

YR7:MTP:T2:L1-7

Food Preparation and Nutrition - Medium-Term Plan- Term 2 of 3

Diet and Good Health

Rotational Groups 1-3 Term Repeat with seasonal variation

Year Group 7	Subject: Food Preparation and Nutrition
Prior learning-linked to National curriculum	<p>This topic will build on Year 7 students' limited prior knowledge from KS2 and the General Kitchen Skills topic from Term 1 by providing an enhanced understanding of food hygiene, safety practices, nutrition, and by applying this knowledge to cooking techniques. The main focus is retrieving the knowledge and skills so that it can be practically applied this term.</p> <p>The curriculum will also enable students to recall the basic cuts and preparation of ingredients, weigh and measure ingredients, and safely use cooking equipment. These skills will enable them to prepare and present foods safely and independently. The SoW are based on the KS3 Design and Technology: Cooking and Nutrition curriculum (England 2014), providing a solid foundation for students to continue their learning in this subject.</p>
Common misconceptions	<p>Identifying Key Components of a Healthy Diet:</p> <ul style="list-style-type: none"><li>• Thinking that a single food or nutrient can provide all the necessary components of a healthy diet.</li><li>• Assuming that all vegetables and fruits are healthy.</li></ul> <p>Improving the Nutritional Value of Apple Crumble:</p> <ul style="list-style-type: none"><li>• Believing that sugar is an essential ingredient in all sweet foods and cannot be substituted.</li><li>• Thinking that all fruits are created equal in terms of nutritional value.</li></ul> <p>Producing a Savoury Dish that Replicates the Eatwell Guide:</p> <ul style="list-style-type: none"><li>• Thinking that healthy foods must be boring or unappetizing.</li></ul>

	<ul style="list-style-type: none"> <li>Assuming that healthy eating means eliminating entire food groups.</li> </ul> <p>Producing a Dish that Uses Two Sections of the Eatwell Guide:</p> <ul style="list-style-type: none"> <li>Believing that all carbohydrates are unhealthy and should be avoided.</li> <li>Assuming that all healthy food must be expensive and difficult to prepare.</li> </ul>
<b>Rationale</b>	<p>This practical course aims to develop students' food preparation and nutrition skills, with a focus on maintaining a healthy and balanced diet through The Eatwell Guide. Students will learn to identify key components of a healthy diet, nutrients in food groups, and food preservation techniques. They will also develop sensory analysis skills and descriptive vocabulary and learn about food hygiene and safety. These basic skills will be developed in Year 8 through the 'Science of Cooking' topic, where students will retrieve and master a few methods of cooking with basic ingredients before introducing new, more complex techniques and providing more autonomy. Overall, this course will enable students to make informed decisions about their food choices and maintain a healthy and balanced diet throughout their lives.</p>
<b>Vocabulary:</b>	<p><b>Keywords:</b>  Eatwell Guide, Nutrition, Healthy Diet, Carbohydrate, Protein, Fat, Vitamins; Minerals; Enzymic Browning, Rubbing in method, Sustainable, Fish Classification, Savoury</p>
<b>Cultural Capital:</b>	<p>There are a number of potential external and visiting opportunities for students to learn more about food and the career opportunities these include: Visit from the Vegan Society, visit to local market and to local fish mongers.</p>
<b>Key assessments- name the assessments</b>	<p><b>Assessment 1 - FPN: Preparation and Serving of a Healthy Dish:</b> Practical assessment  <b>Assessment 2 - FPN: Diet and Good Health:</b> Written Google Forms</p>
<b>What do children know/ can do now (EDSM)</b>	<ul style="list-style-type: none"> <li>Identify the key components of a healthy diet, including the key nutrients provided by The Eatwell Guide food groups</li> <li>Improve the nutritional value of dishes and investigate the effects of enzymic browning</li> <li>Demonstrate an understanding of the Eatwell Guide and produce savoury dishes that replicate its principles</li> <li>Acquire and demonstrate cooking skills and techniques, such as weighing, measuring, grating, knife skills, and baking, while producing dishes that use two sections of the Eatwell Guide</li> </ul>

	<ul style="list-style-type: none"> <li>• Learn about fish, fishing, and fish fingers, and produce protein-rich food snack items rich in vitamins and minerals, while focusing on the principles of food hygiene and safety</li> <li>• Develop sensory analysis skills and perform detailed evaluations of food products, while creating star charts and defining senses</li> <li>• State the hazards and prevention methods of working in a kitchen, and be able to select and use the correct equipment for a given task, demonstrate safe and precise knife skills, and ensure safe and hygienic preparation, storage, and presentation of foods from different parts of the Eatwell Guide</li> <li>• Progress from describing what makes a healthy diet</li> <li>• Explain the balance of good health and refer to the Eatwell Guide</li> <li>• Explain the different sections of the Eatwell Guide</li> <li>• Explain why a balanced diet is necessary for good health.</li> </ul>
What <b>amendments</b> are you going to make following evaluation of this module?	Student Voice: Google Forms data collection of challenge, delivery, engagement, subject content and feedback. This could be adapted in response to formative and summative assessment data to introduce complex concepts earlier, in case they are poorly understood later in the curriculum.

Term 2	Lesson objective	Differentiation	Homework
1	<p>Discuss what makes a healthy diet?</p> <p>LO: To understand the term 'healthy diet' and to identify the key components of the Eatwell Guide.</p> <p>To name the key nutrients provided by The Eatwell Guide food groups.</p>	<p>Retrieval: Why should we eat a range of different foods?</p> <p>SEND: ability to identify foods from different groups using sorting cards</p> <p>Challenge: Be able to explain the nutrients provided by each section of the eatwell</p>	<p>Google Classroom: EWG Video</p>

	Food Practical: N/A	<p>guide and identify primary sources of that nutrient.</p> <p>Hinge Questions: Why do apples go brown?</p>	
2	<p>LO: To improve the nutritional value of an apple crumble. To investigate the effects of enzymic browning.</p> <p>Food Practical: Low Sugar Apple Crumble</p>	<p>Retrieval: Which two sections of the eatwell guide should we base our diet on?</p> <p>SEND: through practical experiment show how browning of apples occur through visual means</p> <p>Challenge: be able to explain how the process of enzymic browning can be prevented using different mediums.</p> <p>Hinge Questions: What sections of the Eatwell guide should the majority of our food come from?</p>	
3	LO: To investigate what Vitamins and Minerals are and what they do in the body.	<p>Retrieval: How could you encourage a Year 6 student to eat more fruits and vegetables, give an example of your idea.</p> <p>SEND: ability to identify from pictures of food those that contain vitamins and minerals.</p> <p>Challenge: Explain what the function of micronutrients do in the diet and why they are important.</p>	

4	<p>LO: To demonstrate an understanding of the eatwell guide and the need for a balanced diet</p> <p>To produce a savoury dish that replicates the eatwell guide to encourage more people to have a balanced diet</p> <p>To describe the principles of The Eatwell Guide and relate this to their own product.</p> <p>Food Practical: Eatwell Guide Frittata</p>	<p>Hinge question: Definition of a frittata and picture of one are on slide. Students have to identify the food item from the description and picture.</p> <p>What is the government's guide to eating fresh fruit and vegetables?</p> <p><b>Assessment 1 - FPN: Preparation and Serving of a Healthy Dish: Practical assessment</b></p> <p>SEND: Use of ingredient selection sheets, copies of eatwell guide students to select appropriate items for a product.</p> <p>Challenge: To be able to identify each section of the Eatwell guide and use ingredients from each section to produce a healthy balanced product</p> <p>Hinge Questions: Why do eggs go solid when they are cooked?</p>	
---	---	---	--

<p>5</p>	<p>LO: To produce a dish that uses two of the sections of the eatwell guide.</p> <p>To acquire and demonstrate weighing and measuring skills, knife skills, use of the grill and hob</p> <p>Food Practical: Spicy Chickpeas on toast served with a fried egg.</p>	<p>Retrieval: Why do we need to eat protein foods? Name a protein from an animal and a plant source?</p> <p>SEND: Use of Now and Next cards, paired work. Presenting a dish independently made.</p> <p>Challenge: To be able to explain the importance of proteins in the diet and non animal sources of protein.</p> <p>Hinge Questions: What is the recommended amount of fish should we be consuming a week and what is considered a portion?</p>	<p>Written Google Forms Assessment</p>
<p>6</p>	<p>LO: To learn about fish, fishing and fish fingers. Produce a food snack item rich in Protein, vitamins and minerals.</p> <p>To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, grating, rubbing-in (personal hygiene) and the oven.</p> <p>Food Practical: Fish Finger Wraps</p>	<p>Retrieval: What is the name of this section of the EATWELL GUIDE?</p> <p>Name 3 non meat sources of protein.....</p> <p>SEND: Follow practical picture method, create a healthy snack, coordination of different elements of making.</p> <p>Challenge: Be able to explain the benefits and types of fish we should aim to eat as part of a balanced diet.</p> <p>Hinge Questions: What section of the Eatwell guide should form the smallest</p>	

		part of our diet?	
7	<p>LO: To learn how to complete a detailed evaluation of a food product.</p> <p>To define the senses, how they are used in tasting food and drink and develop descriptive vocabulary.</p> <p>Sensory analysis and creation of a star chart.</p> <p>Food Practical: N/A</p>	<p><b>Assessment 2 - FPN: Diet and Good Health:</b></p> <p>Retrieval: What is the classification of fish? (there are 5) Give an example from each section (5 needed)</p> <p>SEND: Word frames, examples and verbal feedback and discussion in using key words in written/verbal responses.</p> <p>Challenge: To be able to identify strengths and weaknesses in a product through the use of sensory analysis</p> <p>Hinge Questions: Which of these words are subjective and not suitable for describing foods?</p>	
7	<p><u>SEASONAL: Depending on Time table</u> LO: Demonstrate decorative techniques for the mince pie practical. Be able to explain the history of mince pies.</p> <p>To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, grating, rubbing-in (personal hygiene) and the oven.</p> <p>Food Practical: Mince pies, fruit tarts</p>	<p>Retrieval: What can stop the browning of fruit and vegetables</p> <p>SEND: (pre made pastry), rolling guides, step by step instructions, team work</p> <p>Challenge: Demonstrate a range of different pastry techniques for topping a fruit pie</p> <p>Hinge Questions: What is a vitamin? Which method of cooking can destroy</p>	

		vitamins in a food?	
--	--	---------------------	--