

Lent 2
Design & Technology – Cooking – Developing a recipe: Y5

Scripture Link:

National Curriculum Objective:

Design, make and evaluate a spaghetti bolognaise (product) for _____ (user) for _____ (purpose)

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	I can understand how ingredients are reared and processed.	I can make adaptations to design a recipe.	I can evaluate nutritional content
Recall and Retrieval	<ul style="list-style-type: none"> • There are different techniques to prepare food. • Healthy food forms part of a balanced diet. • Hygiene is important when working with food. 	<ul style="list-style-type: none"> • that preparing processes are the different ways that we get food ready to be eaten. • know that beef comes from cows reared on farms. • That seasonal means foods that grow in a given season in a given country • To consider the preferences and needs of the user • Where to find nutrition information on packaging 	<ul style="list-style-type: none"> • know that recipes can be adapted to suit nutritional needs and dietary requirements. • Display the <i>Presentation: Range of answers</i> and ask the children which of the ingredients are suitable for spaghetti bolognese. Encourage the children to think about the flavours of each listed ingredient and allow time for paired discussion. • That I should have a maximum of 5tsp of sugar a day to stay healthy and that some foods contain 'hidden sugars'.
Sequence of substantive knowledge throughout the lesson	<p>Evaluate:</p> <ul style="list-style-type: none"> • I know that beef comes from cows reared on farms. • I know that preparing processes are the different ways that we get food ready to be eaten. 	<p>Design:</p> <ul style="list-style-type: none"> • I know that recipes can be adapted to suit nutritional needs and dietary requirements. 	<p>Evaluate:</p> <ul style="list-style-type: none"> • I know that nutritional information is found on food packaging.
Key Skills/disciplinary knowledge	<p>Evaluate:</p> <ul style="list-style-type: none"> • I can identify the ingredients in spaghetti bolognaise. • I can create an informative poster. <p>I can explain the journey of beef from farm to table.</p>	<p>Design:</p> <ul style="list-style-type: none"> • I can compare two bolognaise sauces. • I can research existing recipes. • I can suggest alternative ingredients. • I can write an alternative recipe. 	<p>Evaluate:</p> <ul style="list-style-type: none"> • I can analyse nutritional content. • I can use a nutrition calculator. • I can compare nutritional values. • I can make ingredient choices based on nutritional values. <p>I can modify a recipe to contain different ingredient choices.</p>

Key Vocabulary	Abattoir, beef, farm, ingredients, process	Adaptation, enhance, ingredients, preference	Adaptation, evaluate, justify, nutrient, nutritional, value
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could use the Activity: Farm to fork storyboard to help them design their poster. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could use the Resource: Ingredient ideas to help them decide on alternative ingredients. 	<p>Pupils needing support:</p> <ul style="list-style-type: none"> could be shown the nutritional calculator before the lesson.
Challenge	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be asked to consider why some people do not eat meat. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could use the Activity: Recipe adaptation to state why they have added, removed or swapped ingredients. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be asked to draw on prior learning to consider the other benefits of the fruits and vegetables in the recipes.
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider links			

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	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	I can practise food preparation skills.	I can follow and make an adapted recipe.	I can evaluate my adapted recipe and those of others.
Recall and Retrieval	<ul style="list-style-type: none"> • know that preparing processes are the different ways that we get food ready to be eaten. • Display the <i>Presentation: Expand and add detail</i>. Ask the children to add detail to the statements. • How to cut and peel safely • Safety rules: Using, storing and cleaning a knife 	<ul style="list-style-type: none"> • Can recall requirements for food preparation. 	Arrange the children in pairs and hand out a whiteboard and pen (one between two). Display the <i>Presentation: Noughts and crosses</i> and ask the children to draw a 3 x 3 grid on their board. Instruct the children to write a different word in each box. (recalling key vocabulary and technical terminology from the unit)
Sequence of substantive knowledge throughout the lesson	<p>Make:</p> <ul style="list-style-type: none"> • I know that coloured chopping boards can prevent cross-contamination. • I know that I need to remove any jewellery and tie back long hair. Ideally, wear a hair net. • I know that I need to wear an apron and roll up my sleeves. I need to tie my apron securely. • I know that I need to wash my hands with hot water and antibacterial soap, for at least 20 seconds. • I know that washing my hands should be done before, during and after preparing food. • I know that I need to use different chopping boards and knives for raw meat & other foods. This stops bacteria spreading. • I know that I need to use a food thermometer to check that food is cooked through. I know that I need to check the dates on food, and check for allergies & diet e.g. vegetarian, vegan. • I know that I need to clean up properly after yourself. 		

Key Skills/disciplinary knowledge	Make: <ul style="list-style-type: none"> I can understand cross-contamination. I can use preparation skills. I can cut resistant foods like onions safely and accurately. I can work safely with hot food. I can explain how to avoid cross-contamination. 	Make: <ul style="list-style-type: none"> I can select the right equipment for each preparation technique. I can make a video to explain a recipe. I can make a developed recipe. 	
Key Vocabulary	Cook, cross-contamination, cut, equipment, grate, hygiene, measure, press, safety	Balanced, cross-contamination, ingredients, measure, nutrition, recipe	
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	Pupils needing extra support: <ul style="list-style-type: none"> could be shown and taught how to use equipment before the lesson; could use a table knife and the fork secure method to cut softer ingredients. 	Pupils needing extra support: <ul style="list-style-type: none"> could use a table knife and the fork secure method to cut softer ingredients; could grate less resistant ingredients before trying resistant foods. 	
Challenge	Pupils working at greater depth: <ul style="list-style-type: none"> could be asked to chop ingredients to a specific size or shape; could be asked to observe and comment on the change in the foods as they are cooked. 	Pupils working at greater depth: <ul style="list-style-type: none"> could be asked why using accurate measurements is important in cooking; could be asked to determine which the best type of hold is, bridge or claw, for a particular food. 	
Diversity Links			
Catholic Social Teaching Principles			
British Values			

Wider curriculum links			
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