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:**
Skills/National Curriculum Links	• 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
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 ^{o}C 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:
QFT/SEND Provision	**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.
Implementation Curriculum Delivery	To be able to: • Describe the sections on the eatwell guide • Work safely and hygienically in the kitchen]

Learning Outcomes (Core Knowledge)	• 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.
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.