

KS3 Food Long Term Plan

2014/2015 Eating Well		
Autumn	Spring	Summer
<p>Fuelling up</p> <ul style="list-style-type: none"> Starting the day with breakfast Eatwell plate activities – food groups Focus on energy and fuel foods – breaking the day’s fast Tasting and testing commercial breakfast foods Making breakfast foods for selves and others, egs. cooking eggs, omelettes with a variety of fillings, fruit and savoury pancakes, snacks on toast, toasties, fruity cereals, fruit salads Fruity breakfasts – different ways of getting off to a good start with 5 a Day Get juicing - dairy and fruit based smoothies Establishing safe and hygienic working practice and procedures Safe storage of food Planning and sequencing Understanding tools and equipment Where does our food come from – origins of foods from animal and vegetable sources 	<p>Snack Attack</p> <ul style="list-style-type: none"> Healthy snacking throughout the day – fruit and vegetable snacks, bread-based snacks, spreads and dips eg hummous, toasted sandwiches, salads The nutritional value of healthy snacking Evaluating the snack market – crisps and confectionary Eatwell plate model – analysing composite dishes Focus on meat, fish, beans and other non-dairy sources of protein – different ways of incorporating them into snacks Making hand-held snacks and lunch-box items, eggs wraps, filled pittas, pizzas, samosas, spring rolls, wraps, cereal bars Making a range of sausages and burgers from scratch Snacking on salads Safety and hygiene 	<p>Take 5</p> <ul style="list-style-type: none"> Importance of fruits and vegetables Making a range of different soups using vegetables, pulses and wholegrains Take 5 ingredients (Ready Steady Cook style) including veg, pulses and/or wholegrain and combine into a soup – evaluate ideas Make a suitable bread or pizza bread to accompany your soup Eatwell plate activities – a question of balance Use of tools and equipment Combining ingredients creatively into successful soups Considering presentation, garnishing and what could be served with soup to make a balanced meal or snack eg bread, sandwich, salads Sensory evaluation Develop safe working practice and storage of foods
<p>Cooking skills: weighing & measuring; knife skills; using oven, grill & hob; preparation skills eg peeling, chopping, grating; using basic tools and equipment</p>	<p>Cooking skills: weighing & measuring; knife skills; using oven, grill & hob; preparation skills eg peeling, chopping, grating; using basic tools and equipment</p>	<p>Cooking skills: Knife skills, safe working practice, Chopping, peeling, slicing skills, sautéing, simmering</p>
<p>Discussing issues: who has what for breakfast; Energy in/out concept; healthy start to the day; the Eatwell plate</p>	<p>Discussing issues: Energy in/out concept; healthy snacking during the day; the Eatwell plate, safety and hygiene</p>	<p>Discussing issues: how to Get (at least) 5 a day; the Eatwell plate, seasonality, recognising value for money</p>
<p>Designing sub-skills: planning, evaluating</p>	<p>Designing sub-skills: exploring, planning, evaluating</p>	<p>Designing sub-skills: exploring, generating, developing</p>
<p>Design and make a sweet or savoury breakfast muffin</p>	<p>Design and make a happy burger meal</p>	<p>Design and make a soup and bread meal-deal for the school canteen</p>
<p>I</p> <ul style="list-style-type: none"> Using electronically controlled equipment eg scales, cooker controls <p>C</p> <ul style="list-style-type: none"> Planning using flow charts 	<ul style="list-style-type: none"> Using Internet and for research Sensory evaluation – star profiles 	<ul style="list-style-type: none"> Using Internet for recipe databases Nutritional analysis

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2015/2016 Foods are us		
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<p>Make it! Bake it!</p> <ul style="list-style-type: none"> Finding out about the market locally for baked goods When are they eaten – what occasions? Finding out about baked goods in different cultures Baked goods, egs. sweet and savoury crumbles and scones Properties of materials, egs. structure, shape, flavour, colour Role of fat, flour and raising agents in baking Tasting, testing and trialling Developing safe working practice Industrial production practices - the biscuit and bread markets The role of fats and sugars in our diet Comparing commercial and home-made products 	<p>Meal deal</p> <ul style="list-style-type: none"> Balancing foods from different groups into main meals Eatwell plate model Meat, fish, eggs, beans (protein sources) Using sauces in dishes Rice & Pasta meals Nutritional analysis Safety and hygiene, risk assessment Ideas for improving school meals Working within nutritional standards for schools meals Evaluating popular take-aways for nutrition and value for money, egs. Indian, Pizza, Burgers, Chinese, Fish 'n' chips Developing designing skills – how new products are developed 	<p>Best of British</p> <ul style="list-style-type: none"> Becoming aware of where our food comes from and its cost, value for money, wise food shopping Looking at traditional and emerging British dishes and what makes them British Fusion foods– where the influences come from Developing and trialling ideas using locally available produce - who grows what, where and when Foods in season – making the most of seasonally available fruits and vegetables including organics Who produces our food? Exploring issues of fair trade through case studies and product evaluation Researching regional dishes as a starting point for developing ideas
<p>Cooking skills – rubbing in, mixing, baking, weighing, measuring</p>	<p>Cooking skills: boiling, sautéing, baking, sauce making</p>	<p>Cooking skills – mixing, weighing, measuring, sautéing, baking, use of hob, grill and oven, shaping and forming</p>
<p>Discussing issues: who are the local producers of our food?</p>	<p>Discussing issues: how can healthier eating in school be encourage?</p>	<p>Discussing issues: where and how is our food produced? do food miles matter? What are the issues re organics? Who cares about fair trade? How can awareness be raised?</p>
<p>Designing sub-skills: generating, planning, evaluating</p>	<p>Designing sub-skills: developing, planning, generating</p>	<p>Designing sub-skills: developing, planning, evaluating</p>
<p>Design and make a Four Seasons Scone</p>	<p>Design and make cool and cultured school meals reflecting the dietary preferences in your school</p>	<p>Design and make a dish from a particular culture and show how it could be developed and made using locally sourced produce</p>
<p>I</p> <ul style="list-style-type: none"> Using Internet and for research <p>C</p> <ul style="list-style-type: none"> Packaging and labelling <p>T</p>	<ul style="list-style-type: none"> Planning for production Sensory evaluation – star profiles Spreadsheets for costing 	<ul style="list-style-type: none"> Nutritional analysis Using Internet and for research ICT for presentation, eg PowerPoint,

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2016/2017 All about meals

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<p>Pie in the sky</p> <ul style="list-style-type: none"> • Learning shortcrust pastry-making skills • Making use of ready-made filo and flaky pastry • Role of fat and flour in baking • Pasties – filling variations • Sweet and savoury pies, quiches and flans for sharing occasions • Modifying and developing ideas from existing recipes • Evaluating with consumers • Wise food shopping 	<p>In a stew</p> <ul style="list-style-type: none"> • Investigating chilled foods eggs potato topped pies, stews and casseroles – different cultural variations and influences • Incorporating vegetables – peeling, chopping, cutting • Quality and consistency • Risk assessment • Safety and hygiene • Sensory evaluation – attribute analysis • Industrial production practices – chilling • Understanding food labels • Eatwell plate – combining food groups 	<p>The great pudding revival</p> <ul style="list-style-type: none"> • Development of ideas around traditional pudding recipes eggs Bread & Butter, Sticky Toffee, Pineapple Upside Down and Sponge puddings, Bakewell Tart • Incorporating fruit into puddings • Custard Sauce- different ways of making • Working in production teams to produce mini-puddings • Production planning and risk assessment • Packaging and labelling – consumer awareness and wise food shopping
<p>Cooking skills – rubbing in, mixing, weighing, measuring, forming, baking, peeling, chopping, slicing</p>	<p>Cooking skills: baking, boiling, sautéing, sauce making, preparing vegetables</p>	<p>Cooking skills: mixing, baking, steaming, creaming, pastry-making, sauce-making</p>
<p>Discussing issues: the role of fats in the diet 'good' and 'bad' fats</p>	<p>Discussing issues: new product development – is it meeting consumer needs?</p>	<p>Discussing issues: What's on the label and is it helpful?</p>
<p>Designing sub-skills: developing, planning, evaluating</p>	<p>Designing sub-skills: exploring, developing, planning</p>	<p>Designing sub-skills: planning, generating, developing, evaluating</p>
<p>Design and make a pasty for a particular occasion or user and based on the traditions of one or more cultures</p>	<p>Design and make a Fusion Stew drawing on different cultural influences</p>	<p>Design and make a pudding by morphing different traditional pudding ideas together</p>
<p>I</p> <ul style="list-style-type: none"> • Modelling - nutritional analysis <p>C</p> <ul style="list-style-type: none"> • Using Internet for research <p>T</p> <ul style="list-style-type: none"> • Planning using flow charts 	<ul style="list-style-type: none"> • Packaging and labelling • Sensory evaluation – star profiles using Excel 	<ul style="list-style-type: none"> • Modelling to develop ideas • Planning for manufacture • Using Internet for research