

Topic: Cooking and nutrition – Developing a recipe

**National Curriculum Objectives which are covered in this unit:**

**Cooking and nutrition**

Pupils should be taught to:

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

**Design**

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

**Make**

Pupils should be taught to:

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

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

<p><b>WALT: understand how ingredients are reared and processed.</b></p> <p>Creating an informative visual outlining the production of beef products.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can identify the ingredients in spaghetti bolognese.</li> <li>• I can create an informative poster.</li> <li>• I can explain the journey of beef from farm to table.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> identifying the ingredients in spaghetti bolognese; understanding how beef gets from the farm to our plates; presenting the subject of their poster with clear and relevant information.</p> <p><b>Pupils working at greater depth indicated by:</b> considering the ethical issues around food production.</p>	<p><b>WALT: make adaptations to design a recipe.</b></p> <p>Changing ingredients to create a healthy bolognese recipe.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can compare two bolognese sauces.</li> <li>• I can research unique ingredients in different bolognese recipes.</li> <li>• I can plan an adaptation of a basic bolognese recipe.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> stating preferences when tasting bolognese sauces; naming a few unique ingredients that could be found in different bolognese recipes; making simple changes to a basic bolognese recipe to enhance it.</p> <p><b>Pupils working at greater depth indicated by:</b> planning an adaptation of a basic bolognese recipe and considering and explaining their choices of ingredients.</p>	<p><b>WALT: evaluate nutritional content.</b></p> <p>Evaluating the nutritional content of ingredients and making choices based on this.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can use a nutrition calculator.</li> <li>• I can compare nutritional values.</li> <li>• I can make ingredient choices based on nutritional values.</li> <li>• I can modify a recipe to contain different ingredient choices.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> using a nutrition calculator to find out the nutrient information of ingredients; comparing the nutritional values of two ingredient lists; choosing an ingredient list to turn into a recipe based on its nutritional value.</p> <p><b>Pupils working at greater depth indicated by:</b> reasoning beyond the nutrition calculator and providing knowledge of vitamins and minerals to justify choices in the recipe.</p>	<p><b>WALT: practise food preparation skills.</b></p> <p>Practising relevant food preparation skills for a recipe.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can cut resistant foods like onions safely and accurately.</li> <li>• I understand the safety aspects of working with hot food.</li> <li>• I can explain how to avoid cross-contamination.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> cutting resistant foods like onions using the bridge and claw method; demonstrating understanding of working with hot food by holding the handle and taking care when stirring; matching ingredients to the correct coloured chopping board to show an understanding of cross-contamination.</p> <p><b>Pupils working at greater depth indicated by:</b> cutting foods to a specific size and shape; observing the changes in foods as they cook</p>	<p><b>WALT: design a product label.</b></p> <p>Designing and making a jar label.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can measure and cut to fit specific dimensions.</li> <li>• I can design a label thinking about colours, ingredients and the contents of the jar.</li> <li>• I can evaluate a design against criteria.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> measuring accurately and constructing a rectangle; creating a label that includes relevant colour choices, ingredients and the jar's contents; using a checklist to evaluate someone else's design.</p> <p><b>Pupils working at greater depth indicated by:</b> explaining their reasons for design choices through annotated diagrams; using unfamiliar measuring equipment accurately.</p>	<p><b>WALT: follow and make an adapted recipe.</b></p> <p>Making an adapted recipe.</p> <p>Success criteria</p> <ul style="list-style-type: none"> <li>• I can use a recipe to gather the correct quantities of ingredients.</li> <li>• I can select the right equipment for each preparation technique.</li> <li>• I can make a video to explain a recipe.</li> </ul> <p><b>Pupils with secure understanding indicated by:</b> preparing the right quantities of ingredients using measurements where necessary; selecting the right equipment to prepare foods in the way they intended; explaining a recipe, how they adapted it and why it is unique.</p> <p><b>Pupils working at greater depth indicated by:</b> explaining that</p>
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<p><b>Prior learning</b></p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 1 Smoothies Year 2 Balanced diet Year 3 Eating seasonally</p>				
<p><b>Future learning</b></p> <p><i>List year groups and topics with connected learning</i></p>					
<p><b>Key vocabulary to be explicitly taught</b></p>	<p>abattoir adaptation balanced beef brand cook cross-contamination cut design hygiene ingredients label measure nutrient nutrition nutritional value preference enhance equipment evaluate farm grate process recipe safety theme</p>				

<p><b><u>Cross-curricular links</u></b></p>	<p><b>Mathematics</b>  Statistics  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Complete, read and interpret information in tables, including time</li> </ul> <p><b>Measurement</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].</li> </ul> <p><b>Computing</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>
<p><b><u>Enrichment</u></b></p> <p><i>Give visit/visitor/first hand experience and focus</i></p>	
<p><b><u>Useful websites/resources</u></b></p>	<p><a href="#">Upper KS2 DT Knowledge Organiser   Cooking</a>  <a href="#">Vocabulary display: Developing a recipe</a></p>