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| **YEAR 7 2023-2024 Autumn TERM**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Introduction to food, the Eatwell Guide,**  **fruit & vegetables** | |
| **Curriculum Intent** | **Pupils will be taught, following National Curriculum guidelines, the following this term:**   * Know the layout of the food room * Know the safety and hygiene rules for working with food in the school kitchen * Understand the Eatwell Guide and the advice it provides us with * Know where fruit and vegetables come from * Be able to classify fruit and vegetables * Understand the importance of eating fruit and vegetables for a healthy diet * Know how fruit and vegetables can be used in recipes * Be able to use sensory descriptors when tasting ingredients   Skills during practical work:   * Be able to work safely and hygienically * Be able to use equipment correctly * Be able to use the bridge and claw methods for chopping and slicing * Be able to measure using household measures * Be able to roll pastry * Be able to use the oven |
| **Skills/National Curriculum Links** |
| **Cross Curricular Links** | **SMSC:** Help others during practical work, share equipment and work cooperatively in unit areas  **PSHE/British Values:**  Origins of foods, in season foods, consideration of food miles  **Numeracy:** weighing & measuring using household measures, portion control, oven temperatures  **Skills Builder:** weighing and measuring, use of domestic appliances, evaluation |
| **Numeracy** | Using household measures and measuring jugs, using oC on oven, timing of cooking |
| **Literacy** | **Vocabulary Tier 2:** ingredients, equipment, describing adjectives for fruit tasting, for example colours  **Vocabulary Tier 3:** types of fruit: soft, tropical, tree, citrus, taste, texture, appearance  **Reading:** Reading to find information from resource sheets & PowerPoints, reading methods for practicals  **Writing:** Answering questions, writing evaluations and justifying practical choices  **Oracy:** Answering questions, group discussions, evaluating their dishes at the end of practical lessons |
| **Becoming future ready** | **Personal Skills:** attention to hygiene, use of equipment, following instructions, knowing what is needed for a healthy diet, be able to produce simple, healthy dishes, be able to organise work and clear away  **Careers/Employability:** food preparation roles |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product:** fruit salad, cous cous salad and Mediterranean tart will vary in outcome, such as accuracy of cutting and finish on pastry  **By resource:**  word banks provided for literacy support, tasting activities, stretch and challenge activities provided  **By Intervention**: by providing different levels of supervision and support, particularly during practical lessons  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue.  **By Grouping:** according to prior attainment, gender, social preference, preferred learning style.  **By Task:**Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  **By Offering Optional Activities:** In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** | To be able to:   * Describe the sections on the eatwell guide * Work safely and hygienically in the kitchen] * Follow instructions * Follow recipes * Describe the sensory characteristics of fruit when tasting * Use a knife safely * Use the bridge and claw methods * Dice, and slice * Measure using household measures * Roll pastry * Arrange toppings on a tart * Wash up and clear away   Red denotes interleaving; aspects of knowledge covered previously. |
| **Learning Outcomes (Core Knowledge)** |
| **Current learning to be developed in the future within:** | Pupils will use current knowledge of the Eatwell Guide in the next term when they look at the next two sections – starchy foods and dairy foods  They will build on practical skills. |
| **Assessment** | Refer to assessment maps for formative and summative assessment opportunities. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |

