

Medium Term Planning Sheet: Secondary- Food Technology

Class: Y11

Teacher: A.Ward



Jamie Oliver BTEC Home Cooking skills level 2 Y11

<p>Year Y11 BTEC</p> <p>Jamie Oliver Home cooking skills Unit 2 Unit title: Home cooking skills Credits needed 6 - 60 HRS learning time</p>	<p>One double lesson per week totalling 80mins</p> <p>Each session should include discussion of food sourcing, nutrition, hygiene and food labelling of ingredients involved in recipe.</p>	<p><u>Learners to develop:</u></p> <ul style="list-style-type: none"> • Be able to plan a nutritious, home cooked meal using basic ingredients • preparation skills eg chopping, slicing, grating, peeling, mashing, beating; • cooking skills eg roasting, frying, baking, boiling • Follow recipe: weights and measures eg use of scales, measuring jugs and spoons; oven temperatures; timings • Food safety and hygiene: food storage eg raw meat on the bottom shelf of the fridge; food labelling eg follow storage instructions, use by dates; food preparation eg wash and dry hands before handling food, keep surfaces clean, keep raw fish and meat away from other food, cover cuts; ensuring meat is properly cooked; storing leftover food eg cooling quickly, refrigerating or freezing; using knives safely • Meal presentation: portion size; colour; temperature of food; relaxed atmosphere; table setting 	<p><u>Assessment criteria</u></p> <p>1.1 - plan a nutritious two-course meal 1.2 -select and prepare ingredients for recipes for a nutritious, two course meal</p> <p>2.2 - use cooking skills when following the recipes. 2.3 - demonstrate food safety and hygiene throughout the preparation and cooking process 2.4- apply presentation skills when serving the meal</p> <p>3.1 - explain ways to economise when cooking at home</p> <p>4.1- identify ways information about cooking meals at home from scratch has been passed on to others</p>
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		<ul style="list-style-type: none">• Cooking economically: meal planning, buy food in season; plan ahead; buy in larger quantities to cook and freeze eg mince for Bolognese sauce; use leftovers eg potato salad, chicken sandwich; ask advice when shopping eg from butcher about alternative cuts of meat• Ways to pass on information: inspire others; share recipes eg written, email; cook with family members eg children; cook for friends and family; 'cook and eat' groups; lunch clubs	
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Term 1 Home cooking skills BTEC LEVEL 2

Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learning styles
1	Tutor-led discussion on planning a meal including choosing recipes, sourcing ingredients, timings for assembly, preparation, cooking and presentation and how the meal contributes to a balanced diet.	To know how they will be assessed and how they must keep records. To know what a balanced meal is and how to work out nutritional percentages	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> •Hygiene •sourcing ingredients •Nutritional value effects of the method of cookery, labelling equipment cooking tips seasoning. •complete balanced plate example •complete nutritional percentages of a chosen 2 dishes 	Meal Planning Economising All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K

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Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
2	<ul style="list-style-type: none"> • CONSOLIDATE LEARNING FROM PREVIOUS EGG UNIT • Pupils to fill in Learner record. Shown example of cooking record to be filled in at the end of each cooking session Folders • Photographic record to be kept of dishes cooked • Teacher demonstration of cooking : <p>1. Scotch Eggs</p>	To learn how to boil and enrobe with breadcrumbs and egg then deep fry it 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"> • Discussion • Hygiene, • Safety, eggs types • Value for money • Cost? 	Boiling Frying Scrambling Toasting All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K

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Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learnin g styles
3	<ul style="list-style-type: none"> • Practical lesson. • CHEATS • LEMON • MERINGUE Learners to fill in cooking record. Photos to be taken of dishes cooked	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"> • Discussion • Types of eggs • Hygiene – worksheet :hygiene and egg facts 	Whisking, Peeling, cutting, finely Fry. All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K
4	Practical. Teacher demonstration of how to make 1. SWISS ROLL Discussion of how to store eggs <ul style="list-style-type: none"> • Learners to make an meringue nests 	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"> • Discussion • Importance of breakfast. • Nutritional value of oats/milk 	Frying Simmering All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K

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Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learnin g styles
5	<p>Practical.</p> <ul style="list-style-type: none"> Learners to make MAYONNAISE Learners to fill in cooking record. <p>Photos to be taken of dishes cooked</p> <p>.</p>	To learn how to make Mayonnaise	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> Discussion of flavouring in basic mayonnaise Plan of making 	<p>emulsifying Whisking</p> <p>All-make an edible food product and gain the above skills</p> <p>Most- and Complete a learner record</p> <p>Some-and make independently</p> <p>And present their food as fine dining</p>	V A K
6	<p>Practical.</p> <ul style="list-style-type: none"> Teacher demo of Mayonnaise 2. EGGS BENEDICT Learners to make after watching demo. Learners record Photographic evidence 	To Learn how to follow a recipe and make burritos and frittata.	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> Discussion of Multicultural flavours Herb and spices work sheet 	<p>emulsifying Whisking</p> <p>All-make an edible food product and gain the above skills</p> <p>Most- and Complete a learner record</p> <p>Some-and make independently</p> <p>And present their food as fine dining</p>	V A K
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learnin g styles

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7 breakfast	Breakfasts <ul style="list-style-type: none"> • EGG AND BACON ROLL UPS • Learners record Photographic evidence 	<ul style="list-style-type: none"> • To learn how make fish gourgons and consider nutritional value. • Oats, what else could we add to make it healthier? 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> • Discussion of nutritional value, cost, convenience of product. How it could be made healthier? 	Following recipe choosing ingredients Stirring, melting, baking, Safe Hob and oven use All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
8	As part of FISH UNIT <ul style="list-style-type: none"> • Fish gourgons with avocado and cress salad • Learners record • Photographic evidence 	<ul style="list-style-type: none"> • Learners to watch demo and contribute to discussion on adapting the recipe 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> • Discussion • Nutritional values • Costs and differences between homemade and bought. • What would they choose • Bring in example of shop bought sandwich look at labelling, discuss 	Learning about food labelling Nutritional values All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K

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				cost compare how much you can make for same amount of money • Product analysis worksheets		
Term 2 Home cooking skills BTEC – Y10/11 –						
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
9	As part of FISH UNIT • Demonstration • How to make a mushroom and tuna spaghetti dish • Learners record • Photographic evidence •	Why eat fruit?	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> • Healthy choices ppt • Different types of bread work sheets 	Sensory analysis All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K
10 & 11	FRUIT • FRUIT Make: TARTE DE NORMANDY	To learn how to make baked fruit dishes and	Teacher to give feedback on how each pupil is meeting the	Tips on making bread	Kneading, shaping, baking.	V A K

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	FRUIT • SUMMER PUDDINGS	nutrition value related to balanced plate	assessment criteria each lesson	Sketch bread shapes		
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learning styles
12	MINCE • Beef Enchiladas	To learn how to make enchiladas	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	What types of flour are there? Different breads that could be used?	, proving, Sieving, kneading, shaping	V A K
13	• CANNELONI •	To learn how to make CANNELONI	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. All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently	V A K

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					And present their food as fine dining	
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
14	<p>•MINCE UNIT COTTAGE PIE</p>	<ul style="list-style-type: none"> •To know how to meat alternative dishes •More able pupils to make bread rolls to accompany their soup 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	Research meat substitute foods	<p>Chopping, slicing, stewing,</p> <p>All-make an edible food product and gain the above skills Most- and Complete a learner record Some-and make independently And present their food as fine dining, make bread to accompany soup dish</p>	

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Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learning styles
15	MINCE UNIT <ul style="list-style-type: none"> • Make baked stuffed peppers 	<ul style="list-style-type: none"> •To know how to make a ragu sauce for pasta. 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> •Discussion how this sauce can be a base for many dishes •What can we can add? •many vegetables (Jamie's Hidden veg pasta sauce) 	Chopping, slicing, simmering, liquidising All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K
16	PACKED LUNCHES CROQUE MONSIEUR	<ul style="list-style-type: none"> •To know the many types of bread there are 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> •Discussion bread carbohydrates, energy ,fibre, B vitamins. •Types of bread worksheets 	Boiling, draining, testing. All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently	V A K

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					And present their food as fine dining	
Term 3						
Lesson	Classroom Activity	Learning objective	Assessment criteria	Lesson	Classroom Activity	Learning objective

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<p>17/18 Assignment</p> <p>Assignment</p> <p>19/20</p>	<p>Meal planning/ Coursework</p> <p>Assignment brief</p> <ul style="list-style-type: none"> • make chosen 2 course meal 	<ul style="list-style-type: none"> •To be able to plan and record a healthy 2 course meal •To be able to work explain how the meal can be made more economical • explain how the meal recipes can be passed on <p>Pupils to practice their chosen dishes until they have perfected 2-3 times</p>	<p>Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson.</p> <p>1.1 - plan a nutritious two-course meal</p> <p>1.2 -select and prepare ingredients for recipes for a nutritious, two course meal</p> <p>2.2 - use cooking skills when following the recipes.</p> <p>2.3 - demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>2.4- apply presentation skills</p>	<p>28/ 29 Assignment</p> <p>Assignment</p> <p>30</p>	<p>Meal planning/ Coursework</p> <p>Assignment brief</p> <ul style="list-style-type: none"> • make chosen 2 course meal 	<ul style="list-style-type: none"> •To be able to plan and record a healthy 2 course meal •To be able to work explain how the meal can be made more economical • explain how the meal recipes can be passed on
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		Take off time table to cook final outcome	when serving the meal 3.1 - explain ways to economise when cooking at home 4.1- identify ways information about cooking meals at home from scratch has been passed on to others			Pupils to practice their chosen dishes until they have perfected 2-3 times Take off time table to cook final outcome
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Term 4 Y10/11 home cooking skills BTEC

Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learning styles
21/22/23	Pasta • Minted chicken Rigatoni	•To see how to make fresh pasta and to taste it.	Teacher to give feedback on how each pupil is meeting the assessment	•Discussion of fresh Versus dried pasta. •Is it worth the effort?	Toasting pine nuts, using pestle and mortar	V A K

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		To make a pesto sauce	criteria each lesson		All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	
24/25/26	Cooking Vegetables <ul style="list-style-type: none"> Teacher demo of how to prepare vegetables for roasting Learners to make Roasted vegetables Baked French potatoes Leeks gougere (ultimate recipe book) 	<ul style="list-style-type: none"> To know how to peel a potato safely and o know how to make spicy wedges 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> Nutritional value, seasonality, effects of different methods of cooking. 	Peeling, cutting, boiling, baking. All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K
		<ul style="list-style-type: none"> To recap prep of potatoes and to know how to make dauphinois and rostis 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> Discussion of baked potatoes their nutritional value, discussion of different types of fillings 	Peeling, slicing evenly, baking	V A K
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles

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27/28	puddings <ul style="list-style-type: none"> Teacher demo Learners to lemon curd bread and butter pudding French apple 'Tarte de Tatin' 	<ul style="list-style-type: none"> To know how to cook rice safely and to understand it is the basis of many recipes. 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> Discussion food safety of rice.(making sure it is cooled appropriately). Economical dish. Discuss types of risotto/types of rice. 	Peeling, slicing, chopping, simmering. All- make an edible food product and gain the above skills Most- and Complete a learner record Some- and make independently And present their food as fine dining	V A K
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
TERM 5 Y10/11 home cooking skills BTEC L 2 –						
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
29/30	BAKING <ul style="list-style-type: none"> Learners to make from recipe following recipe themselves. Maids of honour (ultimate) Marble chocolate 	<ul style="list-style-type: none"> To know how to make a substantial pasta dish, adding vegetables. Knowing how to cook the chicken properly. 	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"> Discussion on how to pass on recipes/ how to share and to get feedback and collect the evidence for learner record. Email, letter, pictures 	Baking, chopping, slicing, sauce making All- make an edible food product and gain the above skills Most- and Complete a learner record	

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	<p>cake(Paul Hollywood)</p> <ul style="list-style-type: none">• Banana and cinnamon muffins with oaty topping• Learner records• Photographs	<ul style="list-style-type: none">• Sharing this dish with peers			<p>Some-and make independently And present their food as fine dining</p>	
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