



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Hygiene and safety	<p>To understand the hygiene and safety rules to be followed in the food room.</p> <p>Identify the equipment used in the food room and use the correct name.</p>	<p>Hygiene</p> <p>Safety</p> <p>Bacteria</p> <p>Cross-contamination</p>	<p>On a post it note write down the top 5 hygiene and top 5 safety rules for the food room.</p> <p>Discuss with the class why they have chosen these.</p> <p>Produce a booklet / manual to show new pupils to the school the expectations of the food room and the rules to follow.</p> <p>Discuss where high risk products e.g. raw meat should be kept.</p>	Literacy—production of the manual	<p>Ingredients for decorated cupcakes practical lesson.</p> <p>Introduction to extended project. Select one project title where they have to complete research into one of 10 given options.</p>
Decorated cupcakes practical	<p>To use the creaming method to produce a batch of decorated cupcakes with a decorative finish.</p> <p>To understand how to use the oven</p> <p>To be able to tell when a product is cooked.</p> <p>Be able to follow a written method</p>	Creaming method	<p>By following the written method and using the creaming technique, produce a batch of decorated cupcakes.</p> <p>Wash and tidy up at the end of the practical lesson following classroom expectations.</p> <p>Gather to mark the work and give feedback.</p>	<p>Maths—weighing and measuring</p> <p>Literacy—following a written method.</p>	<p>Continue with the extended project</p> <p>Ingredients for spaghetti bolognese practical.</p>
Nutrition	Have an understanding of basic nutrition and what foods contribute to a nutritionally balanced diet.	<p>Minerals</p> <p>Vitamins</p> <p>Carbohydrate</p> <p>Fat</p> <p>Protein</p> <p>Fibre</p>	<p>Pictures of different groups of people on the board. Pupils to say which categories of people have the largest to smallest nutritional requirements.</p> <p>Pupils will collect information from nutrition information cards to produce a worksheet of detailed evidence about basic nutrition.</p>	Science—food groups	<p>Continue with the extended project</p> <p>Ingredients for spaghetti bolognese practical.</p>



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Spaghetti Bolognese Practical	<p>Be able to follow a method to produce a finished product</p> <p>Use the hob, knives etc. properly and safely</p> <p>Produce a reduced tomato sauce</p> <p>Understand where high risk products e.g. raw meat should be kept to prevent food poisoning.</p>	<p>Reduce</p> <p>Simmer</p>	<p>Watch demonstration of how to use the bridge hold and claw grip techniques to cut up the vegetables.</p> <p>Discuss knife safety</p> <p>Pupils to then go to their own areas to prepare their vegetables</p> <p>Watch demonstration of how to wash up and expectations of how to leave the food room at the end of the lesson</p> <p>Finish preparing the spaghetti Bolognese by following the method and tidy up.</p> <p>Gather to mark the work and give feedback.</p>	PSHE—Knife safety	<p>Continue with the extended project</p> <p>Ingredients for sweet and sour chicken practical.</p>
Allergies and Intolerances	<p>Have a greater understanding of how allergies and intolerances affect people and what can be done to protect people from problems.</p>	<p>Coeliac disease</p> <p>Nut allergy</p> <p>Lactose intolerance</p> <p>Vegetarianism</p>	<p>Pupils are to divide into 4 groups. Each group is given a type of special diet to research.</p> <p>Using an Ipad each group is to produce a 2 minute presentation to perform to the class on their given topic.</p> <p>Towards the end of the lesson each group is to present what they have discovered to the class.</p>		<p>Continue with the extended project</p> <p>Ingredients for sweet and sour chicken practical.</p>