YEAR 7 2023-2024 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Starchy foods and Fats and oils

Curriculum Intent	**In addition to working further on objectives from Autumn Term, pupils will be taught, following National Curriculum guidelines, the following this term:**
Skills/National Curriculum Links	• develop basic food preparation skills to make a range of simple dishes based on starchy foods • build knowledge and understanding on starchy foods, their origins and how they can be used, including the process of turning wheat into flour • evaluate and test processed products and use sensory descriptors • know the benefits of starchy and dairy foods in the diet • be able to suggest changes/adaptations to the products made • know the recommendations of the Eatwell Guide in relation to starchy foods • understand the advantages and disadvantages of convenience foods • build knowledge and understanding on fats and oils, their origins and how they can be used, including the process producing spreads • understand the need to reduce fats in the diet and the reasons and how to do this • evaluate and test processed products and use sensory descriptors • know the recommendations of the Eatwell Guide in relation to protein foods and fats and oils Skills during practical work: • weighing & measuring using household measures • use of cereal and other starchy food ingredients • use of dairy including setting mixtures • use the rubbing in method • be able to slice thinly and evenly and use the bridge and claw techniques • make a set mixture using coagulation • be competent in using the oven and hob safely • mixing, forming a dough by adding liquid to the correct consistency
Cross Curricular Links	**SMSC:** Working cooperatively in teams/unit areas, helping peers and adults, leaving the area ready for others to show consideration for others and a sense of fairness. Consider the living conditions of milk producing animals on farms. Consider the working conditions of farmers producing starchy foods, especially in other countries, for example rice farming. Compare the work carried out with the cost of the products in our supermarkets. **PSHE/British Values:** Healthy eating and staying well, taking personal responsibility for diet **Literacy:** key terms relating to starchy foods and the practicals for the unit **Skills Builder:** knife skills, teamwork, cooperation, use of equipment
Numeracy	Weighing and measuring using household measures, controlling hobs using numbers, understand the concept of the 'portions' of the Eatwell Guide and what this means as a percentage of the diet
Literacy	**Vocabulary Tier 2**: ingredients, equipment, describing adjectives, **Vocabulary Tier 3:** starch, sugars, carbohydrate, energy, alternatives, intensive farming, free range **Reading:** Reading to find information from resource sheets & PowerPoints, reading instructions **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:** practical skills – creative and technical, knowledge and understanding of creating healthy meals, use of equipment **Careers/Employability:** food preparation roles
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	**By product:** Learners will achieve varying levels of quality and finish in their products, depending practical ability **By resource:** Workbooklets contain stretch and challenge tasks, there are tasting word banks an support provided by literacy booklets **By Intervention**: by providing different levels of supervision and support **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.
Implementation Curriculum Delivery **Learning Outcomes (Core Knowledge)**	To be able to: • Explain the guidance of the Eatwell Guide • Identify the foods classed as starchy carbohydrates • Describe the healthy eating guidelines for starchy foods and fats and oils • Explain the process of turning wheat into flour • Explain the origins of starchy foods – potatoes, wheat, rice, flour, Cous cous (how grown, where from, how processed?) • Discuss the advantages and disadvantages of convenience foods • Work in an increasingly organised manner in practical work • Use oven and hob safely and accurately • Display increasingly advanced knife skills • Follow recipes independently • Resolve problems with recipes, for example consistency Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	Protein foods unit: • Know which foods are classified as protein foods • Recap Eatwell Guide and relate to protein • Understand healthy eating guidelines in relation to protein foods • Be able to prepare a range of dairy and protein dishes safely
Assessment	Formative assessment is carried out by assessing both practical work and the written work booklet. Summative assessment is carried out in a key assessment (theory) and a practical assessment, both of which are in the work booklet.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.