

Lent 2
Design & Technology – Cooking and Nutrition– Come Dine with me: Y6

Scripture Link:

National Curriculum Objective:

Design, make and evaluate a starter, main course and a dessert (product) for children in my class (user) to win a competition (purpose)

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	I can explain the use of complementary flavours.	I can research and design a three-course meal.	I can explain recipe choices.
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. Food is grown, reared, caught and processed in a number of different ways. That the five main food groups are: carbohydrates, proteins, dairy, fruits and vegetables, oils and spreads. 	<ul style="list-style-type: none"> I should eat a range of different foods from each food group and roughly how much of each food group. know that 'flavour' is how a food or drink tastes. I know about the seasonality of foods according to seasons and hemispheres. I know that 'processed food' means food that has been put through multiple changes in a factory. 	<ul style="list-style-type: none"> what happens to a certain food before it appears on the supermarket shelf (farm to fork). where food comes from (grown, raised, caught) and what it means to eat sustainably. know the difference between a savoury and sweet dish. That the amount of food in a recipe is known as a 'quantity'. Recipes can be adapted to suit nutritional needs and dietary requirements.
Sequence of substantive knowledge throughout the lesson	<p>Design:</p> <ul style="list-style-type: none"> I know that 'flavour' is how a food or drink tastes. I know that many countries have 'national dishes' which are recipes associated with that country. I know about the seasonality of foods according to seasons and hemispheres. I know that 'processed food' means food that has been put through multiple changes in a factory. I know the difference between a savoury and sweet dish. I know where food comes from (grown, raised, caught) and what it means to eat sustainably. 	<p>Design:</p> <ul style="list-style-type: none"> I know what happens to a certain food before it appears on the supermarket shelf (farm to fork). I know that not all courses complement one another. 	<p>Make:</p> <ul style="list-style-type: none"> I know the preparing processes of slicing, mixing, weighing/measuring, grating, serving and adding/substituting and the cooking processes of baking, boiling, frying, grilling, griddling, steaming, poaching.
Key Skills/disciplinary knowledge	<p>Design:</p> <ul style="list-style-type: none"> I can identify the five basic tastes. I can match complementary flavours. 	<p>Design:</p> <ul style="list-style-type: none"> I can include facts and drawings from research undertaken. 	<p>Make:</p> <ul style="list-style-type: none"> I can write a recipe, explaining the key steps, method and ingredients.

	<ul style="list-style-type: none"> I can explain why certain flavours work well together. 	<ul style="list-style-type: none"> I can research a recipe by ingredient. I can list the ingredients I need for my chosen recipe. I can read the method and list the equipment I need for my chosen recipe. 	<ul style="list-style-type: none"> I can adapt a recipe based on research. I can identify and use preparation techniques needed for a recipe. I can explain the combinations of ingredients in a recipe. I can seek guidance when something is unfamiliar. <p>I can create success criteria and design spec linked to quality, purpose and outcome.</p>
Key Vocabulary	Balance, bitter, complement, enhance, Pairing, salty, sour, sweet, savoury, umami	Equipment, flavour, ingredients, method, Research, recipe	Balance, complement, enhance, pairing, preparation
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 be asked to try specific combinations such as chocolate and cheese or apple and pickled onion; could be told what to expect when trying combinations together such as the cheese tasting much sweeter when paired with the chocolate. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could have support reading and interpreting recipes; could use the Activity: Blank recipe to help organise their ingredients and equipment. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could use the fork secure method to help with cutting; could be guided to work with softer foods that are easier to prepare.
Challenge	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be asked suggest other foods that might enhance or balance one another. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could consider the time involved and overall complexity of recipes in relation to the resources available; could consider the cost of ingredients of their chosen recipe. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be guided to prepare ingredients in visually appealing ways like peeling to create ribbons and cutting into regular shapes.
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 apply culinary skills and knowledge to create my starter.	I can apply culinary skills and knowledge to create my main course.	I can apply culinary skills and knowledge to create a dessert.
Recall and Retrieval	<ul style="list-style-type: none"> know the preparing processes of slicing, mixing, weighing/measuring, grating, serving and adding/substituting and the cooking processes of baking, boiling, frying, grilling, griddling, steaming, poaching. That safety and hygiene are important when cooking. That recipes can be adapted to suit nutritional needs and dietary requirements. 	<ul style="list-style-type: none"> know the preparing processes of slicing, mixing, weighing/measuring, grating, serving and adding/substituting and the cooking processes of baking, boiling, frying, grilling, griddling, steaming, poaching. That safety and hygiene are important when cooking. That recipes can be adapted to suit nutritional needs and dietary requirements. 	<ul style="list-style-type: none"> know the preparing processes of slicing, mixing, weighing/measuring, grating, serving and adding/substituting and the cooking processes of baking, boiling, frying, grilling, griddling, steaming, poaching. That safety and hygiene are important when cooking. That recipes can be adapted to suit nutritional needs and dietary requirements.
Sequence of substantive knowledge throughout the lesson	<p>Make and evaluate:</p> <ul style="list-style-type: none"> I know that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. 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. 	<p>Make and evaluate:</p> <ul style="list-style-type: none"> I know that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. 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. 	<p>Make and evaluate:</p> <p>I know that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. 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. I know that I need to remove any jewellery and tie back long hair. Ideally, wear a hair net.</p>

	<ul style="list-style-type: none"> I know that I need to clean up properly after yourself. 	<ul style="list-style-type: none"> 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. 	<p>I know that I need to wear an apron and roll up my sleeves. I need to tie my apron securely.</p> <p>I know that I need to wash my hands with hot water and antibacterial soap, for at least 20 seconds.</p> <p>I know that washing my hands should be done before, during and after preparing food.</p> <p>I know that I need to use different chopping boards and knives for raw meat & other foods. This stops bacteria spreading.</p> <p>I know that I need to use a food thermometer to check that food is cooked through.</p> <p>I know that I need to check the dates on food, and check for allergies & diet e.g. vegetarian, vegan.</p> <p>I know that I need to clean up properly after yourself.</p>
<p>Key Skills/disciplinary knowledge</p>	<p>Make and evaluate:</p> <ul style="list-style-type: none"> I can follow a recipe, including using the correct quantities of each ingredient. I can work to a given timescale. I can work safely and hygienically with independence. I can evaluate a recipe, considering: taste, smell, texture and origin of the food group. I can taste test and score final products. I can suggest and write up points of improvements in productions I can evaluate health and safety in production to minimise cross con I can prepare ingredients and follow a recipe safely and sensible. I can describe the farm to fork process for a given ingredient using a storyboard. 	<p>Make and evaluate:</p> <ul style="list-style-type: none"> I can follow a recipe, including using the correct quantities of each ingredient. I can work to a given timescale. I can work safely and hygienically with independence. I can evaluate a recipe, considering: taste, smell, texture and origin of the food group. I can taste test and score final products. I can suggest and write up points of improvements in productions. I can evaluate health and safety in production to minimise cross contamination. I can prepare ingredients and follow a recipe safely and sensibly. I can describe the process of farm to fork for a given ingredient using a storyboard. 	<p>Make and evaluate:</p> <p>I can follow a recipe, including using the correct quantities of each ingredient.</p> <p>I can work to a given timescale.</p> <p>I can work safely and hygienically with independence.</p> <p>I can evaluate a recipe, considering: taste, smell, texture and origin of the food group.</p> <p>I can taste test and score final products.</p> <p>I can suggest and write up points of improvements in productions.</p> <p>I can evaluate health and safety in production to minimise cross contamination.</p> <p>I can prepare ingredients and follow a recipe safely and sensibly.</p> <p>I can describe the process of farm to fork for a given ingredient using a storyboard.</p>

	<ul style="list-style-type: none"> I can contribute a recipe page to a class cookbook using imperative verbs, adjectives and illustrations. I can critically evaluate the quality of the design, appearance, and fitness/function for purpose and sustainability of their products as they design and evaluate against authenticity, innovation and manufacture. 	<ul style="list-style-type: none"> I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations. I can critically evaluate the quality of the design, appearance, and fitness/function for purpose and sustainability of their products as they design and evaluate against authenticity, innovation and manufacture. 	<p>I can contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations.</p> <ul style="list-style-type: none"> I can critically evaluate the quality of the design, appearance, and fitness/function for purpose and sustainability of their products as they design and evaluate against authenticity, innovation and manufacture.
Key Vocabulary	farm to fork, flavour, ingredients, method, preparation, recipe, storyboard	farm to fork, flavour, ingredients, method, preparation, recipe, storyboard	farm to fork, flavour, ingredients, method, preparation, recipe, storyboard
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 have help when using sharp utensils to prepare food and using hot pans and ovens; could work with a partner to draft the storyboard for the 'Farm to Fork' activities. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> Could have help when using sharp utensils to prepare food and using hot pans and ovens; could work with a partner to draft the storyboard for the 'Farm to Fork' activities. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> Could have help when using sharp utensils to prepare food and using hot pans and ovens; could work with a partner to draft the storyboard for the 'Farm to Fork' activities.
Challenge	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> should explain why certain flavour combinations work; should use pictures and captions when drafting the story board; should use language similar to that found in cookbooks. 	<p>Pupils working at greater depth</p> <ul style="list-style-type: none"> Should explain why certain flavour combinations work; should use pictures and captions when drafting the story board; should use language similar to that found in cookbooks. 	<p>Pupils working at greater depth</p> <ul style="list-style-type: none"> Should explain why certain flavour combinations work; should use pictures and captions when drafting the story board; should use language similar to that found in cookbooks.
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