



# YEAR 7Autumn TERM

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Introduction to food, the Eatwell Guide, fruit & vegetables

<b>Curriculum Intent</b>	Pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/National Curriculum Links</b>	<ul style="list-style-type: none"> <li>• Know the layout of the food room</li> <li>• Know the safety and hygiene rules for working with food in the school kitchen</li> <li>• Understand the Eatwell Guide and the advice it provides us with</li> <li>• Know where fruit and vegetables come from</li> <li>• Be able to classify fruit and vegetables</li> <li>• Understand the importance of eating fruit and vegetables for a healthy diet</li> <li>• Know how fruit and vegetables can be used in recipes</li> <li>• Be able to use sensory descriptors when tasting ingredients</li> </ul> <p>Skills during practical work:</p> <ul style="list-style-type: none"> <li>• Be able to work safely and hygienically</li> <li>• Be able to use equipment correctly</li> <li>• Be able to use the bridge and claw methods for chopping and slicing</li> <li>• Be able to measure using household measures</li> <li>• Be able to roll pastry</li> <li>• Be able to use the oven</li> </ul>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> Help others during practical work, share equipment and work cooperatively in unit areas</p> <p><b>PSHE/British Values:</b> Origins of foods, in season foods, consideration of food miles</p> <p><b>Numeracy:</b> weighing &amp; measuring using household measures, portion control, oven temperatures</p> <p><b>Skills Builder:</b> weighing and measuring, use of domestic appliances, evaluation</p>
<b>Numeracy</b>	Using household measures and measuring jugs, using °C on oven, timing of cooking
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> ingredients, equipment, describing adjectives for fruit tasting, for example colours</p> <p><b>Vocabulary Tier 3:</b> types of fruit: soft, tropical, tree, citrus, taste, texture, appearance</p> <p><b>Reading:</b> Reading to find information from resource sheets &amp; PowerPoints, reading methods for practicals</p> <p><b>Writing:</b> Answering questions, writing evaluations and justifying practical choices</p> <p><b>Oracy:</b> Answering questions, group discussions, evaluating their dishes at the end of practical lessons</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> 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</p> <p><b>Careers/Employability:</b> food preparation roles</p>
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> fruit salad, cous cous salad and Mediterranean tart will vary in outcome, such as accuracy of cutting and finish on pastry</p> <p><b>By resource:</b> word banks provided for literacy support, tasting activities, stretch and challenge activities provided</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, particularly during practical lessons</p> <p><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Describe the sections on the eatwell guide</li> <li>• Work safely and hygienically in the kitchen]</li> </ul>

<b>Learning Outcomes (Core Knowledge)</b>	<ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Follow recipes</li> <li>• Describe the sensory characteristics of fruit when tasting</li> <li>• Use a knife safely</li> <li>• Use the bridge and claw methods</li> <li>• Dice, and slice</li> <li>• Measure using household measures</li> <li>• Roll pastry</li> <li>• Arrange toppings on a tart</li> <li>• Wash up and clear away</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p>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</p> <p>They will build on practical skills.</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

