

Title of Rubric: KS3 Cook It: Healthy fast food

In this unit, pupils will develop their understanding of a range of fruit and vegetables by exploring how to use them in different healthy fast 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 alternative to junk fast food.

RRS Articles:

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Key vocabulary: Used in context, spoken, signed or symbols:

- names of fruits and vegetables
- vitamins and minerals
- protection
- balanced diet
- healthy diet
- salads
- soups
- design
- select/choose
- cut
- slice
- chop
- grate
- shred
- dice

	OU P Steps 5-6	OU P Steps 7-8	OU step 1	OU Step 2	OU Step 3
Key learning: To recognise a range of fruit and vegetables and understand their value in their daily diet.					
<u>Subject specific knowledge</u>	<p>Pupils will demonstrate preferences for fruit and vegetables that they like.</p> <p>Pupils will begin to offer responses to how they want to make a meal e.g. the fruit and vegetables they want to include.</p>	<p>Pupils will begin to understand where the fruits and vegetables used in a recipe come from e.g. a carrot is grown in the ground.</p> <p>Pupils will describe the taste of some familiar ingredients, using simple words, e.g. sweet, salty</p>	<p>Pupils will understand where most fruit and vegetables come from that are being used in the recipe.</p> <p>Pupils will come up with ideas about common recipes e.g. what vegetables to add to a vegetable soup.</p>	<p>Pupils will understand what makes a healthy and balanced diet.</p> <p>Pupils will understand that food is caught or farmed and changed to make it safe and tasty to eat.</p> <p>Pupils will understand that there are a variety of influences on the food we choose to eat, e.g. the season.</p>	<p>Pupils will begin to be able to read and understand food labels and have some understanding of the traffic light nutritional information on the front of packaging.</p> <p>Pupils will be able to make food choices taking into consideration the eatwell plate.</p> <p>Pupils will understand the main food groups and some of the different nutrients that are important for healthy, e.g. milk contains calcium which is good for bone and teeth development.</p> <p>Pupils will know where and how a variety of ingredients are grown, reared, caught and processed that they are using in their soup, salad and bread.</p>
<u>Subject specific skills</u>	Pupils will demonstrate preference for materials they prefer to use e.g. tool with accessible grip.	Pupils will begin to communicate preferences in their cooking, e.g. adding favourite fruit and vegetables to a soup or salad.	With support, can put their ideas into practice.	Pupils will use simple food descriptors relating to flavour, texture and appearance.	Pupils will use information on food labels to inform choice.
Key Learning- To prepare fruit or vegetables using a selection of equipment and techniques.					
<u>Subject specific knowledge</u>	Pupils will begin to match the correct tool to prepare the fruit or vegetable from a choice of two.	<p>Pupils will recognise and know the names of some basic tools and material e.g. spoon, knife, chopping board, apron</p> <p>Pupils will understand that recipes provide instructions on how to make food</p>	<p>Pupil will understand to use measuring spoons for liquids, solids and dry ingredients.</p> <p>With support, pupils will use scales to weigh ingredients.</p> <p>Pupils will follow simple recipe instructions, either in simple sentences or using pictures.</p>	<p>Pupils will read and follow a simple recipe (written or picture).</p> <p>Pupils will confidently select the correct tool for the job e.g. a peeler to peel carrots and a grater to grate cheese.</p> <p>Pupils will begin to use a jug to measure liquids and scales to measure sold ingredients.</p>	<p>Pupils will confidently read and follow a written or picture recipe.</p> <p>Pupils will accurately use a jug to measure liquids and can accurately use weighing scales.</p>

<p><u>Subject specific skills</u></p>	<p>P5: Pupils will use a basic tool, with support, e.g. pushing a roller, spreading with a knife.</p> <p>P6: Pupils watch others using a basic tool and will start to copy the actions</p> <p>Peel fruit using their hands</p> <p>Tear food to divide it, eg lettuce leaves, fresh herbs</p> <p>Begin to drain away liquids from packaged food using a sieve or colander, eg tuna or sweet corn</p>	<p>Pupils will use basic tools or equipment in simple processes, chosen in negotiation with staff, e.g. stirring with a wooden spoon (P7)</p> <p>With help, pupils will begin to manipulate a wider range of basic equipment in cooking activities, e.g. palette knife, peelers, graters (P8)</p> <p>With close supervision and physical guidance, pupils will crush or mash cold food in a bowl, e.g. sardines, bananas</p>	<p>With close supervision, and physical guidance when necessary, pupils will use the bridge hold to cut soft foods using a serrated vegetable knife (e.g. strawberries)</p> <p>Pupils will sift flour into bowl.</p> <p>Pupils will use hands to shape dough in to small balls or shapes, e.g. when making bread.</p>	<p>With supervision, pupils can begin to use the claw grip to cut harder foods using a serrated vegetable knife, e.g. carrot.</p> <p>With supervision, pupils can use tools with increasing confidence and precision with harder fruits and vegetables e.g. a peeler, a serrated vegetable knife, garlic press and grater.</p>	<p>With supervision, pupils will confidently use both the bridge hold and claw grip to cut the same food using a serrate vegetable knife, e.g. an onion.</p> <p>Pupils will knead and shape dough in to a variety of shapes.</p> <p>Pupils will spread food evenly with a coating, paste or glaze, e.g. butter onto bread.</p> <p>With supervision, pupils will use a good processor or electric hand blender to mash, blend or puree hard ingredients or hot food, e.g. chickpeas for hummus or vegetables for soups.</p>
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Key Learning- To design and make a salad or a soup incorporating five fruits or vegetables.

<p><u>Subject specific knowledge</u></p>	<p>Pupils will begin to offer responses to how they want to make a meal e.g. the fruit and vegetables they want to include.</p>	<p>Pupils will begin to communicate preferences in their designing and making of a soup or salad.</p>	<p>Pupils will understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods.</p> <p>Pupils will begin to use the eatwell plate to design and make a salad or soup.</p>	<p>Pupils will begin to understand appropriate portion sizes when serving food.</p> <p>Pupils will begin to understand what types of fruits and vegetables can be served together to make a balanced meal.</p>	<p>Pupils will be able to plan and serve their own salad based on their preferences.</p> <p>Pupils will be able to understand appropriate portion sizes when serving food.</p>
<p><u>Subject specific skills</u></p>	<p>With support, pupils will begin to position food on plate to make it look presentable.</p> <p>With physical guidance, spoon cold food on to a plate</p> <p>With help sprinkle, garnish on cold food e.g. herbs, grated cheese</p>	<p>Pupils will begin to contribute to decisions about what they will do and how, e.g. communicating their approval of certain features of a process- add oil to pan before frying onions.</p>	<p>With support and supervision, pupils will assemble and arrange cold ingredients, e.g. sandwich, fruit kebabs.</p> <p>With verbal support, pupils will use a tablespoon to serve cold food into bowls or plates.</p> <p>With verbal support, pupils will pour or drizzle dressings on to salads.</p>	<p>Pupils will assemble and arrange ingredients for simple dishes e.g. place slice tomatoes, cucumber and egg neatly on the salad.</p> <p>Pupils will use spoons or jugs to serve equal portions of food, e.g. soup into bowls.</p> <p>With supervision, pupils will sprinkle garnish on hot dishes,</p>	<p>With supervision, pupils will be able to use a spoon, ladle or jug to serve liquids, e.g. soups.</p> <p>Pupils will choose appropriate ingredients to garnish hot and cold dishes.</p>

				e.g. croutons, cream or cheese in a soup.	
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Key learning- Food safety and hygiene

<p><u>Subject specific knowledge</u></p>	<p>Fully supported, pupils will get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Put on a clean apron • Wash and dry hands 	<p>Pupils will understand that food that has been dropped on the floor, touched with dirty hand or has turned mouldy should not be eaten and can make people ill.</p> <p>Pupils will understand that some foods need to be washed before they are safe to eat, e.g. fruits and vegetables.</p> <p>With support and supervision, pupils will get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Put on a clean apron • Wash and dry hands <p>With help and supervision, pupils will take part in simple clearing up tasks such as cleaning and cleaning the tables</p>	<p>Pupils can follow basic food safety rules when preparing and cooking food.</p> <p>With supervision, pupils can take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish, sweeping the floor.</p> <p>With supervision, pupils will get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Put on a clean apron • Wash and dry hands <p>Pupils will understand how everyday foods are stored differently to ensure they are safe to eat, e.g. fridge or freezer.</p>	<p>Pupils will know and can follow basic food safety rules.</p> <p>Pupils will know how to get ready to cook by:</p> <ul style="list-style-type: none"> • Tie back long hair • Put a clean apron on • Remove nail varnish and jewellery • Wash and dry hands <p>With support, pupils will follow procedures for cleaning up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away.</p> <p>Pupils will understand how a variety of foods are stored differently to ensure they are safe to eat, e.g. fridge or freezer.</p>	<p>Pupils will</p> <ul style="list-style-type: none"> • Tie back long hair • Wear a clean apron • Remove nail varnish and jewellery • Wash and dry hands <p>Pupils will demonstrate good food safety practices when getting ready to store, prepare and cook food, e.g. keep raw meats away from other food</p> <p>Pupils will know, and can follow, food safety rules and understand their purpose</p> <p>Pupils will independently follow procedures for clearing up</p>
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Suggested activities

OU P Steps 5-6 and OU P Steps 7-8

Investigative, Disassembly and Evaluative Activities (IDEAs)

Students should be given experiences of a range of fruits and vegetables, looking at the shapes, feeling the textures and recognising them.

Vegetables could include; potatoes, carrots, cucumbers, fennel, radishes, celery

Fruit could include apples, grapes, strawberries and passion fruit, star fruit, lychees.

Ask the students;

- to feel and smell them
- to name them

- say when they have had them before
- ways they can be used, salad or soups
- whether they can be eaten raw
- do they need to be cooked to be eaten

The students could then be asked to classify them in different ways e.g. by colour, need to be cooked or can be eaten raw, or type such as root vegetable or grows on trees etc.

OU step 1 - OU step 3

Ask students if they can indicate why it is important to eat these things

e.g. a valuable source of vitamins and minerals, use the plate model of the balance of good health or the traffic light system to stress the importance of fruit and vegetable in our daily diet

e.g. emphasise the importance of the government guidelines of eating five portions of fruit and vegetables every day to prevent illness, aid healing processes, improve skin and hair etc.

Discuss and record which countries they come from by looking at the labels on the fruit or vegetable.

Discuss why the products have to be grown in other countries such as for heat etc. and factors relating to economy.

Suggestions (See T:\curriculum\Curriculum 20 21\Cook it\Recipes for a collection of recipes)

Soups:

Carrot and coconut, leek and potato with roll (HAP), minestrone, carrot.

Salads:

Feta and roasted vegetables, Asian noodle salad, Roasted vegetable couscous

Online resources

<https://www.foodafactoflife.org.uk/recipes/>

<https://www.foodafactoflife.org.uk/whole-school/resources/>

Evidencing Work

Practical evidence sheets (see DT workbook)

Photographs

Onwards and Upwards.