

Medium Term Planning Sheet: Secondary- Food Technology

Class: vocational

Teacher: Amy Ward



Jamie Oliver BTEC Home Cooking skills level 1 Y10/11 Amy Ward

<p>Year 10/11 BTEC</p> <p>Jamie Oliver Home cooking skills Unit 1 Unit title: Home cooking skills 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><u>Learners to develop:</u></p> <ul style="list-style-type: none">• Knowledge understanding and confidence to cook meals at home• To be able to use cooking skills to make home-cooked food that does not use pre prepared, ready cooked food• To understand the benefits of learning home cooking• Ability to transfer skills learnt to different recipes• To understand how to pass on recipes learnt to others and the value of passing on information about home cooking.	<p><u>Assessment criteria</u></p> <p>1.1 select and prepare ingredients for a recipe</p> <p>1.2 use cooking skills when following a recipe</p> <p>1.3 Demonstrate food safety and hygiene throughout prep and cooking.</p> <p>2.1 reflect on own learning about value of gaining cooking skills</p> <p>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 objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
1	<ul style="list-style-type: none"> • 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 Folders • Photographic record to be kept of dishes cooked 	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"> • Hygiene • sourcing ingredients • Nutritional value effects of the method of cookery, labelling equipment cooking tips seasoning. 	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: Cooking Skills gained</u>	Learning styles
2	<ul style="list-style-type: none"> • Practical lesson. • Learners to fill in cooking record. Photos to be taken of dishes cooked 	To learn how to make dough, knead and put together a pizza and compare the	1.1.1.2,1.3,2.1, 2.2	<ul style="list-style-type: none"> • Discussion • Hygiene, • Safety, • Value for money • Cost? 	Weighting Making dough Kneading All- make an edible food product and gain the above skills	V A K

		method of cooking for taste, nutritional value and appeal.			Most- and Complete a learner record Some- and make independently And present their food as fine dining	
Lesson	Classroom Activity	Learning Objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learning styles
3	<ul style="list-style-type: none"> • Practical. Teacher demonstration of how to make an oven doughnut. • Discuss what toppings and different styles • Learners to make a doughnut 	To understand about types of flour, methods of cooking, to know hygienic handling and how to cook	1.1,1.2,1.3	<ul style="list-style-type: none"> • Discussion • Hygiene – worksheet :hygiene 	Whisking, Weight mixing 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	<p>Practical.</p> <ul style="list-style-type: none"> • Learners to make • Make rolls • Bacon sandwich rolls • Learners to fill in cooking record. 	To be able to make rolls easily with either a made filling or brought filling	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. 	Frying Simmering Baking All- make an edible food product and gain the above skills	V A K

	<ul style="list-style-type: none"> • Photos to be taken of dishes cooked 				<p>Most- and Complete a learner record Some-and make independently And present their food as fine dining.</p>	
Lesson	Classroom Activity	Learning Objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
5	<p>Practical.</p> <ul style="list-style-type: none"> •Teacher demo of toast with different toppings. •Learners to make after watching demo. •Learners record •Photographic evidence 	To know the difference between toasting and grilling.	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> •Discussion of alternative toast toppings different types of bread •Plan of making 	<p>Toasting Whisking Grilling 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</p>	V A K
6	<p>Breakfasts</p> <ul style="list-style-type: none"> • Learners to make dumplings and stew/mince beef • Learners record 	To be able to follow a recipe.	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>Chopping Slicing Grating Frying Whisking All-make an edible food product and gain the above skills</p>	V A K

	<ul style="list-style-type: none"> Photographic evidence 				Most- and Complete a learner record Some- and make independently And present their food as fine dining	
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learning styles
7	As part of breakfast options. <ul style="list-style-type: none"> Learners to make flapjacks or cookies Learners record Photographic evidence 	<ul style="list-style-type: none"> To understand how in incorporate healthier options in a recipe. 	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</u> <u>gained</u>	Learning styles

8	<p>Design Sandwiches</p> <ul style="list-style-type: none"> •How to make a sandwich with different fillings how to slice, butter., •How to pack a packed lunch •Learners record • Photographic evidence 	<ul style="list-style-type: none"> •To understand the difference between homemade and ready-made. 	<p>Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson</p>	<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 cost compare how much you can make for same amount of money •Product analysis worksheets 	<p>Learning about food labelling Nutritional values</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.</p>	V A K
<p>Term 2 Home cooking skills BTEC – Y10/11 – A Ward</p>						

Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
9	Tasting session. <ul style="list-style-type: none"> • Different types of bread. • Learners to fill in tasting survey. • Make bread sticks • Learners record • Photographic evidence 	To explore difference types of bread and know the difference.	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> • Healthy choices • 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	<ul style="list-style-type: none"> • Photographic evidence 	To know to difference between roasting and baking.	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	Sketch bread shapes	Cutting, peeling, roasting	V A K
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
11	Learners to recap on previous lesson Q&A.	To be able to knead dough.	Teacher to give feedback on how each pupil	What types of flour are there?	proving, Sieving, kneading, shaping	V A K

	<ul style="list-style-type: none"> • Make bread pizza • Learners record • Photographic evidence 		is meeting the assessment criteria each lesson	Pizza toppings ideas		
12	<p>Soup</p> <ul style="list-style-type: none"> • Simple soups from one base • Learners to make tomato soup. 	To understand how you can adapt and change recipe	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	<p>Knife skills. Slicing, chopping, boiling, simmering, liquidising.</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</p>	V A K
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
13	<ul style="list-style-type: none"> • Chicken and chips 	<ul style="list-style-type: none"> • To know to use a knife safely. 	Teacher to give feedback on how each pupil is meeting the assessment	Plan of making	Chopping, slicing, stewing,	

			criteria each lesson		<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, make bread to accompany soup dish</p>	
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
14	<ul style="list-style-type: none"> Make a pasta bake 	<ul style="list-style-type: none"> To understand different types of 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) 	<p>Chopping, slicing, simmering, liquidising</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>	V A K

					And present their food as fine dining	
15	<ul style="list-style-type: none"> • Different types of pasta. • Give each pupil a different type of pasta to cook. Compare results • Give a ready-made sauce to eat with pasta and compare with previous sauce 	<ul style="list-style-type: none"> •To know the many types of pasta and know how to cook it. 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	<ul style="list-style-type: none"> •Discussion pasta carbohydrates, energy ,fibre, B vitamins. •Types of pasta 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 And present their food is fine dining.	V A K
Term 3 Y10/11 home cooking skills BTEC –						
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
16	<ul style="list-style-type: none"> • Learners to make pesto sauce 	<ul style="list-style-type: none"> •To know how to make a 	Teacher to give feedback on how each pupil	<ul style="list-style-type: none"> •Discussion of fresh Versus dried pasta. 	Mixing	V A K

	<ul style="list-style-type: none"> • Teacher to demo making fresh pasta • Make spinach and ricotta ravioli 	pasta sauce.	is meeting the assessment criteria each lesson	•Is it worth the effort?	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	
17	Cooking Vegetables <ul style="list-style-type: none"> • Teacher demo of how to peel potatoes. • Learners to make spicy wedges • Roast potatoes with rosemary and thyme 	<ul style="list-style-type: none"> •To know how to peel a potato safely. 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	•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
18	Potato <ul style="list-style-type: none"> • Learners to make potato dauphinois. • Potato rostis 	<ul style="list-style-type: none"> •To know how to use a knife safely. 	Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson	•Discussion of baked potatoes their nutritional value, discussion of different types of fillings	Peeling, slicing evenly, baking All -make an edible food product and gain the above skills	V A K

					<p>Most- and Complete a learner record Some-and make independently And present their food as fine dining</p>	
19	<p>Beef</p> <p>Learners to make Bolognese sauce with spaghetti</p>	<ul style="list-style-type: none"> •To know how to follow a recipe. 		<ul style="list-style-type: none"> •Discuss various adaptations to this recipe. How many other dishes could we make with this one basic recipe 	<p>Chopping , mixing, shaping, simmering</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</p>	V A K
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
20	<p>Casserole.</p> <ul style="list-style-type: none"> • Learners to make beef casserole. • Cuts of meat work sheet • Learner records • Photographs 	<p>To know how to us a peeler safely.</p>		<ul style="list-style-type: none"> •Discussion •Cuts of meat/ cost/ what else could we use. • Slow cooking discussion on use of slow cooker 	<p>Peeling,slicing, chopping, searing, simmering, slow cooking</p> <p>All-make an edible food product and gain the above skills Most- and Complete a learner record</p>	V A K

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

	<ul style="list-style-type: none"> • Photographs 				And present their food as fine dining	
TERM 4						
Y10/11 home cooking skills BTEC						
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
23	Chicken pasta bake. <ul style="list-style-type: none"> • Learners to make from recipe following recipe themselves. • Ready-made vol-u-vents filled with chicken and mushroom sauce • Learner records • Photographs 	<ul style="list-style-type: none"> • To Know 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 Some- and make independently And present their food as fine dining	
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
24	Thai green Chicken Curry. <ul style="list-style-type: none"> • Chutney and pompadom tasting 	To be able to complete a sensory evaluation.	Teacher to give feedback on how each pupil is meeting the assessment	<ul style="list-style-type: none"> • What other Curries are there? • How do we know chicken is cooked? 	Cooking chicken safely, slicing, chopping, simmering	

	<ul style="list-style-type: none"> • Make Thai green curry • Pupils to taste and evaluate 		<p>criteria each lesson. This was the recipe chosen by my learner as her assignment.</p>	<ul style="list-style-type: none"> • Chicken w/sheets 	<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</p>	
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
25	<p>Chicken fajitas.</p> <ul style="list-style-type: none"> • Learners to make fajitas using griddle pan. Teacher demo of how to roll wraps • Make guacamole and salsa 	<ul style="list-style-type: none"> • To demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw poultry (if using), the hob and draining. 	<p>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.</p>	<ul style="list-style-type: none"> • Discussion. Hygiene eg raw meat and cooked meat , • nutritional value of chicken 	<p>Slicing, frying, grilling, rolling wraps</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</p>	

Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills</u> <u>gained</u>	Learning styles
26	Crumbles. <ul style="list-style-type: none"> •Learners to make a fruit crumble •Brulee •Design and cost 	To secure and demonstrate weighing and measuring, knife skills, creaming, folding, preparing baking tins and using the oven (baking) to prepare and cook a Dutch apple cake.	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. 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	
27	Fruit salad. <ul style="list-style-type: none"> • Plan the making using flowcharts • Make layered trifle with fresh fruit 	<ul style="list-style-type: none"> • To know how to use knife safely. 	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"> • Discussion on types of toppings. • Nutritional value of fruit. Nutrition of fruit worksheets 	Peeling, slicing, use gelatine 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	

Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
28	Baking sessions <ul style="list-style-type: none"> • Make brownies • Ice fairy cakes- make butter icing 	<ul style="list-style-type: none"> •To know how to make brownies using the melting method •know how to make butter icing 	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"> • Discussion: Explain different methods of baking. • Cake method worksheets 	Weighing measuring, melting chocolate. Following a recipe. Testing, baking, creaming Icing 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	
TERM 5 Y10/11 home cooking skills BTEC						
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria: Cooking Skills gained</u>	Learning styles
29	Cookies. <ul style="list-style-type: none"> • Shrewsbury biscuits 	<ul style="list-style-type: none"> •To be able to work hygienically to make 	Teacher to give feedback on how each pupil is meeting the		Weighing measuring,	

	<ul style="list-style-type: none"> Strawberry shortbread 	<p>biscuits using the creaming method</p> <ul style="list-style-type: none"> To be able to work hygienically to make biscuits using the 'rubbed in' method 	<p>assessment criteria each lesson. This was the recipe chosen by my learner as her assignment.</p>		<p>Following a recipe. Testing, baking. Cooling, 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</p>	
Lesson	Classroom Activity	Learning objective	Assessment criteria	Theory activity	<u>Success Criteria:</u> <u>Cooking Skills gained</u>	Learning styles
<u>30</u>	<ul style="list-style-type: none"> Fruit Cake 	<ul style="list-style-type: none"> To be able to bake line a cake tin 	Teacher to give feedback on how each pupil is meeting the		use a piping bag blend, bake and ice, line cake tins	

	<ul style="list-style-type: none"> royal icing and decorating. 		<p>assessment criteria each lesson. This was the recipe chosen by my learner as his/her assignment.</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</p>	
<p><u>Assignment</u></p> <p><u>Learner work</u></p>	<p>Assignment brief</p> <ul style="list-style-type: none"> Learner to choose recipe they are going to cook 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 	<p>Pupils to practice their chosen dishes until they have perfected 2-3 times</p> <p>Take off time table to cook final outcome</p>		<p>Explain how this final piece will be shared and passed on</p> <p>Explain how you have worked hygienically</p> <p>Photographic evidence</p>		

	ways they have passed on information about home cooking to others					
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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.