

## Medium Term Planning Sheet: Secondary- Food Technology

Class: vocational

Teacher: E MENDELSON



### Jamie Oliver BTEC Home Cooking skills level 1 Y10/11 E. Mendelson

<p>Year 10/11 BTEC</p> <p>Jamie Oliver Home cooking skills Unit 1 Unit title: <b>Home cooking skills</b> Credits needed 4 1 credit for learning outcomes achievable in 10 hours of learning</p>	<p>One double lesson per week totalling 80mins One single 40 mins</p> <p>Each session should include discussion of food sourcing, nutrition, hygiene and food labelling of ingredients involved in recipe.</p>	<p><b><u>Learners to develop:</u></b></p> <ul style="list-style-type: none"><li>• Knowledge understanding and confidence to cook meals at home</li><li>• To be able to use cooking skills to make home-cooked food that does not use pre prepared, ready cooked food</li><li>• To understand the benefits of learning home cooking</li><li>• Ability to transfer skills learnt to different recipes</li><li>• To understand how to pass on recipes learnt to others and the value of passing on information about home cooking.</li></ul>	<p><b><u>Assessment criteria</u></b></p> <p>1.1 select and prepare ingredients for a recipe 1.2 use cooking skills when following a recipe 1.3 Demonstrate food safety and hygiene throughout prep and cooking. 2.1 reflect on own learning about value of gaining cooking skills 2.2 identify ways to pass on information about home cooking</p>
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Term 1 Home cooking skills BTEC						
Lesson	Classroom Activity	Learning outcome/objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
1	<ul style="list-style-type: none"> <li>Introduction to the unit and the structure of the learning and assessment. Pupils to fill in Learner record. Shown example of cooking record to be filled in at the end of each cooking session</li> </ul> Folders	To know how they will be assessed and how they must keep records.	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>Hygiene</li> <li>sourcing ingredients</li> <li>Nutritional value effects of the method of cookery, labelling equipment cooking tips seasoning.</li> </ul>	Boiling Buttering Toasting Timing  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently	V A K

	<ul style="list-style-type: none"> <li>• Photographic record to be kept of dishes cooked</li> <li>• Teacher demonstration of cooking eggs</li> <li>• Boiled with soldiers</li> <li>• scrambled eggs</li> </ul>				And present their food as fine dining	
Lesson	Classroom Activity	Learning outcome/objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
2	<ul style="list-style-type: none"> <li>• <b>Practical lesson.</b></li> <li>• Fried egg</li> <li>• Eggs in a basket</li> <li>• Learners to fill in cooking record. Photos to be taken of dishes cooked</li> </ul>	To learn how to boil fry scramble eggs with toast and assess and compare the method of cooking for taste, nutritional value and appeal.	1.1.1.2,1.3,2.1, 2.2	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Hygiene,</li> <li>• Safety, eggs types</li> <li>• Value for money</li> <li>• Cost?</li> </ul>	Boiling Frying Scrambling Toasting <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	V A K

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3	<ul style="list-style-type: none"> <li>• <b>Practical.</b> Teacher demonstration of how to make an Omelette.</li> <li>• Discussion of difference between types of eggs. (free range, battery, barn, caged)</li> <li>• Learners to make an Omelette</li> </ul>	To learn about types of eggs, methods of cooking . to know @ hygienic handling and how to cook eggs for elderly and babies.	1.1,1.2,1.3	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Types of eggs</li> <li>• Hygiene – worksheet :hygiene and egg facts</li> </ul>	Whisking, Peeling, cutting, finely Fry. <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	V A K

4	<b>Practical.</b> <ul style="list-style-type: none"> <li>• Learners to make</li> <li>• Porridge with topping</li> <li>• Bacon sandwich</li> <li>• Learners to fill in cooking record.</li> <li>• Photos to be taken of dishes cooked</li> </ul>	To learn how to make porridge with either water or milk And a bacon sandwich	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Importance of breakfast.</li> <li>• Nutritional value of oats/milk</li> </ul>	Frying Simmering  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	V A K
<b>Lesson</b>	<b>Classroom Activity</b>	<b>Learning outcome/objective</b>	<b>Assessment criteria</b>	<b>Theory activity</b>	<b><u>Success Criteria:</u></b> <b><u>Cooking Skills gained</u></b>	<b>Learning styles</b>
5	<b>Practical.</b> <ul style="list-style-type: none"> <li>• Teacher demo of toast with different toppings.</li> <li>• Welsh rarebit</li> <li>• Learners to make after watching demo.</li> <li>• Learners record</li> <li>• Photographic evidence</li> </ul>	To learn how to make welsh rarebit.	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>• Discussion of alternative toast toppings different types of bread</li> <li>• Plan of making</li> </ul>	Toasting Whisking Grilling <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their	V A K

6	<b>Breakfasts</b> <ul style="list-style-type: none"> <li>• Breakfast Burrittos</li> <li>• Courgette fritatta</li> <li>• Learners record</li> <li>• Photographic evidence</li> </ul>	To Learn how to follow a recipe and make burritos and fritatta	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>• Discussion of Multicultural flavours</li> <li>• Herb and spices work sheet</li> </ul>	food as fine dining Chopping Slicing Grating Frying Whisking <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	V A K
<b>Lesson</b>	<b>Classroom Activity</b>	<b>Learning outcome/ objective</b>	<b>Assessment criteria</b>	<b>Theory activity</b>	<b><u>Success Criteria:</u> <u>Cooking Skills gained</u></b>	<b>Learning styles</b>
7	<b>As part of breakfast options.</b> <ul style="list-style-type: none"> <li>• Learners to make flapjacks</li> <li>• Learners record</li> <li>• Photographic evidence</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how make flapjacks and consider nutritional value.</li> <li>• Oats, what else could we add to</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>• Discussion of nutritional value, cost, convenience of product. How it could be made healthier?</li> </ul>	Following recipe choosing ingredients Stirring, melting, baking, Safe Hob and oven use <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record	V A K

		make it healthier?			<b>Some-</b> and make independently And present their food as fine dining	
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8	<b>Design Sandwiches</b> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• How to make a sandwich with different fillings how to slice, butter.,</li> </ul>	<ul style="list-style-type: none"> <li>• Learners to watch demo and contribute to discussion on healthy alternatives to butter</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Nutritional values</li> <li>• Costs and differences between homemade and bought.</li> <li>• What would they choose</li> </ul>	Learning about food labelling Nutritional values  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record	V A K

	<ul style="list-style-type: none"> <li>•How to pack a packed lunch</li> <li>•Design idea thought shower</li> <li>•Learners record</li> <li>• Photographic evidence</li> </ul>	and benefits of homemade versus shop bought packed lunch		<ul style="list-style-type: none"> <li>•Bring in example of shop bought sandwich look at labelling, discuss cost compare how much you can make for same amount of money</li> <li>•Product analysis worksheets</li> </ul>	<b>Some-</b> and make independently And present their food as fine dining	
<b>Term 2 Home cooking skills BTEC – Y10/11 – E Mendelson</b>						
<b>Lesson</b>	<b>Classroom Activity</b>	<b>Learning outcome/objective</b>	<b>Assessment criteria</b>	<b>Theory activity</b>	<b><u>Success Criteria: Cooking Skills gained</u></b>	<b>Learning styles</b>
9	<b>Tasting session.</b> <ul style="list-style-type: none"> <li>•Different types of bread.</li> <li>•Learners to fill in tasting survey.</li> <li>•Make bread sticks</li> </ul>		Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>• Healthy choices ppt</li> <li>•Different types of bread work sheets</li> </ul>	Sensory analysis  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and	V A K

	<ul style="list-style-type: none"> <li>•Learners record</li> <li>•Photographic evidence</li> </ul>				Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	
10	<b>Bread</b> Teacher to demo bread making. Kneading, proving, knocking back <ul style="list-style-type: none"> <li>•Learners to make bread rolls.</li> <li>•Learners record</li> <li>• Photographic evidence</li> <li>•</li> </ul>	To learn how to make bread understand the functions of yeast , gluten, sugar.	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	Tips on making bread  Sketch bread shapes	Kneading, shaping, baking.	V A K
<b>Lesson</b>	<b>Classroom Activity</b>	<b>Learning outcome/ objective</b>	<b>Assessment criteria</b>	<b>Theory activity</b>	<b><u>Success Criteria: Cooking Skills gained</u></b>	<b>Learning styles</b>
11	Learners to recap on previous lesson Q&A. <ul style="list-style-type: none"> <li>•Learners to watch demo and make Focaccia</li> <li>•Make bread pizza</li> </ul>	To learn how to make Focaccia	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	What types of flour are there?  Pizza toppings ideas	, proving, Sieving, kneading, shaping	V A K

	<ul style="list-style-type: none"> <li>•Learners record</li> <li>• Photographic evidence</li> </ul>					
12	<b>Soup</b> demonstration <ul style="list-style-type: none"> <li>•Simple soups from one base</li> <li>•Learners to make tomato soup.</li> </ul>	To learn how to make tomato soup and how you can adapt and change this recipe use up vegetables past their freshness	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	Discussion of seasonal vegetables, types of soups. Nutritional benefits Vegetable worksheets	Knife skills. Slicing, chopping, boiling, simmering, liquidising.  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	V A K
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13	<ul style="list-style-type: none"> <li>• Learners to make soup leek and potato or minestrone from Licence to cook recipe</li> </ul>	<ul style="list-style-type: none"> <li>•To know how to make leek and potato or minestrone</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each	Plan of making  Methods of storing foods	Chopping, slicing, stewing,  <b>All-</b> make an edible food product and gain the above skills	

		soup. • More able pupils to make bread rolls to accompany their soup	lesson		<b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining, make bread to accompany soup dish	
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14	<ul style="list-style-type: none"> <li>Make a pasta bake from standard components</li> <li>Learners to</li> </ul>	<ul style="list-style-type: none"> <li>To know how to make a ragu sauce for pasta.</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment	<ul style="list-style-type: none"> <li>Discussion how this sauce can be a base for many dishes components?</li> </ul>	Chopping, slicing, simmering, liquidising  <b>All-</b> make an edible	V A K

	<p>make a Ragu sauce for pasta</p> <ul style="list-style-type: none"> <li>• Cook pasta bake</li> </ul>		criteria each lesson	<ul style="list-style-type: none"> <li>•What can we can add?</li> <li>•many vegetables ( Jamie's Hidden veg pasta sauce)</li> </ul>	<p>food product and gain the above skills  <b>Most-</b> and Complete a learner record  <b>Some-</b>and make independently  And present their food as fine dining</p>	
15	<ul style="list-style-type: none"> <li>• Different types of pasta.</li> <li>• Give each pupil a different type of pasta to cook. Compare results</li> <li>• Give a ready-made sauce to eat with pasta and compare with previous sauce</li> </ul>	<ul style="list-style-type: none"> <li>•To know the many types of pasta and know how to cook it</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>•Discussion pasta carbohydrates, energy ,fibre, B vitamins.</li> <li>•Types of pasta worksheets</li> </ul>	<p>Boiling, draining, testing.</p> <p><b>All-</b>make an edible food product and gain the above skills  <b>Most-</b> and Complete a learner record  <b>Some-</b>and make independently  And present their food as fine dining</p>	V A K

Term 3 Y10/11 home cooking skills BTEC – E Mendelson						
Lesson	Classroom Activity	Learning outcome/objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
16	<ul style="list-style-type: none"> <li>Learners to make pesto sauce</li> <li>Teacher to demo making fresh pasta</li> <li>Make spinach and ricotta ravioli</li> </ul>	<ul style="list-style-type: none"> <li>To see how to make fresh pasta and to taste it. To make a pesto sauce</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>Discussion of fresh Versus dried pasta.</li> <li>Is it worth the effort?</li> </ul>	<p>Toasting pine nuts, using pestle and mortar</p> <p><b>All-</b>make an edible food product and gain the above skills  <b>Most-</b> and Complete a learner record  <b>Some-</b>and make independently  And present their food as fine dining</p>	V A K
17	<p><b>Cooking Vegetables</b></p> <ul style="list-style-type: none"> <li>Teacher demo of how to peel potatoes.</li> <li>Learners to make spicy wedges</li> <li>Roast potatoes with rosemary and thyme</li> </ul>	<ul style="list-style-type: none"> <li>To know how to peel a potato safely and o know how to make spicy wedges</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>Nutritional value, seasonality, effects of different methods of cooking.</li> </ul>	<p>Peeling, cutting, boiling, baking.</p> <p><b>All-</b>make an edible food product and gain the above skills  <b>Most-</b> and Complete a learner record  <b>Some-</b>and make independently  And present their food as fine dining</p>	V A K

18	<b>Potato</b> <ul style="list-style-type: none"> <li>• Learners to make potato dauphinois.</li> <li>• Potato rostis</li> </ul>	<ul style="list-style-type: none"> <li>• To recap prep of potatoes and to know how to make dauphinois and rostis</li> <li>•</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>• Discussion of baked potatoes their nutritional value, discussion of different types of fillings</li> </ul>	Peeling, slicing evenly, baking  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	V A K
19	<b>Beef</b>  Learners to make Bolognese sauce with spaghetti	<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Discuss various adaptations to this recipe. How many other dishes could we make with this one basic recipe</li> </ul>	Chopping , mixing, shaping, simmering  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	V A K

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20	<b>Casserole.</b> <ul style="list-style-type: none"> <li>Learners to make beef casserole.</li> <li>Cuts of meat work sheet</li> <li>Learner records</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Discussion</li> <li>Cuts of meat/ cost/ what else could we use.</li> <li>Slow cooking discussion on use of slow cooker</li> </ul>	Peeling, slicing, chopping, searing, simmering, slow cooking <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	V A K
21	<b>Rice cooking risotto.</b> <ul style="list-style-type: none"> <li>Teacher demo</li> <li>Learners to make risotto.</li> <li>Learner records</li> <li>Photographs</li> </ul>	<ul style="list-style-type: none"> <li>To know how to cook rice safely and to understand it is the basis of many recipes.</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> <li>Discussion food safety of rice.(making sure it is cooled appropriately). Economical dish. Discuss types of risotto/types of rice.</li> </ul>	Peeling, slicing, chopping, simmering. <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	V A K

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22	<b>Fish</b> <ul style="list-style-type: none"> <li>• Fish pie</li> <li>• fish cakes.</li> <li>• Teacher demo of making fish cakes.</li> <li>• Learners to make their own fish cakes</li> <li>• Learner records</li> <li>• Photographs</li> </ul>	<ul style="list-style-type: none"> <li>•To know how to make fish cakes.</li> <li>•</li> <li>•To understand benefits of fish in the diet</li> </ul>		<ul style="list-style-type: none"> <li>•Discussion on benefits of eating fish.</li> <li>•Sustainability</li> <li>•Discussion of other ways of cooking fish.</li> </ul> <p>Nutritional value</p>	<p>Chopping, slicing, Peeling, mashing</p> <p><b>All-</b>make an edible food product and gain the above skills  <b>Most-</b> and Complete a learner record  <b>Some-</b>and make independently  And present their food as fine dining</p>	V A K

<b>TERM 4 Y10/11 home cooking skills BTEC – E Mendelson</b>						
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23	<b>Chicken pasta bake.</b> <ul style="list-style-type: none"> <li>• Learners to make from recipe following recipe themselves.</li> <li>• Ready-made vol-u-vents filled with chicken and mushroom sauce</li> <li>• Learner records</li> <li>• Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to make a substantial pasta dish, adding vegetables.</li> <li>• Knowing how to cook the chicken properly.</li> <li>• Sharing this dish with peers</li> </ul>	Teacher to give feedback. Collect comments from friends on success of this dish and keep the records of comments.	<ul style="list-style-type: none"> <li>• Discussion on how to pass on recipes/ how to share and to get feedback and collect the evidence for learner record.</li> <li>• Email, letter, pictures</li> </ul>	Baking, chopping, slicing, sauce making  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	

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24	<b>Thai green Chicken Curry.</b> <ul style="list-style-type: none"> <li>• Chutney and pompadom tasting</li> <li>• Star profiles</li> <li>• Teacher to demonstrate the cooking of this recipe from Licence to cook collection.</li> <li>• Make Thai green curry</li> <li>• Pupils to taste and evaluate.</li> </ul>	<ul style="list-style-type: none"> <li>• To taste and evaluate curry sundries</li> <li>• To be able to complete a sensory evaluation</li> <li>• To make a Thai green curry</li> </ul>	<p>Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson.</p> <p>This was the recipe chosen by my learner as her assignment.</p>	<ul style="list-style-type: none"> <li>• What other Curries are there?</li> <li>• How do we know chicken is cooked?</li> <li>• Chicken w/sheets</li> </ul>	<p>Cooking chicken safely, slicing, chopping, simmering</p> <p><b>All-</b>make an edible food product and gain the above skills</p> <p><b>Most-</b> and Complete a learner record</p> <p><b>Some-</b>and make independently</p> <p>And present their food as fine dining</p>	

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25	<b>Chicken fajitas.</b> <ul style="list-style-type: none"> <li>Learners to make fajitas using griddle pan.</li> <li>Teacher demo of how to roll wraps</li> <li>Make guacamole and salsa</li> </ul>	<b>Continuing chicken cookery .</b> <ul style="list-style-type: none"> <li>To know how to make chicken fajitas and select ingredients to accompany them</li> <li>guacamole?</li> <li>Cheese?</li> <li>Salsa</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson. This was the recipe chosen by my learner as her assignment.	<ul style="list-style-type: none"> <li>Discussion. Hygiene eg raw meat and cooked meat ,</li> <li>nutritional value of chicken</li> </ul>	Slicing, frying, grilling, rolling wraps  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	

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26	<b>Crumbles.</b> <ul style="list-style-type: none"> <li>•Learners to make a fruit crumble</li> <li>•Brulee</li> <li>•Design and cost</li> </ul>		Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson. This was the recipe chosen by my learner as her assignment.	Discussion on types of fruit that could be used, seasonality Cost . adjustments to recipe to make it healthier( add oats, wholemeal flour)	Peeling, cutting, rubbing in, baking. <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	
27	<b>Fruit salad.</b> <ul style="list-style-type: none"> <li>• Plan the making using flowcharts</li> <li>• Make layered trifle with fresh fruit</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to make a fruit salad.</li> <li>• To know how to make a</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson.	<ul style="list-style-type: none"> <li>• Discussion on types of toppings.</li> <li>• Nutritional value of fruit. Nutrition of fruit worksheets</li> </ul>	Peeling, slicing, use gelatine <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and	

		fruit trifle	This was the recipe chosen by my learner as her assignment.		Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	
Lesson	Classroom Activity	Learning outcome/objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learning styles
28	<b>Baking sessions</b> <ul style="list-style-type: none"> <li>• Make brownies</li> <li>• Ice fairy cakes- make butter icing</li> </ul>	<ul style="list-style-type: none"> <li>•To know how to make brownies using the melting method</li> <li>•know how to make butter icing</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson. This was the recipe chosen by my learner as her assignment.	<ul style="list-style-type: none"> <li>• Discussion: Explain different methods of baking.</li> <li>• Cake method worksheets</li> </ul>	Weighing measuring, melting chocolate. Following a recipe. Testing, baking, creaming Icing  <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently And present their food as fine dining	

<b>TERM 5 Y10/11 home cooking skills BTEC – E Mendelson</b>						
<b>Lesson</b>	<b>Classroom Activity</b>	<b>Learning outcome/objective</b>	<b>Assessment criteria</b>	<b>Theory activity</b>	<b><u>Success Criteria: Cooking Skills gained</u></b>	<b>Learning styles</b>
29	<b>Cookies.</b> <ul style="list-style-type: none"> <li>• Shrewsbury biscuits</li> <li>• Strawberry shortbread</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work hygienically to make biscuits using the creaming method</li> <li>• To be able to work hygienically to make biscuits using the 'rubbed in' method</li> </ul>	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson. This was the recipe chosen by my learner as her assignment.		Weighing measuring, Following a recipe. Testing, baking. Cooling, <b>All-</b> make an edible food product and gain the above skills <b>Most-</b> and Complete a learner record <b>Some-</b> and make independently and present their food as fine dining	

Lesson	Classroom Activity	Learning outcome/objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learning styles
<u>30</u>	<ul style="list-style-type: none"> <li><b>Fruit Cake</b></li> <li>royal icing and decorating.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to bake line a cake tin</li> <li>To be able to bake a fruit cake and ice it</li> </ul>	<p>Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson.</p> <p>This was the recipe chosen by my learner as his/her assignment.</p>		<p>use a piping bag blend, bake and ice, line cake tins</p> <p><b>All-</b>make an edible food product and gain the above skills</p> <p><b>Most-</b> and Complete a learner record</p> <p><b>Some-</b>and make independently And present their food as fine dining</p>	
<u>Assignment</u>	<p><b>Assignment brief</b></p> <ul style="list-style-type: none"> <li>Learner to choose recipe they are going to cook</li> </ul>	Pupils to practice their chosen dishes until they		Explain how this final piece will be shared and passed on		

<u>Learner work</u>	<p>from what they have done already. If possible to shop with teacher for ingredients. Write out the recipe they have chosen, their shopping list. Fill in two ways they have benefited from learning home cooking skills and two ways they have passed on information about home cooking to others</p>	<p>have perfected 2-3 times</p> <p>Take off time table to cook final outcome</p>		<p>Explain how you have worked hygienically</p> <p>Photographic evidence</p>		
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## Assignment brief

Level 1 Btech home Cooking skills

Unit Title: Home Cooking Skills

Unit Number 1

Assignment Title: Jamie Oliver, eat your heart out!

Assessor Name;

Date of Assignment launch:

Date of Assignment surrender:

### **Assessment criteria**

- 1.1 Select and prepare ingredients for a recipe
- 1.2 Use cooking skills when following a recipe
- 1.3 Demonstrate food safety and hygiene throughout the cooking and preparation process
- 2.1 Reflect on own learning and consider two ways you have benefited from learning cooking skills.
- 2.2 Suggest two ways you could pass on information about home cooking to others

### **Assignment scenario**

This is your chance to show just what you can do when planning, preparing and cooking a recipe. Think about fresh food, interesting dishes and the pleasure it gives to you and your family when eating at home. Now it's time for you to show your cooking skills by making your chosen recipe. Select the ingredients, follow the recipe and demonstrate food safety and hygiene throughout the cooking session.