

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: 8
Prior Learning: <ul style="list-style-type: none"> • · How to prepare, combine and shape tuna and chicken. • · How to use the hob for water and dry based methods. • · How to make sauces. • · How to set a mixture. • · How to make, shape and finish a dough. • · How to select and adjust a cooking process. • · How to test for doneness. • · How to carry out a sensory analysis. • · How to store food safely. 		Key Vocabulary: <ul style="list-style-type: none"> • Nutrients • Macronutrients • Micronutrients • Knead • Prove • Sustainable • Enzymic browning • Hypothesis 	
By the end of this unit...			
<p><i>All pupils will be able to:</i></p> <p>Know what nutrients are and be able to name some. Use the bridge and claw technique to prepare meat and vegetables. Use the hob and oven safely. Choose 8 describing words for your vegetable risotto. Put the biscuit base in the fridge to set. Use sensory words to describe the cheesecake. Weigh and measure the ingredients accurately. Shape the combined ingredients into 2 fishcakes. Rub together the flour, sugar and butter to make fine breadcrumbs. Carry out a scientific experiment.</p>			



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

Know what nutrients are needed for in the body.
Identify the nutrients in different types of food.
Add the liquid gradually so it can reduce.
Identify what went well and where you could improve in your sensory analysis.
Combine the ingredients for the base so they are thoroughly mixed.
Have used fruit to add a decorative topping.
Use the star analysis to explain the www and ebi in the cooking of your dishes.
Work safely with raw and cooked foods.
Knead the dough until it is springy to touch.
Roll out the dough so it is even thickness.
Cut even sized pieces of the toppings.
Understand the functions of the ingredients.
Combine the ingredients into a smooth mixture.
Coat the fishcakes in breadcrumbs.
Evaluate the skills you used to prepare dishes stating what went well and even better if.
Understand what is meant by enzymic browning.
Roll out the pastry evenly and cut equal sized pieces of pastry.
Come up with a hypothesis for the experiment.

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

Know which foods provide us with the different nutrients our body needs.
Know the difference between macronutrients and micronutrients.
Have even sized pieces of vegetables.
From evaluations explain the improvements you can make to your dishes.
Have even layers of biscuit and cheese filling.
Have a well presented fruit topping.
Use the sensory analysis to explain what modifications you could make to the dishes.
Work independently to prepare the dishes.

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Make sure the base is circular or rectangular.
 Think about the presentation of the dishes.
 Have an even coating of breadcrumbs.
 Have 2 even sized fishcakes.
 As a result of evaluations explain modifications you could make.
 Explain how enzymic browning can be prevented.
 Explain whether or not your hypothesis was correct.

◆ **Notes:**

Visit: In school demonstration from the Vegan society.

	Learning Objectives	Content	Assessment	Resources /Health and Safety	ICT Opportunities
	To understand what nutrients are and what they are needed for in the body.	Starter - What nutrients do you get from eating these foods? Watch the video clips on nutrients. Discuss the difference between macronutrients and micronutrients. Students answer the questions in their work booklets giving a definition of each. Read through the information about the different macronutrients and micronutrients. Divide students into groups and give them a set of nutrient cards. Students divide the nutrients into two groups; macronutrients and micronutrients. Then they	Highlight learning objective, must, should or could in the booklet. Macronutrients and micronutrient tasks Body of nutrients task	Year 8 Food powerpoint Printed booklet H&S - see Room 6 risk assessment	

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		<p>match the nutrient card to the card with information about that nutrient.</p> <p>Discuss how the nutrients fit in with the foods within the eatwell guide. refer back to the different sections of the eatwell guide. Use random questioning to assess students prior knowledge and build on that knowledge as appropriate.</p> <p>Students complete the table in their work booklets naming the food group the foods fit into and the nutrients they have.</p> <p>Monitor students progress and give assistance as required.</p> <p>Discuss in greater depth how eating different nutrients helps different parts of the body.</p> <p>In their work booklets students label the outline of the person to show how different nutrients help different parts of the body. Emphasise the importance of presentation in completing this task.</p> <p>Students feedback one nutrient and one way it can help keep the body healthy.</p>			
2	To develop skills to make and evaluate vegetable risotto.	<p>Starter - What is the difference between brown and white rice?</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 vegetable risotto. Focus on the safe use of a sharp knife, use of the bridge and claw technique and the correct way to cut an onion. Emphasise preparing all the ingredients before starting cooking.</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (Knife skills, prepare vegetables, weigh and measure, use of hob, test for doneness, judge sensory properties)</p>	<p>Year 8 Food Powerpoint Printed booklet Sensory word cards Ingredients for demonstration and PP students White chopping board</p>	

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	<p>Demonstrate boiling the kettle and making the stock. Demonstrate 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 cooking the vegetables until they are soft. Explain the term reduction and demonstrate how to reduce the liquid in the risotto. 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 risotto. Monitor the progress and give individual support as required. Give reminders to the class as necessary about skills and timings. Once the risotto 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 risotto in the fridge and wipe down the side where they have been working.</p> <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 risotto and feedback to the class. Students add their chosen sensory words to the star profile and carry out a sensory analysis of the risotto. Model how the results of the sensory analysis can be used to write a what went well and even better if for</p>	<p>Highlight learning objective, must, should or could in the booklet.</p> <p>Sensory analysis of the risotto. Task on nutrients in risotto.</p>	<p>Sharp knife Saucepan Weighing scales White spoons</p> <p>H&S - see Room 6 risk assessment Focus on Use of sharp knives Use of the hob Movement around the room Spillages</p>	
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		<p>the risotto. Focus on explaining the points and including a suggestion of how this could be changed for the even better if.</p> <p>Recap on the nutrients provided by the different ingredients in the risotto. Discuss how the nutrients of the risotto change by adding, taking away or substituting ingredients. Students fill in the table in their work booklet about nutrients.</p> <p>Discuss the practical for next week is cheesecake and the different fruit options that can be used for the toppings. Discuss how this changes the appearance, taste and texture of the cheesecake. In pairs students discuss the different options and make a decision about their cheesecake. Students feedback to the class which fruit they will use and describe the planned appearance of their cheesecake.</p>			
3	To develop skills to make and evaluate cheesecake.	<p>Starter - What is gelation? How is it used in making the cheesecake?</p> <p>Students put on an apron, wash their hands and get out their ingredients. Bring students around for a demonstration of how to make the cheesecake. Demonstrate how to make the base, the accurate weighing of ingredients, crushing of the biscuits in the bowl and melting the butter. Focus on the safe use of the hob and explain how the hot</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (Weigh and measure, use hob, prepare fruit, set a mixture, test for doneness, judge sensory properties)</p>	<p>Year 8 Food Powerpoint Printed booklet Clear bowl Weighing scales Saucepan White spoon Rolling pin Chopping board</p>	

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	<p>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.</p> <p>Demonstrate mixing the ingredients together, pressing it firmly in the tin and putting it in the fridge to set.</p> <p>Explain how gelation works in the setting of the cheesecake.</p> <p>Demonstrate how to make the body of the cheesecake. Focus on the importance of combining the ingredients thoroughly.</p> <p>Demonstrate spreading the mix on top of the base, preparing the fruit topping and adding the fruit to the top of the cheesecake. Emphasise the importance of the presentation.</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 work through making the cheesecake.</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 cheesecake 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 a sensory analysis is. Students look at the feedback given on their evaluation from the last lesson. Students respond to the feedback in green pen.</p>	<p>Highlight learning objective, must, should or could in the booklet.</p> <p>Evaluation of skills</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 use of hob and oven</p> <p>Movement around the room</p> <p>Spillages</p>	
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		<p>Students discuss in pairs words that could be used to describe the appearance, aroma, taste and texture of the cheesecake 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 cheesecake.</p> <p>Model how the results of the sensory analysis can be used to write a what went well and even better if for the risotto. Focus on explaining the points and including a suggestion of how this could be changed for the even better if.</p> <p>Discuss the skills used to make the cheesecake, 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 cheesecake.</p> <p>Monitor student progress and give assistance as required.</p> <p>Students feedback on one area that went well and one area that could be improved when making th cheesecake.</p>			
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4	<p>To develop skills to make and evaluate the skills used to make sweet and sour chicken.</p>	<p>Starter - what is cross contamination? How can you prevent it when preparing and cooking food?</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 sweet and sour chicken. 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. Discuss the use of different coloured chopping boards and why this is important.</p> <p>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.</p> <p>Focus on the accurate measurement of the ingredients for the sauce and recap the size in ml of the different measuring spoons. Recap on the safe use of the kettle. Explain the vegetables need to be cooked heated until they have softened. Explain what reduction is in the making of a sauce and how it is used in the cooking of the sweet and sour sauce. 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 sweet and sour chicken. Monitor the progress and give individual support as required.</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (Knife skills, prepare vegetables and meat Weigh and measure, use of hob, test for doneness)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Skills evaluation, self assessment</p>	<p>Year 8 Food powerpoint Printed booklets Saucepan White spoon White chopping board Red chopping board Sharp knife Vegetable peeler Tin opener Measuring spoons 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</p>	
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		<p>Give reminders to the class as necessary about skills and timings.</p> <p>Once the sweet and sour chicken 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. Recap the key skills used in making the sweet and sour chicken and where they were used in the recipe. Students complete the questions in their work booklets on the skills and the table focusing on where in the recipe the skills were used, what went well while carrying them out and what could be improved. 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 sweet and sour recipe.</p> <p>In their work booklets students answer the questions about modifying the recipe.</p> <p>Monitor student progress and give assistance as required.</p> <p>Using random questioning students feedback the modifications they would make to the recipe.</p>		<p>Movement around the room</p> <p>Spillages</p>	
5	<p>To develop skills to make a pizza and understand the functions of ingredients in a pizza.</p>	<p>Starter - What are the functions of these ingredients in pizza? Think, pair, share</p> <p>Set up the yeast experiment, discuss what you think will happen.</p> <p>Students write in their booklets a hypothesis of what they think will happen to the balloon and why.</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct. (Knife skills, prepare vegetables, weigh and measure, use</p>	<p>Year 8 Food Powerpoint</p> <p>Work booklet</p> <p>Demonstration and PP ingredients</p> <p>Food waste bowl</p>	

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		<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 pizza. Throughout the demonstration focus on the function of the ingredients. Demonstrate how to accurately measure the ingredients and how to combine the dry ingredients with the water. Explain how yeast works and why the water needs to be warm and not too hot. Emphasise adding the water gradually, not all in one go and explain why.</p> <p>Demonstrate how to knead the dough and explain why it doesn't need a long proving time.</p> <p>Demonstrate preparing the ingredients, focus on the safe use of a sharp knife and the use of the bridge and claw technique.</p> <p>Demonstrate the rolling out of the base to make a circular or rectangular shape, emphasise it needs to fit on the baking tray. Demonstrate the spreading of the tomato and passata mix, the addition of the toppings and the cheese. Focus on the presentation of the toppings. Recap on the safe use of the oven and how to test for readiness.</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 pizza. Monitor the progress and give individual support as required. Give reminders to the class as necessary about skills and timings.</p>	<p>of oven,make, shape and finish a dough, use of raising agents, test for doneness, judge sensory properties)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Function of ingredients task, evaluation of skills task</p>	<p>Glass bowl Sharp knife White chopping board Measuring spoons Measuring jugs Butter knife 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 the pizza 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 pizzas in the fridge and wipe down the side where they have been working.</p> <p>Recap on the function of the ingredients in the pizza. Students fill out the table in their work booklets about functions of ingredients.</p> <p>Monitor student progress and give assistance as required.</p> <p>Recap on the key skills needed for making the pizza. Refer back to the balloon experiment, discuss the results and how yeast works.</p> <p>Students answer the questions in their work booklet. Monitor student progress and give assistance as required.</p> <p>Discuss how to carry out a self evaluation of how the making of the pizza went. Emphasise the need to explain the points made.</p> <p>Students self evaluate the pizza in their work booklets.</p> <p>Students feedback to the class one skill that went well while making their pizzas and one skill they could improve on.</p>			
6	<p>To make and evaluate the skills used to make the</p>	<p>Starter - How many portions of fish should you eat a week? What nutrients do you get from eating fish? Think, pair, share.</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct.</p>	<p>Year 8 Food powerpoint printed work booklets</p>	

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	<p>fishcakes. To develop knowledge of fish as a food ingredient.</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 fishcakes 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. Explain the smaller the pieces the quicker the cooking time. Discuss the advantages of leaving the skin on the potato. Demonstrate using the bridge and claw technique to deseed and chop the tomato. Demonstrate how to train the tin of salmon and remove the bones and how to combine the ingredients together . Demonstrate safe use of the hob when draining the potato and how to mash the potato and combine it with the other ingredients. Demonstrate how to do it shape and coat the fish cakes, focusing on having two fishcakes of equal size and an even coating of egg and breadcrumbs. Demonstrate putting the tray into the oven recapping on working with a partner and the use of oven gloves. Explain what the fishcakes should look like when they are 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 fishcakes. Monitor the progress and give individual support as required.</p>	<p>(Weigh and measure, use of hob, oven, combine and shape fish, test for doneness)</p> <p>Highlight learning objective, must, should or could in the booklet.</p> <p>Skills evaluation, questions on fish</p>	<p>Demonstration and PP ingredients Saucepan Sharp knife White chopping board Cheese grater Fork Baking tray</p> <p>H&S - see Room 6 risk assessment</p>	
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		<p>Give reminders to the class as necessary about skills and timings.</p> <p>Once the fish cakes 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 fish cakes in the fridge and wipe down the side where they have been working.</p> <p>Discuss the skills used in making the fishcakes 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 the fishcakes. For each skill students identify what went well and how they could improve.</p> <p>Monitor student progress and give assistance as required.</p> <p>Show the video clip on sustainable fishing. Discuss how much fish should be eaten as part of a healthy diet, what type of fish and what is meant by sustainable.</p> <p>Students answer the questions in their work booklets. Monitor and give assistance as required.</p> <p>Using random questioning students feedback the answers to the questions.</p>			
7	To develop skills to make and evaluate apple tarts. To be able	<p>Starter - How can you modify (change) the ingredients of pastry to make it healthier? Think, pair, share.</p>	<p>Skills demonstrated while preparing and cooking food and lesson conduct.</p>	<p>Year 7 Food Powerpoint Work booklet</p>	

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<p>to carry out a scientific experiment.</p>	<p>Students put on an apron, wash their hands and get out their ingredients. Explain what is meant by the term enzymic browning. Explain the scientific experiment that is going to be done looking at enzymic browning of apples and how it can be made a fair experiment. Demonstrate how to set up the experiment. Students work in pairs to set up their own experiment. Monitor student progress and give assistance as required. In their work booklets students answer the questions on enzymic browning, write a hypothesis of what they think they will find out and then fill in the column of the table in explaining what they think will happen with each sample. Bring students around for a demonstration of how to prepare the apple tarts. 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. Demonstrate how to use the bridge and knife technique to cut an apple and how to position the apple into the pastry cases, focusing on presentation.</p>	<p>(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>Enzymic browning experiment</p>	<p>Demonstration and PP ingredients Weighing scales Sharp Knife White chopping board Measuring jug Fork Saucepan White spoon Lemon juicer Bun tin 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 and oven</p>	
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	<p>Demonstrate making the glaze, focusing on safe use of the hob and movement around the room.</p> <p>Demonstrate squeezing the lemon and adding this to the glaze, discuss the function of the lemon.</p> <p>Demonstrate spooning the glaze into the tarts.</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 apple tarts 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 work through preparing the apple tarts.</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 apple tarts 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 apple tarts in the fridge and wipe down the side where they have been working.</p> <p>Recap on the scientific experiment being worked on.</p> <p>Look at and discuss the results of the experiment.</p> <p>Students record the results in their work booklet and write a conclusion.</p> <p>Monitor students progress and give assistance as required.</p>		<p>Movement around the room</p> <p>Spillages</p>	
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		Use random questioning for students to feedback what they have found out by doing the experiment.			
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