured pencils to join the points of each.</p> <p>Discuss what students have found out from carrying out the sensory analysis and how it would be useful for analysing completed dishes they have cooked.</p> <p>Students answer the questions about this in their work booklet.</p> <p>Students discuss in pairs the key points they have learnt about sensory analysis and feedback to the class.</p>			
2	<p>To develop skills to make and evaluate chilli.</p>	<p>Starter - What is the difference between a use by date and a best before date? Think, pair, share.</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. (Knife skills, prepare</p>	<p>Year 7 Food Powerpoint Printed booklet Sensory word cards</p>	

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<p>To understand how to store food safely.</p>	<p>Bring students around for a demonstration of how to prepare the chilli. Focus on the safe use of a sharp knife, use of the bridge and claw technique and the correct way to cut an onion. Demonstrate cooking of the mince until it has browned explaining why it is unsafe to eat raw meat. Focus on the safe use of the hob and 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. Focus on the accurate measurement of the spices and the size in ml of the different measuring spoons. Demonstrate how to use the garlic crusher to crush the garlic. Explain what is meant by the term simmering and demonstrate how to simmer the chilli.</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 while sharp knives are handed out.</p> <p>Students work through preparing the chilli 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 chilli is prepared in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away. Once cooled students put their chilli in the fridge and wipe down the side where they have been working.</p>	<p>vegetables,prepare, combine and shape meat, weigh and measure, use of hob, making sauces, test for doneness, judge sensory properties)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Sensory analysis of the chilli. Tasks on safe storage of food.</p>	<p>Ingredients for demonstration and PP students White chopping board Sharp knife Saucepan Weighing scales White spoons Garlic crusher</p> <p>H&S - see Room 6 risk assessment Focus on Use of sharp knives Movement around the room Spillages</p>	
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	<p>Recap on what a sensory analysis is. Students discuss in pairs words that could be used to describe the appearance, aroma, taste and texture of the chilli and feedback to the class.</p> <p>Students add their chosen sensory words to the star profile and carry out a sensory analysis of the chilli. Model how the results of the sensory analysis can be used to write a what went well and even better if for the chilli. Focus on explaining the points and including a suggestion of how this could be changed for the even better if.</p> <p>Explain how the next part of the lesson focuses on how to store food safely. Read through the information on best before dates and use by dates and discuss the differences.</p> <p>In their work booklets students explain the difference between a use by date and best before date.</p> <p>Students label the ingredients to show whether they would have a use by date or best before date and come up with 3 of their own examples of each.</p> <p>Use random questioning to feedback answers.</p> <p>Display the slide with the pictures of the two fridges.</p> <p>Students circle the differences on the duplicate pictures in their booklets, if they can explain which of the two differences is correctly stored and why.</p> <p>Monitor student progress and give support as required.</p> <p>Using random questioning go through the differences between the two fridges and discuss which is the correct way to store food and why.</p>			
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		Students feedback to the class one thing they have learnt about how to store food safely.			
3	To develop skills to make macaroni cheese and understand which skills have been used.	<p>Starter - What sensory words could be used to describe the macaroni cheese? Think, pair, share.</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 macaroni cheese. Emphasise the first thing to be done is turning on the hob and heating the water for the pasta, when the water is boiling the pasta is added. Focus on the safe use of the hob and 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 accurate measuring of the flour, milk and butter and using the correct side of the grater to grate the cheese.</p> <p>Demonstrate how to make the sauce, explaining the principle of gelatinisation. Highlight the point of the sauce making process where this takes place. Focus on the importance of continual stirring.</p> <p>Demonstrate the draining of the pasta and the combining of the pasta and sauce so all of the pasta is covered. demonstrate sprinkling the cheese over the top and how to safely put the macaroni cheese into the oven. Focus on working in pairs to use the oven and the use of oven gloves for putting things in and taking things out.</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (Weigh and measure, use hob and oven, making sauces, test for doneness)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Evaluation of skills</p>	<p>Year 7 Food Powerpoint Printed booklet Clear bowl Weighing scales Knife Baking tray 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 hob and oven Movement around the room Spillages</p>	

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	<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 work through making the macaroni cheese. 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 macaroni cheese is prepared in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away. Students wipe down the side where they have been working.</p> <p>Recap on what is meant by the term gelatinisation. Students answer the questions in their work booklets about gelatinisation.</p> <p>Discuss the skills used to make the macaroni cheese, and how these can be evaluated in the table in the booklet.</p> <p>Students fill out the table in the booklet explaining where in the recipe they have used the skill, how successful they were at using the skill, what improvements they could make to using the skill to improve the macaroni cheese.</p> <p>Monitor student progress and give assistance as required.</p> <p>Discuss how recipes can be modified to improve the nutritional content. In relation to the macaroni cheese discuss how the fibre could be improved and how the amount of vitamins and minerals could be increased.</p>			
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		<p>Students answer the questions in their work booklets about modifying the macaroni cheese recipe.</p> <p>Students feedback ways in which they could modify the macaroni cheese recipe and how this would change the nutritional value.</p>			
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4	<p>To develop skills to make and evaluate shortbread.</p>	<p>Starter - what sensory words could be used to describe the appearance of the shortbread.</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 shortbread. Focus on the accurate measurement of ingredients, the rubbing in technique, perseverance when combining the ingredients into a dough. Discuss the function of the ingredients in the recipe. Demonstrate the rolling out of the dough, how to use a sprinkling of flour to prevent it from sticking, focus on having the dough an even thickness, explain why this is important. demonstrate cutting out the shapes using a biscuit cutter and transferring to the baking tray. Discuss why baking paper is used. Demonstrate putting the tray into the oven recapping on working with a partner and the use of oven gloves. Explain what the shortbread should look like when it is cooked, emphasise the importance of timing. Recap, how to wash and dry up and put away the equipment. Focus on the three different types of cloth/towel.</p> <p>Students work through making the shortbread. 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 shortbread is in the oven in pairs students collect and fill a washing up bowl and wash and dry up</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (Weigh and measure, use of oven, make, shape and finish a dough, test for doneness)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Skills evaluation, self assessment</p>	<p>Year 7 Food powerpoint Printed booklets</p>	
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		<p>and put their equipment away. Students wipe down the side where they have been working.</p> <p>Recap on how to complete a sensory evaluation focusing on how to use the results to write what went well, even better if and how it could be improved.</p> <p>Students complete a sensory evaluation of their shortbread.</p> <p>Monitor student progress and give assistance as required.</p> <p>Discuss the skills used in making the shortbread and how to carry out a self assessment of these skills</p> <p>Recap on what the skill of rubbing in is.</p> <p>Students complete the table in their work booklet assessing their use of the skills in the production of the shortbread. For each skill students identify what went well and how they could improve.</p> <p>Students share with the class a skill they feel they did well with and one where they could improve.</p>			
5	<p>To develop skills to make and evaluate fajitas.</p>	<p>Starter - What is wrong with this picture? How can you prevent cross contamination when preparing and cooking food? Think, pair, share.</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 fajitas. Focus on the safe use of a sharp knife, use of the bridge and claw technique and the correct way to cut the chicken and vegetables.</p> <p>Discuss the use of different coloured chopping boards</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct.</p> <p>(Knife skills, prepare vegetables, prepare, combine and shape meat, weigh and measure, use of hob, making sauces, test for</p>	<p>Year 7 Food Powerpoint</p> <p>Work booklet</p> <p>Demonstration and PP ingredients</p> <p>Food waste bowl</p> <p>Glass bowl</p> <p>Sharp knife</p> <p>White chopping board</p>	

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	<p>and why this is important. Demonstrate cooking of the chicken until it has browned explaining why it is unsafe to eat raw meat. Focus on the safe use of the hob and 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. Focus on the accurate measurement of the spices and recap the size in ml of the different measuring spoons. Explain the vegetables need to be cooked heated until they have softened.</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 while sharp knives are handed out.</p> <p>Students work through preparing the fajitas. Monitor the progress and give individual support as required. Give reminders to the class as necessary about skills and timings.</p> <p>Once the fajitas are prepared in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away. Once cooled students put their fajitas in the fridge and wipe down the side where they have been working.</p> <p>Recap on using sensory words to describe a finished dish. Students discuss in pairs words that could be used to describe the appearance, aroma, taste and texture of the fajitas and feedback to the class.</p>	<p>doneness, judge sensory properties)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Sensory evaluation, modifications to the recipe.</p>	<p>Saucepan Wooden spoon Measuring spoons 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>In their work booklets students write up a what went well and even better if for the appearance, aroma, taste and texture of their fajitas.</p> <p>Monitor student progress and give assistance as required.</p> <p>Recap on reasons a recipe may be modified, discuss different modifications that could be made to the fajita recipe.</p> <p>In their work booklets students fill in the table about modifying the recipe.</p> <p>Using random questioning students feedback the modifications they would make to the recipe.</p>			
6	<p>To develop skills to make and evaluate the savoury plait.</p>	<p>Starter - What sensory words can be used to describe the appearance of the savoury plait.</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 savoury plait.</p> <p>Emphasise putting on a saucepan of water to heat first. demonstrate how to use the bridge and claw technique to cut the potato into even sized pieces.</p> <p>Explain the smaller the pieces the quicker the cooking time. Discuss the advantages of leaving the skin on the potato. Demonstrate the correct way to cut the onion into fine pieces and grate the cheese.</p> <p>Demonstrate safe use of the hob when draining the</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (Weigh and measure, use of hob, oven, make, shape and finish a dough, test for doneness)</p> <p>Highlight learning objective, must, should or could in the booklet.</p>	<p>Year 7 Food powerpoint printed work booklets Demonstration and PP ingredients Saucepan Sharp knife White chopping board Cheese grater Fork Baking tray</p>	

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	<p>potato and how to mash the potato with the onion and cheese to combine the ingredients. Watch the video clip on how to shape the pastry for the savoury plait, and then demonstrate how to do it, putting the filling down the centre. Discuss why egg is used in the construction of the plait and how it is used as a glaze. Demonstrate putting the tray into the oven recapping on working with a partner and the use of oven gloves. Explain what the shortbread should look like when it is cooked, emphasise the importance of timing. Recap how to wash and dry up and put away the equipment. Focus on the three different types of cloth/towel. Students prepare themselves while sharp knives are handed out. Students work through preparing the savoury plait. Monitor the progress and give individual support as required. Give reminders to the class as necessary about skills and timings. Once the savoury plait is prepared in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away. Once cooled students put their savoury plait in the fridge and wipe down the side where they have been working.</p> <p>Discuss the skills used in making the savoury plait and how to carry out a self assessment of these skills Students complete the table in their work booklet assessing their use of the skills in the production of</p>	<p>Skills evaluation, self assessment</p>	<p>H&S - see Room 6 risk assessment</p>	
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		<p>the savoury plait. For each skill students identify what went well and how they could improve. Monitor student progress and give assistance as required. Recap on reasons a recipe may be modified, discuss different modifications that could be made to the fajita recipe. In their work booklets students fill in the table about modifying the recipe.</p> <p>Using random questioning students feedback the modifications they would make to the recipe.</p>			
7	<p>To develop skills to make and evaluate mini quiches. To understand the function of the ingredients in the pastry.</p>	<p>Starter - What is the function of the eggs in a quiche recipe.</p> <p>Students put on an apron, wash their hands and get out their ingredients. Bring students around for a demonstration of how to prepare the mini quiches. Recap how to accurately measure ingredients and combine flour and butter to make fine breadcrumbs. Demonstrate how to add the water gradually to bind the ingredients to make pastry. Focus on adding the water gradually explaining why this is important. Explain the function of the different ingredients in the pastry. Recap on how to roll out dough evenly and how to cut out shapes with a cutter. Demonstrate putting the pastry shapes into the bun tin.</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (Weigh and measure, use of oven, make, shape and finish a dough, test for doneness)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Function of ingredients task</p>	<p>Year 7 Food Powerpoint Work booklet Demonstration and PP ingredients Weighing scales Sharp Knife White chopping board Measuring jug Fork Bun tin Washing up bowls Washing up liquid</p>	

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	<p>Demonstrate how to use the bridge and knife technique to cut an onion and how to safely grate cheese. Demonstrate mixing these with the milk, egg and seasonings.</p> <p>Explain the process of coagulation and how this happens in the quiches.</p> <p>Demonstrate putting the tray into the oven recapping on working with a partner and the use of oven gloves.</p> <p>Explain what the shortbread should look like when it is cooked, emphasise the importance of timing.</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 while sharp knives are handed out.</p> <p>Students work through preparing the mini quiches.</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 mini quiches are prepared in pairs students collect and fill a washing up bowl and wash and dry up and put their equipment away. Once cooled students put their mini quiches in the fridge and wipe down the side where they have been working.</p> <p>Recap what is meant by the term coagulation and when this happens in the mini quiches.</p> <p>Students answer the questions in their work booklet about coagulation.</p>	<p>Evaluation of pastry</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 the hob and oven Movement around the room Spillages</p>	
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	<p>Monitor students progress and give assistance as required.</p> <p>Discuss the functions of the ingredients in pastry.</p> <p>Discuss how to carry out an evaluation of making pastry, thinking about what went well, even better if and what improvements could be made.</p> <p>Students work through the functions of ingredients task and evaluation of pastry task in their work booklets.</p> <p>Monitor students progress and give assistance as required.</p> <p>Use random questioning for students to feedback how the making of pastry went.</p>			
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