

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject: DT – Cooking and Nutrition: Developing a recipe.**

**Year: 5**

NC/PoS:

- Design purposeful, functional, appealing products for themselves & other users based on design criteria.
- Generate, develop, model & communicate their ideas through talking, drawing, templates, mock- ups &, where appropriate, information & communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining & finishing).
- Explore & evaluate a range of existing products.
- Evaluate their ideas & products against design criteria.

Prior Learning (what pupils already know and can do)

- Understand that seasonal fruits and vegetables grow in a given season and that eating them in season positively affects the environment.
- Identify which foods grow in which season and find recipes that contain seasonal foods.
- Know that importing food impacts the environment
- Identify the equipment used to prepare food and explain why food needs to be prepared safely.
- Describe the taste of various fruits and vegetables and identify flavours.
- Design a seasonal dish and describe the ingredients' nutritional benefits.
- Evaluate the dishes and give and receive feedback to identify strengths

End points (what pupils MUST know and remember)

- Describe the process of beef production.
- Research a traditional recipe and make changes to it.
- Add nutritional value to a recipe by selecting ingredients.
- Prepare and cook a version of bolognese sauce.

### Key Vocabulary

abattoir, adaptation, balanced, beef, brand, cook, cross-contamination, cut, cook, design, enhance, equipment, evaluate, farm, grate, hygiene, ingredients, label, measure, nutrient, nutrition, nutritional value, preference, press, process, recipe, safety, theme.

**\*\*\*\* Lessons 4 and 6 will require an additional adult to support the activities.**

**\*\*\*\* Lesson 6 will take longer than an hour.**

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Session 1: From farm to fork.

To understand how ingredients are reared and processed.

Use BBC link <https://video.link/w/52be up to 3.51> to introduce & discuss the meal spaghetti bolognese, discuss & list ingredients used.

Watch <https://video.link/w/22be> which details the journey of beef from farm to fork & discuss. Children to then create an informative poster about how beef gets from the farm to the supermarket. Create a set of design criteria to be followed eg:

- Have a clear title.
- Include facts about beef production.
- Include illustrations to explain clearly.
- Show the journey of beef from the farm to the supermarket.

Vocab: abattoir, beef, farm, ingredients, process.

Session 2: Different choices.

To make adaptations to design a recipe.

**\*\*\* Need 2 different (jarred) bolognese sauces for children to taste & adult support to heat the sauces. \*\*\***

Show children the two sauces in their jars & vote on which one they would choose based solely on the packaging. Children to taste the heated sauces & decide which they prefer based on flavour & texture.

Use I pads to search different bolognese recipes (vegetarian, unusual, alternative, different) to record & compare the ingredients. Use Presentation: Modifying ingredients & explain how they will use a simple bolognese recipe & change the ingredients to enhance it. Use recipe template to make three to five adaptations to the ingredients.

Vocab: adaptation, enhance, ingredients, preference.

Session 3: Nutritional value.

To evaluate nutritional content.

**\*\*\*\* Download recipe & nutritional value calculator from Kapow to I pads or do as whole class using whiteboard. \*\*\*\***

Use Presentations to introduce the nutritional values labels & discuss what each column shows & point out that the nutritional values change when the ingredient amounts change. Children to work in groups to discuss which recipe from previous session provides the best nutritional value & decide which ingredient list they will use.

Vocab: adaptation, evaluate, justify, nutrient, nutritional value.

Session 4: Preparing ingredients.

To practise food preparation skills.

**\*\*\*\* Class split into two; 1 half to prepare & cook the food. The other half stays in the classroom to learn how to avoid cross-contamination when preparing food then swap. \*\*\*\***

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Discuss how to prepare for bolognese then watch Pupil Video : Bolognese preparation skills & focus on key skills used. Divide class into half as above to complete two separate tasks.

Vocab: cook, cut, cross-contamination, equipment, grate, hygiene, measure, press, safety.

Session 5: Designing labels.

To design a product label.

Explain to children how they will make a label that wraps around a jar & that they need to measure the jar accurately to ensure the label fits. Explain that they need two dimensions for the label: the length and width. Give children a piece of string to try to measure around a jar then use ruler to measure the string.

Use Presentation: Design challenge to detail design criteria for children to follow when designing their label.

Vocab: brand, theme, design, label.

Session 6: Making bolognese.

To follow & make an adapted recipe.

**\*\*\*\* Need lots of ingredients as per recipes for this lesson & jars / tubs to take sauce home! \*\*\*\***

Children to be split in half; 1 half to cook the bolognese & the other half to create a recipe video on how to make the bolognese. Children to work in small groups to write a script for their video (using template).

Vocab: balanced, cross-contamination, ingredients, measure, nutrition, recipe.

Future learning this content supports: