

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: Design and Technology</b> <b>Year Group: Y5</b>		<b>Area of learning: Cooking and Nutrition</b>	
Links to previous work/Remember when	Limited cooking experience in school due to COVID. Links with Geography topic - Greece		
<b>Term</b>	<b>Year 6</b>	<b>Key Skills to be taught</b>	
<b>Autumn 2021</b>  What the children should know at the end of this series of lessons		<u>Progression of Skills</u> <ul style="list-style-type: none"> <li>● Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination, cleaning surfaces before and after preparing food.</li> <li>● Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>● Cook food in the oven and/or on a stove top, ensuring it is fully cooked.</li> <li>● Serve food in an appealing way.</li> <li>● Clean/wash up after themselves.</li> </ul>	

## Vocabulary

Hygiene, cross contamination, preparation, local produce, seasonality, cooking technique.

<b>Sequence of learning</b>	<b>Objectives and suggested details provided by subject leader.</b>
1	i). To investigate the Mediterranean diet and try a variety of Greek foods. <ul style="list-style-type: none"> <li>● Look at some of the traditional dishes of Greece. (Moussaka, tzatziki, domades, souvlaki)</li> <li>● What are some of the commonly used ingredients in Greek cuisine? Olive oil, feta, olives, greek yoghurt, tomatoes, honey etc.</li> <li>● Discuss why the Mediterranean diet is considered more healthy than our diet. How does it compare?</li> <li>● Look at how seasonality and climate impact on what we eat in different parts of the world.</li> <li>● This could be done as a tasting activity with children using adjectives to describe the different aspects of the food eg texture, taste, flavours, appearance, colours etc.</li> <li>● Chn say which foods they prefer and why.</li> </ul>
2	i). To learn about the importance of food hygiene and safety in the kitchen. <ul style="list-style-type: none"> <li>● Look at food hygiene in this session. <a href="https://www.bbc.co.uk/bitesize/topics/z9wdmp3/resources/1">https://www.bbc.co.uk/bitesize/topics/z9wdmp3/resources/1</a></li> </ul>

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	<ul style="list-style-type: none"> <li>● Explain importance of safety within the kitchen especially when using sharp knives.</li> <li>● Talk about the importance of cleanliness in handling, preparing, cooking and storing food. Eg washing vegetables.</li> <li>● What should we do before handling food?</li> <li>● What is cross contamination?</li> <li>● Why is it important to check use by dates on packaging?</li> <li>● Chn create a poster to present this information.</li> </ul>
3	<p>i). To design and plan my recipe for a Greek salad.</p> <ul style="list-style-type: none"> <li>● In this lesson - children plan the ingredients and method they will use to make a Greek salad. This could include extras such as tzatziki, pitta bread, salad dressing or with groups working on different elements of the dish.</li> <li>● Ensure chn understand the different steps and clarify any unfamiliar vocabulary.</li> <li>● Look at the ingredients (mixed herbs, feta etc) so that the children are clear what they all are and their purpose in the recipe.</li> <li>● Teacher to model correct ways of preparing certain vegetables eg peeling and chopping an onion.</li> </ul>
4	<p>i). To make a traditional Greek salad.</p> <ul style="list-style-type: none"> <li>● In the kitchen, children work within small groups to make their Greek salad.</li> <li>● Encourage chn to follow the recipe as independently as possible by carefully measuring the ingredients.</li> </ul>
5	<p>i). To evaluate my Greek salad.</p> <ul style="list-style-type: none"> <li>● Chn eat their dish in school before writing their evaluation.</li> <li>● Discuss taste, texture, appearance and flavour.</li> <li>● What do you like about your dish?</li> <li>● Is there anything you would do differently next time?</li> </ul>

## Learning Outcome/product

To produce a traditional Greek dish.

## Assessment records

List only those children who have not achieved the expected outcomes.

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<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

<b>End of unit assessment question</b>