

YR8:MTP:T3:L1-7

Food Preparation and Nutrition - Medium Term Plan - Term 3

Topic: Diet and Good Health

Year Group 8	Subject: Food Preparation and Nutrition
Prior learning-linked to National curriculum	Students have gained knowledge and experience the different cooking methods and the effects of cooking different ingredients and how that affects the nutritional and sensory properties of food. Students have been able to produce healthy well balanced meals using non meat sources of protein and able to make sauces that can be used in the creation of a wide variety of different dishes, so as to improve their repertoire.
Rationale	Students will apply their current and learnt knowledge to understand how to vary ingredients to improve the nutritional content of a particular dish. This will enable them to make more informed choices when purchasing and creating food products. This will be supported by the use of a Nutritional data analysis tool. Students will learn how to vary a recipe and make it healthier without compromising on taste, texture or appearance. They will be able to apply their knowledge to everyday shop bought items and identify the ingredients that need to be reduced in quantity as well as be able to replace them.
Misconceptions	Take away food is healthy and nutritious compared to homemade versions That a recipe is a fixed entity and modifications and adaptations can not be made.
Vocabulary:	Keywords: Eatwell Guide, Healthy Diet, Vitamins, Minerals, Healthy Eating, Nutrition Guidelines, Daily recommended Amounts
Cultural Capital:	There are a number of potential external and visiting opportunities for students to learn more about food and the career opportunities these include: Able to analyse food items from everyday purchases to support healthier life style and better food choices, be able to creat own homemade dishes avoiding the consumption of highly processed foods
Key assessments-name the assessments	Assessment 1 - FPN: Cooking Techniques Theory: Google Classroom Assessment 2 - FPN: Diet and Good Health:Cook and Present Pizza

<p>What do children know/ can do now (EDSM)</p>	<p>Be able to state become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p><i>Emerging- To name the main Macronutrients we should avoid consuming in large amounts</i> <i>Developing - To describe how foods can be replaced with better ingredients, reducing the amount of fats sugars and salts we consume</i> <i>Secure - To be able to explain replacement ingredients can improve the nutritional content of a food item and the reasons why this is necessary</i> <i>Mastered To explain the different methods of replacing ingredients so as not to alter the taste, texture and appearance of a shop bought item and suggest ways in which the nutritional value of a food item can be improved.</i></p>
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Term 3	Lesson objective	Differentiation	Homework
1	<p>LO: To understand the term 'healthy diet and to identify the key components of the Eatwell Guide</p>	<p>Retrieval:What is the name of the diagram? What does it represent?</p> <p>SEND: Identify the different sections of the eatwell guide and name foods within that section.</p> <p>Challenge: Explain why the nutrients in each of the sections are needed in the diet</p> <p>Hinge Questions: What nutrients are found in Soda bread?</p> <p>Why is it important to eat vegetables in</p>	

		our diet?	
2	LO: To understand how to apply the “5 portions” a day” principle of fruit and vegetables to everyday meals	<p>Retrieval:</p> <p>SEND: <i>Identify the ingredients used to make a ‘base’ for the soup. Name the sections of the Eatwell Guide they belong to.</i></p> <p>Practical activity to observe the effects different cooking methods have on food. Use of sorting cards to match correct term with cooking method</p> <p>Challenge: <i>Explain what nutrients are found in each in the ‘base’ ingredients and justify why these are needed in our diet</i></p> <p>How do different cooking methods change the sensory properties of foods. Explain why not all cooking methods are suitable for all foods.</p> <p>Hinge Questions: What is a ready meal? List 1-3 advantages and disadvantages of these meals.</p>	
3	LO: To learn how to adapt and modify a product to improve its nutritional value.	<p>Retrieval: Why is a soup considered to be a nutritious meal? If you included bread as well, what nutrients are you including? How could you increase the protein content?</p>	

		<p>SEND: :List some of the information found on a nutritional label</p> <p>Challenge:Compare the nutritional information of the two labels and provide suitable feedback. Which one is better and why?</p> <p>Hinge Question: What can you do to make food more appealing for small children?</p>	
4	<p>LO: To create a child friendly pizza that meets the daily recommended dietary values.</p>	<p>Assessment 1 - FPN: Cooking Techniques Theory: Google Classroom</p> <p>Retrieval: How does a food label affect food choices? Write down three facts about the label.</p> <p>SEND: Create an appealing pizza for a small child encouraging the consumption of more vegetables.</p> <p>Challenge: Comment on the additional ingredients and nutritional benefits of a homemade pizza versus a shop brought one.</p> <p>Hinge Question: What nutrients do children need and why? What foods are these nutrients found in?</p>	

5	<p>LO: Produce a food label for your homemade pizza and compare against the DRV nutrient intake.</p>	<p>Assessment 2 - FPN: Diet and Good Health: Cook and Present Pizza</p> <p>Retrieval: What do DRV stand for, what do they represent?</p> <p>SEND: Create a nutritional label and comment on the nutritional results.</p> <p>Challenge: Analyse the nutritional data from the homemade pizza and give suggestions (if any) of how this can be made more suitable for the DRV</p> <p>Hinge Questions: What are the sections of the Eatwell Guide that we should reduce? Give examples of the types of foods in these groups.</p>	
6	<p>LO: To create a reduced sugar high fibre muffin that meets the daily recommended values.</p>	<p>Retrieval: Pictures of foods that contain fibre, why do we need this nutrient?</p> <p>SEND: Produce a low sugar muffin and increase the fibre content without affecting the flavour or texture.</p> <p>Challenge: Suggest other combinations of flavours for a low sugar muffin and explain why these follow the government's healthy eating recommendations on fibre.</p> <p>Hinge Questions: Vitamins and minerals are examples of micro nutrients. Name some products from the Eatwell Guide where these are found.</p>	

7	LO: To complete a review of learning and complete student voice	All students to access Google Classroom and complete the onliner department evaluation and student voice	