

KS4 Cook It Year 1 2023-2024. Plan, make and evaluate a food product.

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 planning and making a food product, testing it and evaluating it. 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. Pupils will develop apply key skills and understanding to plan, prepare and cook dishes safely and hygienically for a healthy, varied diet.

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."

Subject curriculum intent:	The purpose of Cook It is to develop the pupil's skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food, food safety and hygiene. Pupils will learn how it is more nutritious and often cheaper to cook simple, delicious foods compared to food which has been ready prepared. Students will plan, prepare, cook and evaluate their dishes.	
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome
In KS3, pupils will develop their understanding of a range of fruit and vegetables by exploring how to use them in different healthy food. Pupils will recognise the value of having different fruits and vegetables and how they contribute to a healthy lifestyles. Pupils will learn to prepare fruit or vegetables using a selection of equipment and techniques. By the end of the unit, pupils will have a better understanding of how to design and make a healthy meal.	The purpose of Cook It is to develop the pupils skills, confidence, independence and creativity through practical cooking lessons. Year 1 pupils learn and make decisions about food, food safety and hygiene. Pupils will learn how it is more nutritious and often cheaper to cook simple, delicious foods compared to food which has been ready prepared. Pupils will plan, make and evaluate a food product. Lessons will focus on practical making tasks to develop a working knowledge of ingredients and equipment in the kitchen. Pupils will develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods and portion sizes.	Catering: In this unit, students will learn how to cook in a professional catering setting. Students will develop an understanding of how to use the cooker hob with a focus on regulating the temperature. Students will be able to identify the difference between boiling water and simmering. They will be able to follow a sequence using either pictures or words. Students will be able to locate their equipment and ingredients using symbols, a visual recipe or a written recipe. Students will learn to use a timer to time cooking and check that food is cooked. Students will develop their ability to independently research recipes using books and the internet and suggest improvements to the recipe. Students will demonstrate a basic understanding of food hygiene procedures in a professional catering setting. Students will develop team work, communication and leadership skills which can be transferred into other subject areas.

Intent for this topic:		Cook It 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. Pupils will plan and make a range of foods using key cooking skills and evaluate their meals identifying what has worked well and areas for improvement. Pupils will use a range of ingredients and build upon basic food skills developing pupil's food safety and preparation skills enabling them to be able to cook a meal suitable for a dietary requirement as independently as possible. Pupils will use their skills for life throughout the lessons problems solving, team work, self-management, communication and self-belief preparing and developing their skills for KS5, adulthood and future employment.		
Core vocabulary needed for this subject/topic:		Ingredients, equipment, safety, food, hygiene, apron, rules, weigh, temperature, method, heat sources, mix, prepare, fold, design, evaluate, plan, eat well, presentation, time, technique, taste, flavour, cooked, temperature, timer, oven, hob, boil, melt, stir, time, costs		
Vocabulary pupils will have accessed in other topics or subject areas:		Healthy diet, names of fruits and vegetables, vitamins and minerals, protection, balanced diet, salads, soups, design, select/choose, cut, slice, chop, grate, shred, dice.		
Key vocabulary taught within this topic:		Plan, make, evaluate, texture,		
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	DT Cook It	Healthy food	Year 2 of 3 year plan (2022-2023)	To recognise a range of fruit and vegetables and understand their value in their daily diet. To prepare fruit or vegetables using a selection of equipment and techniques. To design and make a salad or a soup incorporating five fruits or vegetables.
Links to other subjects: PHSCE, Science, Religion, English, Grow It, PE. English- reading, key words and SPAG. Maths- numeracy, measurements. Grow It- growing and harvesting food. Science- food and nutrition, Religion – dietary requirements for religious beliefs. Geography and history- countries, history of food. PE- active healthy lifestyles.				

	<u>OU P Steps P5-6</u>	<u>OU P Steps P7-8</u>	<u>OU NC step 1</u>	<u>OU NC Steps 2-3</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 e.g. soap, water, and paper towels.</p> <p>Can identify some reasons why hands might be washed e.g. 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 e.g. hot oven, knives, hot water, hob, water on floor, knives carried upwards.</p> <p>Can identify some of the safety issues associated with equipment used.</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>Identifies simple steps that can be taken to improve safety when using tools e.g. carrying a knife pointing downwards, using the bridge method to chop.</p> <p>Identifies equipment that can be dangerous e.g. hob, knives, oven.</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 e.g. 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 e.g. clean a work area, fill the sink with water, wash and dry dishes with supervision.</p> <p>Is able to stay away from dangers in the kitchen e.g. oven, hob, knives.</p> <p>Identifies some of the safety issues associated with tools</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 cleaning tables, collecting and disposing of rubbish, sweeping</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 independently wear a clean apron and discuss reasons for doing so.</p> <p>Is able to identify and use a range of equipment correctly to complete a task safely.</p>

		used e.g. sharp knives, hob, oven.	the floor, cleaning and drying dishes. Is able to handle and use equipment safely.	
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Theme- planning, cooking and evaluating

<p><u>Subject specific knowledge</u></p>	<p>Identifies familiar piece of equipment e.g. bowl, fork, cup.</p> <p>Identifies healthy and unhealthy foods.</p> <p>Is able to identify foods in a diet.</p> <p>Is able to recognise familiar foods.</p> <p>Knows that ingredients are needed to make a dish.</p> <p>Know that you have to follow steps of a recipe to make a food product.</p>	<p>Knows how familiar cooking utensils and equipment work with support.</p> <p>Knows that food comes from plants or animals. Identifies that we need to eat more of some foods and less of others.</p> <p>Knows that five portions of fruit and vegetables should be eaten each day.</p> <p>Is able to identify that recipes are instructions on how to make food.</p> <p>Knows that foods are stored in different places e.g. freezer, fridge, cupboards and can identify some examples.</p> <p>Knows a plan is used to make a product.</p> <p>Knows that you need to follow each step of a recipe to make a food product correctly.</p>	<p>Can identify what equipment is needed to complete a task and how.</p> <p>Knows the purpose of some common kitchen equipment.</p> <p>Knows how some foods are sourced.</p> <p>Can identify that foods must be weighed when following a recipe.</p> <p>Knows how to prepare simple dishes safely and hygienically.</p> <p>Knows some main food groups and what a healthy diet is.</p> <p>Knows that foods should be stored in a specific area e.g. frozen foods- freezer, fresh foods- fridge and reasons why.</p> <p>Knows that a healthy diet is made up from a variety and balance of different food and drink as depicted in 'the eat well plate'.</p> <p>Knows that recipes are instructions which should be followed.</p>	<p>Understand what equipment is needed to complete a task and knows how to use it.</p> <p>Understand how food is sourced e.g. grown-tomatoes, wheat and potatoes, caught- fish, farmed-pigs, cattle and chickens.</p> <p>Understands how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Knows how to prepare and cook a variety of dishes safely and hygienically including where appropriate the use of a heat source.</p> <p>Understand the importance of measuring and weighing foods accurately.</p> <p>Understand the importance of correct storage and handling of ingredients.</p> <p>Understand different foods and drinks contain different substances- nutrients, water and fibre that are needed for health.</p> <p>Knows the main food groups and understands the importance of a healthy and varied diet.</p> <p>Knows that recipes are instructions to make food and should be followed accordingly to ensure a food product is made to the required standard.</p> <p>Understand that recipes can be adapted to change appearance, taste, texture and aroma.</p> <p>Know the purpose of an evaluation.</p>
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			Knows that an evaluation can help improve a product.	
<p><u>Subject specific skills</u></p>	<p>Is able to locate a familiar product to complete a task e.g. chopping board, wooden spoon when shown a visual.</p> <p>Is able to mix and stir to loosely combine ingredients.</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 e.g. mixing, rolling.</p> <p>Is able to spoon ingredients between containers.</p> <p>Is able to plan ingredients to use using a choice of symbols.</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 select which tools are needed to complete a task using a visual equipment list.</p> <p>Is able to mix and stir to combine ingredients.</p> <p>Is able to cut low resistance foods into pieces e.g. canned pineapple slices, sticks of pepper, mushrooms.</p> <p>Is able to spoon ingredients into a container.</p> <p>Is able to cut low resistance foods with a table knife into equal pieces/slices, e.g. canned pineapple slices, sticks of pepper, mushrooms.</p> <p>Is able to plan ingredients using key symbol/word bank.</p> <p>Is able to state a preference of ingredients using key symbol/word bank.</p> <p>Able to use key food vocabulary using taste, smell, and feel using key symbol/word bank.</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 e.g. weighing scales to weigh ingredients, jug to measure liquids, peeler to peel hard vegetables / fruits.</p> <p>Is able to mix and stir with increasing thoroughness to combine ingredients.</p> <p>Is able to cut foods into evenly sized pieces using the bridge method.</p> <p>Is able to use the bridge method to chop hard foods.</p> <p>Is able to spoon ingredients into different containers with increasing accuracy and minimal spillage.</p> <p>Is able to state a preference of ingredients.</p> <p>Is able to describe the taste, texture, smell and appearance of food using.</p>	<p>Is able to use measuring spoons to measure ingredients precisely and ensure the quantities are equal e.g. teaspoon and tablespoon.</p> <p>Is able to use a range of equipment to prepare a range of food ingredients e.g. weighing scales (digital and analogue) to weigh ingredients, jug to measure liquids, peeler to peel hard vegetables / fruits, independently.</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 higher resistant foods from whole e.g. carrots, apples, potatoes into a range of sizes.</p> <p>Is able to demonstrate a range of baking and cooking techniques.</p> <p>Is able to organise a detailed plan for what they will prepare and cook.</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 review their cooking in detail identifying what worked well and what could be improved.</p> <p>Is able to collect results from others on their cooking.</p> <p>Is able to compare results with plan.</p> <p>Is able to analyse the taste, texture, smell and appearance of a range of food using appropriate vocabulary.</p>

	<p>Is able to demonstrate a preference of ingredients.</p> <p>Beginning to develop a food vocabulary using taste, smell and feel using a choice of symbols.</p>			
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Personal development

Problem solving-

Linked to resolving any issues encountered, finding a way to solve the problem when cooking.

Communication skills-

Using full sentences/signs appropriate, to communicate instructions and ideas, listening and responding appropriately to other peoples ideas.

Self-belief-

Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions.

Self-management-

Linked to managing equipment safely and managing behaviours.

Team-work-

Linked to working in small groups and realising a goal as a group, cooperating with a group and working together effectively.

Suggested activities

P5-L3

- -Food tasting to evaluate
- Budgeting for food for a recipe
- -Trip to local shop to buy ingredients.
- -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.

Online resources

<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/>