

KS5 Cook It

The purpose of Cook It is to develop the pupils skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food, food safety and hygiene. The emphasis is on the process students go through researching a recipe to ensure it is healthy and suitable for a lunch menu. Lessons are structured so they are practical to equip students with the skills they can use in a kitchen environment and they promote participation and teamwork encouraging students to work co-operatively.

RRS Articles: This unit of work is linked Article 24 of the UN Convention on the Rights of the Child.

"I have the right to good quality health care, to clean water and good food."

	<u>OU P Steps P5-6</u>	<u>OU P Steps P7-8</u>	<u>OU NC step 1</u>	<u>OU NC Steps 2</u>
Theme-hygiene and safety				
<u>Subject specific knowledge</u>	<p>Can identify where we wash hands.</p> <p>Can identify if food is dropped it cannot be eaten.</p> <p>Can identify pictures of dirty hands.</p> <p>Can identify that equipment and food preparation area must be cleaned after preparing food.</p> <p>Can identify pictures of dangers in the food tech room.</p>	<p>Can identify where hands are washed and what is needed to wash hands i.e. soap, water, and paper towels.</p> <p>Can identify some reasons why hands might be washed i.e. germs, dirt, after the toilet.</p> <p>Can identify that some foods must be washed before they are safe to eat e.g. potatoes, carrots and apples.</p> <p>Can identify and sort dangers i.e. hot oven, knives, hot water, hob, water on floor, knives carried upwards.</p> <p>Can identify that aprons must be worn when cooking.</p>	<p>Understand why we need to wash our hands and can identify some reasons why.</p> <p>Identifies and understands dangers and safety rules</p> <p>Can identify can carry out simple cleaning tasks under supervision.</p> <p>Can identify why aprons are worn.</p> <p>Can identify some basic hygiene routines in a kitchen.</p>	<p>Understand why we need to wash our hands and can give relevant examples of why we wash hands and the risks if they are not washed properly.</p> <p>Understands dangers in the kitchen and preventative measures to minimise the dangers.</p> <p>Understands why and how to complete cleaning duties safely.</p> <p>Understands why aprons are worn and can explain the dangers of not wearing an apron.</p> <p>Understands basic hygiene routines and the importance of following them correctly.</p>
<u>Subject specific skills</u>	<p>Is able to wash hands with verbal prompts for each step i.e. wet hands, put soap on, wash hands, dry hands.</p> <p>Is able to complete some cleaning duties with support e.g. washing a work area, filling a sink, cleaning dishes.</p>	<p>Is able to wash hands once directed with some verbal prompts.</p> <p>Can help complete cleaning duties i.e. clean a work area, fill the sink with water, wash and dry dishes with supervision.</p>	<p>Is able to wash hands safely and hygienically.</p> <p>Is able to follow basic safety rules when preparing and cooking food.</p> <p>With some supervision, pupils can take part in simple clearing up tasks such as clearing and</p>	<p>Is able to demonstrate excellent hygiene throughout cooking lessons.</p> <p>Is able to follow and understand safety rules when preparing and cooking food.</p> <p>Is able to independently follow procedures for clearing up</p>

		<p>Is able to stay away from dangers in the kitchen i.e. oven, hob, knives.</p>	<p>cleaning tables, collecting and disposing of rubbish, sweeping the floor, cleaning and drying dishes.</p>	<p>Is able to independently wear a clean apron and discuss reasons for doing so.</p>
Theme- cooking skills				
<u>Subject specific knowledge</u>	<p>Identifies familiar piece of equipment i.e. bowl, fork, cup.</p> <p>Identifies healthy and unhealthy foods.</p> <p>Is able to recognise familiar foods.</p> <p>Is able to identify that recipes are instructions on how to make food.</p>	<p>Knows how familiar cooking utensils and equipment work with support.</p> <p>Identifies that we need to eat more of some foods and less of others.</p> <p>Identifies some of the safety issues associated with tools used.</p> <p>Demonstrates an awareness of some of the dangers of equipment.</p> <p>Is able to identify where some fruits and vegetables come from.</p> <p>Is able to identify that recipes are instructions on how to make food and each step must be followed.</p>	<p>Can identify what equipment is needed to complete a task and how.</p> <p>Is able to identify where at least 5 fruits and vegetables come from.</p> <p>Identifies simple steps that can be taken to improve safety when using tools i.e. carrying a knife pointing downwards, using the bridge method to chop.</p> <p>Identifies equipment that can be dangerous i.e. hob, knives, oven.</p> <p>Can identify that foods must be weighed.</p>	<p>Understand what equipment is needed to complete a task and can get it and use it. Can identify and discuss the steps to use.</p> <p>Can describe how food is sourced e.g. grown, caught, farmed.</p> <p>Understands how to prepare a range of food ingredients e.g. vegetables, weighing ingredients.</p> <p>Understands dangers and how to minimise them.</p> <p>Can understand the importance of weighing foods accurately.</p>
<u>Subject specific skills</u>	<p>Is able to locate a familiar product to complete a task e.g. chopping board, wooden spoon.</p> <p>Is able to mix and stir ingredients small amounts of ingredients.</p>	<p>Demonstrates some of the safety issues associated with tools used e.g. sharp knives, hob, oven.</p> <p>Is able to identify the appropriate equipment to measure which type of substance e.g. scales for dry ingredients, jug for liquids.</p>	<p>Is able to handle and use some equipment safely.</p> <p>Is able to use measuring spoons to measure ingredients e.g. teaspoon and tablespoon.</p> <p>Is able to use equipment to prepare food ingredients i.e. weighing scales to weigh</p>	<p>Is able to identify and use the correct equipment needed to complete a task and can do so accurately.</p> <p>Can evaluate their cooking to show how it can be improved or altered using correct terminology and can explain how they will do so.</p> <p>Is able to use measuring spoons to measure ingredients precisely e.g. teaspoon and tablespoon.</p>

	<p>Is able to select which tool is needed to complete a task from a choice.</p> <p>Is able to peel fruits using their hands.</p> <p>Is able to tear foods using hands e.g. lettuce, herbs.</p> <p>Is able to grasp and move simple tools e.g. spoon or knife.</p> <p>Is able to imitate an action using a tool i.e. mixing, rolling.</p>	<p>Is able to select which tools are needed to complete a task.</p> <p>Is able to use the bridge method to cut soft foods using a serrated knife.</p> <p>Is able to mix and stir ingredients.</p> <p>Is able to cut foods into pieces.</p>	<p>ingredients, jug to measure liquids, peeler to peel hard vegetables / fruits.</p> <p>Is able to mix, stir and combine ingredients.</p> <p>Is able to cut foods into evenly sized pieces.</p> <p>Is able to use the bridge method to chop hard foods.</p> <p>Is able to use the claw method to cut soft foods.</p> <p>.</p>	<p>Is able to use a range of equipment to prepare a range of food ingredients i.e. weighing scales to weigh ingredients, jug to measure liquids, peeler to peel hard vegetables / fruits.</p> <p>Is able to mix, stir, and combine dry and liquid ingredients with precision.</p> <p>Is able to use electric whisk or hand blender independently under supervision.</p> <p>Is able to use the claw and bridge method to cut hard foods e.g. carrots, apples, potatoes.</p>
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Theme- making a healthy lunch

<u>Subject specific knowledge</u>	<p>Names and selects ingredients needed in each step of a visual recipe</p> <p>Recognises healthy food choices from a range of photographs/pictures.</p>	<p>Knows and names some fruit and vegetables.</p> <p>Knows how to select appropriate ingredients for each dish using a visual recipe or prompts from an available selection.</p> <p>Is able to match an ingredient to its place on the food pyramid.</p>	<p>Knows how to follow written and verbal instructions to cook at least five different dishes.</p> <p>Knows the terms carbohydrate, protein, fat and what they mean</p>	<p>Understands a range of dietary needs, intolerances and allergies and recognise common food types to avoid e.g. vegans no animal product.</p> <p>Knows how to plan a nutritious two-course meal e.g. using seasonal locally sourced products, nutritional content e.g. contribution to five-a-day food pyramid.</p>
<u>Subject specific skills</u>	<p>Is able to select the ingredients and identify they need to be washed if fruit or vegetable.</p>	<p>Is able to select ingredients from a choice for a healthy lunch.</p> <p>Engages in making a healthy lunch with adult support.</p>	<p>Is able to give a description of a healthy lunch using visual support.</p> <p>Contributes in a group activity to making a healthy lunch.</p>	<p>Is able to demonstrate a variety of cooking techniques e.g. sautéing, oven roasting, boiling, stirring, sieving, kneading, rubbing in.</p> <p>Is able to plan a menu containing the correct amount of each food group.</p>

				<p>Is able to use all kitchen equipment following health and safety rules.</p> <p>Is able to make a healthy lunch following a visual recipe.</p>				
<u>Personal development</u>	<p><u>Problem solving-</u> Linked to resolving any issues encountered, finding a way to solve the problem when cooking. .</p> <p><u>Communication skills-</u> Using full sentences/signs appropriate, to communicate instructions and ideas, listening and responding appropriately to other peoples ideas.</p> <p><u>Self-belief-</u> Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions.</p> <p><u>Self-management-</u> Linked to managing equipment safely and managing behaviours.</p> <p><u>Team-work-</u> Linked to working in small groups and realising a goal as a group, cooperating with a group and working together effectively.</p>							
<u>Suggested activities</u>								
P5-L3								
<ul style="list-style-type: none"> -Trip to shops to buy appropriate ingredients -Research project to identify healthy meals -Planning and creating a recipe. -Following a recipe to make a meal -Following a recipe to make a dessert -Researching recipes. -Explore a range of different foods. 								
<u>Online resources</u>								
https://www.bbcgoodfood.com/ https://www.bbc.co.uk/newsround/38668427 https://www.theschoolrun.com/homework-help/the-chinese-new-year https://www.twinkl.co.uk/resources/countries-and-continents/countries-and-continents-asia/china https://www.discoveryeducation.co.uk/video/item783190 https://manchesterchinesecentre.org.uk/ https://www.foodafactoflife.org.uk/recipes/ https://www.foodafactoflife.org.uk/whole-school/resources/								
<u>Evidencing Work</u>								
<p>All students have a student evidence sheet containing their targets. An evaluation and photographic evidence should be added after each lesson.</p>								