

Subject Food Cycle 1 Group KS3 Topic Healthy Eating Lesson Total 24 Smoothies/Banana Cake/Apple Pie

Lesson	Learning Intention (Progress Statements)	Activity	Resources	Differentiation	Cross Curricular links Literacy/Numeracy/ PSHE/ICT	Questioning	Keywords/ Concepts	Evaluation
1	To describe expectations of food hygiene and safety practice	Complete booklet related to hygiene and safety in the kitchen.  Go through practical elements of hygiene and safety.	Health and safety handouts/visuals Cooking equipment	Discussion with Paired work and TA support Staff to work 1 to 1 with less able.	English: Completing booklet Science; nutrition and diet Maths; decimals, measures and fractions	Pupils tested on hygiene and safety in the kitchen	Blending Equipment Nutrition Diet Fibre	
2	To acquire and demonstrate knife skills	Pupils to cut up apples, bananas, pears and pineapples.	Knives, chopping board, blender and peeler	Staff to work 1 to 1 with less able.	English: Learning new vocabulary Writing tests on words that are difficult and pupils may struggle with	Peer evaluation.  Spelling tests	Teamwork Safety Hygiene Eatwell Plate Words of the week for pupils	
3	To describe principles of an Eatwell Plate	How is a balanced diet achieved on an Eatwell Plate <b>Healthy Eating</b>	Eatwell Plate guide for pupils to complete		Science; nutrition Maths; decimals, measures and fractions		Apple Pie Banana Cake Smoothies	
4	To acquire and demonstrate skills using the hob or oven	Student led demonstration of personal hygiene And preparation of dish prior to it going into the oven <b>Healthy Eating</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients H&S visual Oven	Staff to work 1 to 1 with less able.	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet	Peer evaluation.  Spelling tests	Teamwork Hygiene Safety Words of the week Apple Pie Banana Cake Smoothies	

					Maths; measures a			
5	To explain and demonstrate where carbs come from.	A brief description of a written account included in their recipes alongside feeding back to others where carbs etc come from <b>Healthy Eating</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/ Teacher 1 to 1 support	English: written account related to where carbs come from.  Hygiene and safety written account Science; nutrition and diet Maths, measures and weighing	Peer evaluation.  Spelling tests	Equipment Sharing Presenting	
6	To acquire and demonstrate cooking skills to produce a final dish	To produce the completed dish, demonstrating an understanding of the process <b>Healthy Eating</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/ Teacher 1 to 1 support	English: written account related to where carbs come from.  Hygiene and safety written account Science; nutrition and diet Maths, measures and weighing	What did you find difficult across the process?  What did you enjoy doing across the process?	Final Dish Presentation The process with Ingredients Recipes and notes related to the process	

Lesson	Learning Intention (Progress Statements)	Activity	Resources	Differentiation	Cross Curricular links Literacy/Numeracy/ PSHE/ICT	Questioning	Keywords/ Concepts	Evaluation
1	To describe expectations of food hygiene and safety practice	Complete booklet related to hygiene and safety in the kitchen.  Go through practical elements of hygiene and safety.	Health and safety handouts/visuals Cooking equipment	Discussion with Paired work and TA support Staff to work 1 to 1 with less able.	English: Completing booklet Science; nutrition and diet Maths; measures and weights	Pupils tested on hygiene and safety in the kitchen	Breakfast Equipment Nutrition Full English Pancakes Pastries	
2	To acquire and demonstrate knife skills	Pupils to cut up strawberries for pancakes/onions and other ingredients for a breakfast	Knives, chopping board, other utensils and flour, beans, mushrooms, to make English breakfast	Staff to work 1 to 1 with less able.	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	Peer evaluation.  Spelling tests	Teamwork Safety Hygiene  Equipment Eatwell Plate Words of the week for pupils Breakfast menu Pastries Pancakes Full English	
3	To describe principles of Eatwell Plate	How is a balanced diet achieved on an Eatwell Plate <b>Breakfast Menu</b>	Eatwell Plate guide for pupils to complete					
4	To acquire and demonstrate skills using the hob or oven	Student led demonstration of personal hygiene Students produce simple dish and placed in the oven	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Staff to work 1 to 1 with less able.	English: Learning new words Writing tests on words that are difficult and pupils may struggle with	Peer evaluation.  Spelling tests	Teamwork Hygiene Safety Words of the week Breakfast	

		or cooked on the hob. <b>Breakfast Menu</b>	visual prompts and discussions		Science; nutrition and diet Maths; measures and weights		Full English Pastries Pancakes	
5	<b>To explain and demonstrate where carbs come from.</b>	Students produce a recipe card and share learning amongst group	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/Teacher 1 to 1 support	English: giving short presentations Written feedback on process Science; nutrition and diet, measures and weights	Peer evaluation.  Spelling tests	Equipment Sharing Presenting	
6.	<b>To acquire and demonstrate cooking skills to produce a final dish</b>	To produce the completed dish, demonstrating an understanding of the process <b>Breakfast Menu</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/Teacher 1 to 1 support	English: giving short presentations Written feedback on process Science; nutrition and diet, measures and weights	What did you find difficult across the process?  What did you enjoy doing across the process?	Final Dish Presentation The process with Ingredients Recipes and notes related to the process	

Lesson	Learning Intention (Progress Statements)	Activity	Resources	Differentiation	Cross Curricular links Literacy/Numeracy/ PSHE/ICT	Questioning	Keywords/ Concepts	Evaluation
1	To describe expectations of food hygiene and safety practice	. Student led demonstration of personal hygiene. . Students produce simple stir-fry dish and present with support related to <b>Stir-Fry</b>	Health and safety handouts/visuals Cooking equipment	Discussion Paired work TA support Staff to work 1 to 1 with less able.	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	Peer evaluation. Spelling tests	Preparation Bacteria Breakfast Menu	
2	To acquire and demonstrate knife skills	Student led demonstration of personal hygiene. . Students select and prepare a range of ingredients before making related to <b>Stir-Fry</b>	Resources of previous work produced by pupils. Cutting boards/cooking equipment	Staff to work 1 to 1 with less able. Simplify dish – If needed	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	Peer evaluation. Spelling tests	Teamwork Mixing Weighing Sharing Grilling Frying Poaching	
3	To describe principles of Eatwell Plate							
4	To acquire and demonstrate skills using the hob or oven	Student led demonstration of personal hygiene . Students produce simple dish and present with	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Staff to work 1 to 1 with less able. Simplify dish – Additional ingredient for	English: Learning new words Writing tests on words that are difficult and pupils may struggle with	Peer evaluation. Spelling tests	Breakfast Accompaniment, Portion size Teamwork Mixing Weighing	

		support related to a <b>Stir-Fry</b>	visual prompts and discussions	more able (pepper)	Science; nutrition and diet Maths; measures and weights		Sharing	
<b>5</b>	<b>To explain and demonstrate where carbs come from.</b>	Students produce a recipe card and share learning amongst group <b>Stir-Fry</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/Teacher 1 to 1 support	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet	Peer evaluation. Spelling tests	Teamwork Mixing Weighing Sharing Reflecting Sharing	
<b>6.</b>	<b>To acquire and demonstrate cooking skills to produce a final dish</b>	To produce the completed dish, demonstrating an understanding of the process <b>Stir-Fry</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/Teacher 1 to 1 support	Maths; measures and weights	What did you find difficult across the process?  What did you enjoy doing across the process?	Teamwork Mixing Weighing Sharing Reflecting Sharing	

Subject Food Cycle 4 Group KS3 Topic Pasta & Lasagne Lesson Total 24 /Spaghetti Bolognese/Pasta Bake

Lesson	Learning Intention (Progress Statements)	Activity	Resources	Differentiation	Cross Curricular links Literacy/Numeracy/ PSHE/ICT	Questioning	Keywords/ Concepts	Evaluation
1	To describe expectations of food hygiene and safety practice	<ul style="list-style-type: none"> <li>. Student led demonstration of personal hygiene.</li> <li>. Students produce simple Breakfast dish and present with support related to a pasta dish &amp; lasagne dish</li> </ul>	Health and safety handouts/visuals Cooking equipment	Discussion Paired work TA support Staff to work 1 to 1 with less able.	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	Peer evaluation. Spelling tests	Preparation Shaping Frying Blending Boiling Menu	
2	To acquire and demonstrate knife skills	<ul style="list-style-type: none"> <li>Student led demonstration of personal hygiene.</li> <li>. Students select and prepare a range of ingredients before making related to a pasta &amp; lasagne dish</li> </ul>	Resources of previous work produced by pupils and cutting boards/cooking equipment	Staff to work 1 to 1 with less able. Simplify dish – Additional ingredient for more able (pepper)	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	Peer evaluation. What senses used to describe food/	Preparation Shaping Frying Blending Boiling Menu	
3	To describe principles of Eatwell Plate							

4	<b>To acquire and demonstrate skills using the hob or oven</b>	Student led demonstration of personal hygiene . Students produce simple dish and present with support related to <b>Pasta &amp; lasagne dish</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients visual prompts and discussions	Staff to work 1 to 1 with less able. Simplify dish – Additional ingredient for more able (pepper)	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	What is the difference between veg and meat lasagne	Preparation Shaping Frying Blending Boiling Menu	
5	<b>To explain and demonstrate where carbs come from.</b>	Students produce a recipe card and share learning amongst group	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/Teacher 1 to 1 support	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	Is your dish nutritious? How could it be made more so? Peer evaluate	Equipment Sharing Presenting Nutrients Diet	
6.	<b>To acquire and demonstrate cooking skills to produce a final dish</b>	To produce the completed dish, demonstrating an understanding of the process <b>Pasta &amp; lasagne dish</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Dish choice TA/Teacher 1 to 1 support	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	What did you find difficult across the process?	Equipment Sharing Presenting Recipes Ingredients Taste	



Subject Food Cycle 5 Group KS3 Topic Cultural Dishes Lesson Total 24 Patties/Stew Chicken/Curried Chicken

Lesson	Learning Intention (Progress Statements)	Activity	Resources	Differentiation	Cross Curricular links Literacy/Numeracy/ PSHE/ICT	Questioning	Keywords/ Concepts	Evaluation
1	To describe expectations of food hygiene and safety practice	<ul style="list-style-type: none"> <li>. Student led demonstration of personal hygiene.</li> <li>. Students produce simple Breakfast dish and present with support related to <b>A cultural dish</b></li> </ul>	Health and safety handouts/visuals Cooking equipment	Discussion Paired work TA support Staff to work 1 to 1 with less able.	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	Peer evaluation What senses could be used to evaluate the food	Preparation Menu Cultural dishes Types of chicken Hygiene Safety	
2	To acquire and demonstrate knife skills	<ul style="list-style-type: none"> <li>Student led demonstration of personal hygiene.</li> <li>. Students select and prepare a range of ingredients before making related to <b>A cultural dish</b></li> </ul>	Resources of previous work produced by pupils and cutting boards/cooking equipment	Staff to work 1 to 1 with less able. Simplify dish – Additional ingredient for more able (pepper)	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	Peer evaluation. What senses used to describe food	Sensory Analysis. Knife sharpening Techniques Julienne Cultural dishes Different types of chicken	
3	To describe principles of Eatwell Plate							

4	<b>To acquire and demonstrate skills using the hob or oven</b>	Student led demonstration of personal hygiene . Students produce simple dish and present with support related to <b>a cultural dish</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients visual prompts and discussions	Staff to work 1 to 1 with less able. Simplify dish – Additional ingredient for more able (pepper)	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	What is a ? Cultural dish	Accompaniment, Portion size Processes Hobs Ovens Heat Temperature Timings	
5	<b>To explain and demonstrate where carbs come from.</b>	Students produce a recipe card and share learning amongst group	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/Teacher 1 to 1 support	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet	Is your dish nutritious? How could it be made more so? Peer evaluate	Equipment Sharing Presenting	
6.	<b>To acquire and demonstrate cooking skills to produce a final dish</b>	To produce the completed dish, demonstrating an understanding of the process	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/Teacher 1 to 1 support	Maths; measures and weights	What did you find difficult across the process?  What did you enjoy doing across the process?	Flour Eggs Water Baking Powder Recipes	

Subject Food Cycle 6 Group KS3 Topic Cakes & Crumbles Lesson Total 24 Apple Crumbles/Banana Cake/Victoria Sponge

Lesson	Learning Intention (Progress Statements)	Activity	Resources	Differentiation	Cross Curricular links Literacy/Numeracy/ PSHE/ICT	Questioning	Keywords/ Concepts	Evaluation
1	To describe expectations of food hygiene and safety practice	. Student led demonstration of personal hygiene. . Students produce simple Breakfast dish and present with support related to <b>Pastries/Crumbles/Cakes</b>	Health and safety handouts/visuals Cooking equipment	Discussion Paired work TA support Staff to work 1 to 1 with less able.	English: Learning new words Writing tests on words that are difficult and pupils may struggle with Science; nutrition and diet Maths; measures and weights	Peer evaluation What senses could be used to evaluate the food	Preparation Hygiene Safety Pastries Cakes Ingredients	
2	To acquire and demonstrate knife skills	Student led demonstration of personal hygiene. . Students select and prepare a range of ingredients before making related to <b>Pastries/Crumbles/Cakes</b>	Resources of previous work produced by pupils and cutting boards/cooking equipment	Staff to work 1 to 1 with less able. Simplify dish – Additional ingredient for more able (pepper)	English: learning new vocabulary Writing fluently Science; nutrition and diet Maths; decimals, measures and fractions	Peer evaluation.  What senses used to describe food/	Sensory Analysis.  Knife sharpening Techniques Julienne	
3	To describe principles of							

	<b>Eatwell Guide</b>							
<b>4</b>	<b>To acquire and demonstrate skills using the hob or oven</b>	Student led demonstration of personal hygiene . Students produce simple dish and present with support related to <b>Pastries/Crumbles/Cakes</b>	Cutting boards, knives, Cooking equipment, Recipes Ingredients visual prompts and discussions	Staff to work 1 to 1 with less able. Simplify dish – Additional ingredient for more able (pepper)	English: giving short speeches/presentations Writing fluently Science; nutrition and diet Maths; decimals, measures and fractions	What is the difference between a cake and a crumble	Deserts Accompaniment, Portion size Flour Eggs Baking Powder Water	
<b>5</b>	<b>To explain and demonstrate where carbs come from.</b>	Students produce a recipe card and share learning amongst group	Cutting boards, knives, Cooking equipment, Recipes Ingredients	Questioning Dish choice TA/Teacher 1 to 1 support	English: giving short speeches/presentations Writing fluently Science; nutrition and diet Maths; decimals, measures and fractions	Is your dish nutritious? How could it be made more so? Peer evaluate	Equipment Sharing Presenting Ingredients Recipes	
<b>6.</b>	<b>To acquire and demonstrate cooking skills to produce a final dish</b>	To produce the completed dish, demonstrating an understanding of the process <b>Pastries/Crumbles/Cakes</b>	Flour Eggs Baking Powder Sugar Water Recipes		English: giving short speeches/presentations Writing fluently Science; nutrition and diet Maths; decimals, measures and fractions	What did you find difficult across the process?  What did you enjoy doing across the process?		