

Topic: Cooking and nutrition: Balanced diet

National Curriculum Objectives which are covered in this unit:

Pupils should be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes.

Make

Pupils should be taught to:

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>WALT: recognise foods and their food groups.</p> <p>Sorting foods to discover the food groups.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can name the five food groups. • I can match foods with the food group they belong to. • I can explain how much of each food group I should have every day. <p>Pupils with secure understanding indicated by: recognising the different food groups; placing different foods into the correct food groups.</p> <p>Pupils working at greater depth indicated by: identifying the food groups contained in foods which are made from a mixture of ingredients.</p>	<p>WALT: identify the balance of food groups in a meal.</p> <p>Designing a menu with dishes containing different food groups.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify foods I like. • I can explain the food groups in a meal. • I can plan a balanced menu. <p>Pupils with secure understanding indicated by: planning meals and thinking about what is in them; describing a menu to a partner; asking questions about dishes to learn more about the food groups.</p> <p>Pupils working at greater depth indicated by: suggesting common dishes to add to a menu; describing the food groups of less common foods; structuring the menu with different types of meals.</p>	<p>WALT: identify an appropriate piece of equipment to prepare a given food.</p> <p>Practising cutting, grating, snipping and spreading skills.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify equipment used for preparing food. • I can practise food preparation skills using a range of equipment. • I can justify using a piece of equipment with a type of food. <p>Pupils with secure understanding indicated by: cutting foods into similar sized chunks safely by securing food items with a fork; grating foods with a box grater; spreading consistently with a table knife or spoon; identifying foods that would be better cut with scissors rather than a knife; recognising suitable pieces of equipment for preparation tasks.</p> <p>Pupils working at greater depth indicated by: using prior knowledge to suggest food items similar to those provided that could be prepared in the same way; writing about which pieces of equipment are suitable for preparing each food.</p>	<p>WALT: select balanced combinations of ingredients.</p> <p>Responding to a design brief and taste testing ingredients.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can select foods from specific food groups. • I can describe the taste of different foods. • I can explain why I have chosen to put foods together. • <p>Pupils with secure understanding indicated by: combining foods to make combinations that they like.</p> <p>Pupils working at greater depth indicated by: recording justifications for their combinations.</p>	<p>WALT: design based on criteria.</p> <p>Designing different wraps with a balance of ingredients.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can follow design criteria. • I can design three different wraps. • I can justify the choice I have made. <p>Pupils with secure understanding indicated by: designing three wraps that follow the design brief; choosing one wrap to make in the next lesson.</p> <p>Pupils working at greater depth indicated by: reasoning about the composition of the wrap as well as the flavours; planning a wrap which tastes great and holds together for easy eating.</p>	<p>WALT: evaluate a dish based on design criteria.</p> <p>Making and evaluating a wrap based on a design brief.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can select the ingredients for my recipe. • I can identify the equipment needed to prepare different foods. • I can decide if I like different wraps and choose my favourite. <p>Pupils with secure understanding indicated by: selecting ingredients that match a recipe idea they have created; preparing ingredients based on knowledge from earlier in the unit; evaluating recipes by saying whether they like something or not.</p> <p>Pupils working at greater depth indicated by: providing reasons for their likes and dislikes when reviewing the wraps.</p>
---	---	--	---	--	--

<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 1 Smoothies</p>
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 3 Eating seasonably Year 5 Developing a recipe</p>
<p>Key vocabulary to be explicitly taught</p>	<p>appearance balanced carbohydrates chopping board combination cut grater ingredients menu oils proteins review dairy design design brief diet evaluate feel fruit grate scissors smell snip spread spreads table knife taste vegetables</p>
<p>Cross-curricular links</p>	<p>RSE Healthy eating Pupils should know:</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. <p>See RSE Statutory guidance.</p> <p>Science Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p>Enrichment</p> <p><i>Give visit/visitor/first hand experience and focus</i></p>	
<p>Useful websites/resources</p>	<p>D&T Year 2 Cooking: Unit Knowledge Organiser - Kapow Primary Vocabulary display: Cooking and nutrition: Balanced diet</p>