

# Oasis Academy MediaCityUK Scheme of Learning

## Scheme of Learning

Subject: Food Preparation & Nutrition	Year group: 11	Unit / Module Title: half term 1
<p><b><u>How does this unit build on prior knowledge and understanding?</u></b></p> <p>Prior Learning – before starting this specification, learners should have typically engaged in food preparation and nutrition lessons and should therefore have a basic understanding of the following aspects:</p> <ul style="list-style-type: none"> <li>• Food preparation and cooking skills, such as knife skills, control of basic equipment (grater, peeler, kettle, can opener, sieve, whisk, etc.), control of oven, hob, grill, use of refrigeration, etc.</li> <li>• How to work safely.</li> <li>• Food hygiene (including how to wash up, dry and store equipment).</li> <li>• Key nutritional principles, including the eatwell plate, the importance of macronutrients (protein, fats, carbohydrates), micronutrients (vitamin and minerals), dietary fibre, water –all at a basic level.</li> </ul> <p>An awareness of dietary needs, e.g. at different life stages, vegetarians, Allergies and religious considerations, etc., and how dishes and meals can be planned to meet the needs of specific dietary groups.</p> <ul style="list-style-type: none"> <li>• Simple ingredient function and food science terms, such as aeration, foaming, coagulation, etc.</li> <li>• Familiarity with the basic principles of how to conduct a food science investigation.</li> <li>• Knowledge and understanding of ingredients and food provenance.</li> <li>• A growing awareness of social, moral, cultural and environmental issues.</li> <li>• An ability to adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes.</li> <li>• Sensory testing and evaluation.</li> <li>• Time management skills, including basic dovetailing when conducting practical tasks.</li> </ul>		<p><b><u>How does the unit of work develop aspirations and link to careers?</u></b></p> <p>Careers within the food industry.</p>
<p><b><u>Overarching objectives of the scheme and AOs to be covered:</u></b></p> <p><b><u>Six areas of content:</u></b></p> <ol style="list-style-type: none"> <li>1. Food commodities</li> <li>2. Principles of nutrition</li> <li>3. Diet and good health</li> <li>4. The science of food</li> <li>5. Where food comes from</li> <li>6. Cooking and food preparation</li> </ol> <p>The relationship between diet and health - effects of poor diets            Factors affecting food choice            Nutritional properties,            working characteristics, sensory qualities, how to food science is applied            How to prepare, process, store and cook food safely            Different culinary traditions and the ingredients and cooking techniques they use</p>		<p><b><u>Learning Outcomes (linked to grades or levels or descriptor):</u></b></p> <p>Graded 1-9</p> <ul style="list-style-type: none"> <li>• To demonstrate a detailed understanding of food science and nutrition.</li> <li>• To be able to work independently to research, plan and draw conclusions from experimental work.</li> <li>• To demonstrate research skills.</li> <li>• To demonstrate technical skills.</li> <li>• To be able to plan their work.</li> <li>• To be able to design and make a range of dishes.</li> <li>• To analyse and evaluate their work.</li> </ul>

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<p><b><u>Spiritual Moral Social Cultural Development:</u></b></p> <p>Respect for others, communicate effectively. Pupils will take pride in their work, performance and behaviour.</p>		<p><b><u>Cross-Curricular Links:</u></b></p> <p>Mathematics English Science ICT</p>		<p><b><u>Areas covered on the knowledge organiser:</u></b></p> <ul style="list-style-type: none"> <li>• Macro nutrients</li> <li>• Protein + alternatives</li> <li>• Meat – cuts, structure, cost, storage, safety</li> <li>• Poultry – chicken portioning</li> <li>• Fish – filleting</li> <li>• Egg</li> <li>• Milk + dairy</li> <li>• Cheese, yoghurt +cream</li> <li>• Carbohydrates</li> <li>• Cereals</li> <li>• Bread</li> <li>• Rice</li> <li>• Pasta</li> <li>• Staple foods</li> </ul>	
<p><b><u>Key Subject Knowledge Required for Staff:</u></b></p>		<p><b><u>Literacy skills:–</u></b></p> <p>knowledge and understanding of key words</p> <ol style="list-style-type: none"> <li>1. <b>Reading:</b> - reviewing and develop own and others work</li> <li>2. <b>Writing:</b> - grammar, clear handwriting</li> <li>3. <b>Spelling:</b> - key words are used correctly</li> <li>4. <b>Punctuation:</b> written evidence appropriately punctuated.</li> </ol> <p><b>Speaking and Listening:</b> - feedback from Q &amp; A, reviewing own and other work</p>		<p><b><u>Numeracy skills:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Number calculations:</b> weighing, measuring ingredients. Cooking and preparation timings, quantity of ingredients and number of people the dish serves.</li> <li>2. <b>Algebra and graphs:</b></li> <li>3. <b>Data handling:</b></li> <li>4. <b>Measurement:</b> weight of ingredients, size of food when cutting/slicing/dicing</li> <li>5. <b>Shape and space:</b></li> </ol>	
<p><b><u>Assessment Foci for the Scheme:</u></b></p>		<p><b><u>Opportunities for Formative Assessments:</u></b></p>		<p><b><u>Summative Assessment:</u></b></p>	
<p><b>Practical and written</b></p>		<p>Evaluating – Evaluation of practical's Practical skills in cooking. Self-evaluation Review of work and feedback given</p>		<p>Written assessment Practical observations Review of work and feedback given to students on improvements to the next level.</p>	

Lesson	A O /A F	Learning Objective(s)	Outcome(s)	Lit/ Num	Suggested Activities	Differentiation	Resources	Assessment Strategies
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1		<ul style="list-style-type: none"> <li>Know the 6 areas of content</li> <li>Know the course requirements</li> </ul>	Understand the course requirements and areas of content	Lit/Num	<p><i>Introduction to the course</i></p> <p>Principles of food and nutrition course content</p> <ul style="list-style-type: none"> <li>Practical skills sheet</li> <li>Sheet with list of topics from whole course</li> </ul> <p>Home Learning sheet: Functions of protein foods</p>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work
2		<ul style="list-style-type: none"> <li><b>All</b> students will understand that foods can be grouped into various commodities.</li> <li><b>Most</b> students will realise that the groups are connected to macronutrients and micronutrients.</li> <li><b>Some</b> students will be able to recognise that these foods are connected to current healthy eating guidelines.</li> </ul>	Recall the 3 macronutrients Understand protein, its function and sources.	Lit/Num	<p>Macronutrients: Beginning with proteins Chapter 2 (pages 36–58)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Introduce proteins: one of three macronutrients.</li> <li>Ask students which foods belong in this group (meat, fish, eggs, milk, cheese, soya, lentils, nuts, seeds, Textured Vegetable Protein).</li> <li>Students write heading in book and add the sources of protein.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Heading in books is 'Protein'.</li> <li>Issue worksheet to complete from their research for home learning. Students are then orally to supply answers from their home learning as to the functions of proteins. Stick completed worksheet in books.</li> <li>Look at the structure of proteins: building blocks are amino acids. What chemicals are they made from? Mention essential amino acids.</li> <li>Discuss how proteins are affected by heat, acidic conditions and manual agitation.</li> <li>Introduce denaturing of proteins.</li> <li>Plan practical for next lesson: experiments to show denaturing of proteins.</li> </ul>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet Protein worksheet (to complete in class) Denaturing of protein experiment sheet (for next lesson) Ceviche video	Meeting criteria Q & A Marking and feedback of work

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				<ul style="list-style-type: none"> <li>Students issued with experiment sheets in groups and are to name them and read through to ensure they understand what they have to do next lesson.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Remind students of the five main nutrient groups, and the fact they are focussing on proteins for the next few weeks.</li> <li>Individual students are asked to give one of the functions of protein.</li> <li>Ask one student to explain what denaturing is.</li> </ul> <p><u>Homework suggestion</u> Look at supermarket websites to find the cost of:</p> <ul style="list-style-type: none"> <li>1 kilogram of beef mince</li> <li>1 kilogram of sirloin steak</li> <li>1 kilogram of stewing beef.</li> </ul>			
3	<ul style="list-style-type: none"> <li><b>All</b> students will understand that protein structures are irreversibly altered by heat, pH levels and manual agitation.</li> <li><b>Most</b> students will be able to confidently describe what happens when the protein is denatured.</li> <li><b>Some</b> students will be able to give examples of recipes showing the three main</li> </ul>	Carry out a protein experiment	Lit/ Num	<p>Chapter 2 (pages 36–58) <b>Skills from group 4</b> Eggs, bacon, pieces of meat, lemon juice, meat mallet Frying pans</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Students are issued with experiment sheets and work in groups to collect the equipment and food they need.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Students work through the experiments, noting down the results.</li> <li>When they have cleared up, they write the experiments up in their books.</li> <li>Each group then feeds back to the rest of the class, explaining what they did, and why that caused the proteins to denature.</li> <li>Students to think about what happens when they eat meat: they usually cook it before they eat it, so denaturation has taken place. They chew it so it begins</li> </ul>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work

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		ways proteins are denatured.			to denature by manual agitation and pressure from their teeth. The acid in the stomach begins to denature the proteins to break them down in the stomach. <b>Plenary</b> <ul style="list-style-type: none"> <li>Issue Home learning sheet: Find out about different cuts of beef, lamb and pork.</li> <li>Ask students what meats they can name.</li> <li>Explain they will be looking at meat for the next few lessons.</li> </ul>			
4		To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
5		<ul style="list-style-type: none"> <li><b>All</b> students will be confident recognising different cuts of meat.</li> <li><b>Most</b> students will be able to describe how meat changes during cooking.</li> <li><b>Some</b> students will be able to explain why cheaper cuts of meat take longer to cook before they become soft and easy to chew.</li> </ul>	Understand different types of meat and where they come from. <ul style="list-style-type: none"> <li>Different cuts</li> </ul>	Lit/ Num	Looking at meats Chapter 1 (pages 2–34) Chapter 2 (pages 36-58) <b>Starter</b> <ul style="list-style-type: none"> <li>Remind students of the meats they mentioned that they ate last lesson.</li> <li>Issue quiz sheet on different names of meats. Which animals do they come from?</li> <li>Students work in groups for five minutes to try and answer before you give correct answers.</li> <li>Hand in Home Learning from last lesson.</li> </ul> <b>Main</b> <ul style="list-style-type: none"> <li>Remind students of the meats they mentioned last lesson.</li> <li>Issue quiz sheet on different names of meats: ‘Which animals do they come from?’ Five minutes in groups to try and answer before you give correct answers.</li> <li>Explain they will be looking at meat first.</li> </ul>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work

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				<ul style="list-style-type: none"> <li>Issue cuts of meat sheets from MeatandEducation.com:             <ul style="list-style-type: none"> <li>cuts of beef: <a href="http://meatandeducation.redmeatinfo.com/resources/downloads/posters/know-your-beef-meat-cuts">http://meatandeducation.redmeatinfo.com/resources/downloads/posters/know-your-beef-meat-cuts</a></li> <li>cuts of lamb: <a href="http://meatandeducation.redmeatinfo.com/resources/downloads/posters/know-your-lamb-cuts">http://meatandeducation.redmeatinfo.com/resources/downloads/posters/know-your-lamb-cuts</a></li> <li>cuts of pork: <a href="http://meatandeducation.redmeatinfo.com/resources/downloads/posters/know-your-pork-meat-cuts">http://meatandeducation.redmeatinfo.com/resources/downloads/posters/know-your-pork-meat-cuts</a></li> </ul> </li> <li>Go to 'All about Meat' section of <a href="http://meatandeducation.redmeatinfo.com/resources">http://meatandeducation.redmeatinfo.com/resources</a></li> <li>and click on 'This is meat' PowerPoint. Show PowerPoint to students.</li> <li>Issue worksheet to students: 'What is red meat?' Students to complete in pairs.</li> <li>Mark sheets and correct wrong answers.</li> <li>Discuss what types of meat students eat. Record answers on the board.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Issue Home learning sheet: Find out about different cuts of beef, lamb and pork.</li> <li>Short question and answer session to gauge understanding:             <ul style="list-style-type: none"> <li>Describe composition of muscle cells.</li> <li>Will collagen and elastin break down during cooking?</li> <li>What type of meat is most suitable for quicker cooking methods?</li> </ul> </li> </ul>			
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6	<ul style="list-style-type: none"> <li>● <b>All</b> students will understand how meat should be prepared and stored and how to cook various cuts of meat.</li> <li>● <b>Most</b> students will confidently recall hygienic cooking practices and identify cuts of meat from diagrams.</li> <li>● <b>Some</b> students will be able to suggest recipes for various cuts of meat.</li> </ul>	understand how to safely store and prepare meat	Lit/ Num	<p>Meat - Storage and safety Chapter 1 (pages 2–34) Chapter 2 (pages 36–58)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>● Show the PowerPoint on meat storage and preparation at <a href="http://meatandeducation.redmeatinfo.com/all-about-meat/modules1-6/meat-storage-and-preparation">http://meatandeducation.redmeatinfo.com/all-about-meat/modules1-6/meat-storage-and-preparation</a>.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>● Issue worksheet on meat storage and preparation. Students work together and complete.</li> <li>● Mark work as a class.</li> <li>● Show PowerPoint on how to be a hygienic cook at <a href="http://meatandeducation.redmeatinfo.com/all-about-meat/modules1-6/meat-storage-and-preparation">http://meatandeducation.redmeatinfo.com/all-about-meat/modules1-6/meat-storage-and-preparation</a></li> <li>● Open PowerPoint under Meat Cuts and Types: How would you cook it? Show PowerPoint and question students.</li> <li>● Issue recipe for meatballs with partially completed time plan. Students to complete time plan.</li> <li>● Name time plans and collect in.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>● Each student is to give one rule for hygienic working practice.</li> </ul> <p>Home Learning: bring in ingredients for meatballs.</p>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work
7	<ul style="list-style-type: none"> <li>● <b>All</b> students will be able to successfully complete the practical task.</li> <li>● <b>Most</b> students will create an evenly sized and cooked product.</li> </ul>	Make a batch of meatballs	Lit/ Num	<p>Practical session: Making meatballs</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>● Find video of how to make meatballs (for example BBC video on ‘Meatballs with tomato sauce’ at: <a href="http://www.bbc.co.uk/food/recipes/meatballswithtomatos74759#recipe-how-to-videos">www.bbc.co.uk/food/recipes/meatballswithtomatos74759#recipe-how-to-videos</a>.</li> <li>● Students prepare for the practical.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>● Students make the meatballs.</li> </ul>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work

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	<ul style="list-style-type: none"> <li>Some students will be able to suggest sauces to serve with the product.</li> </ul>			<ul style="list-style-type: none"> <li>Taste test the meatballs and use pre-prepared worksheet to complete sensory description.</li> <li>Clear up work areas.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Students to tick off part of skill number 3 on their skill sheets.</li> <li>Issue Home Learning sheet to find suitable sauces to serve with meatballs.</li> </ul>			
8	To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
9	<ul style="list-style-type: none"> <li>All students will understand that all meat cuts have the same nutritional value.</li> <li>Most students will understand that cheaper cuts of meat will take longer to cook before the meat becomes tender.</li> <li>Some students will be able to explain why cheaper cuts take longer to cook before they become tender.</li> </ul>	Gain and understanding of the different types of cuts and how this affect the cost	Lit/Num	<p>Looking at the structure and cost of meat and cheaper cuts Chapter 1 (pages 2–34) Chapter 2 (pages 36–58)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Explain that meat contains HBV protein. All meat has the same nutritional values, but some meat is much more expensive than others.</li> <li>Ask students to give you the answers to the Home Learning that was set to find out the cost of various types of meat.</li> <li>Ask them why they think some cuts are more expensive than others. Write suggestions on the board.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Show students the ‘Meat types and cuts’ PowerPoint at: <a href="http://meatandeducation.redmeatinfo.com/all-about-meat/modules1-6/meat-types-and-cuts">http://meatandeducation.redmeatinfo.com/all-about-meat/modules1-6/meat-types-and-cuts</a></li> <li>Issue ‘Meat types and cuts’ quiz sheet. Students to complete. Go through the answers and mark as a class.</li> </ul>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work

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				<ul style="list-style-type: none"> <li>Issue sheet showing cheaper cuts of meat. Stick in books.</li> <li>Issue Cornish Pasties recipe and time plan.</li> <li>Students to complete the health and safety points on the time plan.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Ask individual students to explain why cheaper cuts of meat take longer to cook.</li> <li>Home Learning: issue 'Meat today' sheet for students to complete.</li> <li>Students to bring in ingredients for Cornish Pasties for next lesson.</li> </ul>			
10	<ul style="list-style-type: none"> <li><b>All</b> students will confidently complete the practical task.</li> <li><b>Most</b> students will follow the time plan and work with support.</li> <li><b>Some</b> students will work independently and produce a successful outcome.</li> </ul>	Produce Cornish pasties	Lit/ Num	<p>Practical - Using cheaper cuts of meat - Cornish pasties <b>Skills from groups 1,5,6,7,12,17,18 and 19</b></p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Students to prepare work areas and begin practical.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Students to complete practical task.</li> <li>If possible, photograph students' work for skills list evidence.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Students to complete evaluation sheets in class or for Home Learning if there is not enough time.</li> </ul>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work
11	<ul style="list-style-type: none"> <li><b>All</b> students will know how to portion a chicken correctly and fillet a chicken breast portion.</li> </ul>	know how to portion a chicken	Lit/ Num	<p>Poultry: Portioning a chicken Chapter 2 (pages 36–58) Chapter 11 (pages 204–244) <b>Skills from group 1</b></p> <p><b>Starter</b></p>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability.	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work

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	<ul style="list-style-type: none"> <li>• <b>Most</b> students will be able to carry out the portioning with supervision.</li> <li>• <b>Some</b> students will be able to explain why the chicken is portioned at the cutting points</li> </ul>			<ul style="list-style-type: none"> <li>• Remind students of the hygiene precautions needed for handling chicken and other raw meats.</li> <li>• Show video on 'How to portion a chicken'. Watch through twice.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>• Students are to work together in pairs or groups to portion the chickens, with supervision from teacher and food technician (if one is available).</li> <li>• Once they have completed this, students gather again to watch video on filleting chicken breast.</li> <li>• <i>Students fillet the breast portions of their chickens.</i></li> <li>• <i>Wrap, label and freeze the portions of chicken for next lesson.</i></li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>• Discuss types of meat on the chicken – white meat is breast joints, darker meat is leg joints.</li> <li>• Ask students which will take longer to cook and why?</li> <li>• Explain they will be using the breast meat to make a stir-fry in the following lesson.</li> <li>• Issue recipe sheets – students to complete time plan and safety points. Students are to bring in all the ingredients apart from the chicken breast, and a container to take the dish home in.</li> <li>• Home Learning: students are to write a fact sheet on the differences between battery-reared and free-range chickens.</li> </ul>	Higher – detail within written explanation – more examples given		
12	To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work

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13	<ul style="list-style-type: none"> <li>● <b>All</b> students will complete the practical successfully.</li> <li>● <b>Most</b> students will work mostly unsupervised.</li> <li>● <b>Some</b> students will work completely independently.</li> </ul>	Produce a chicken stir fry	Lit/ Num	<p>Practical session: using portioned chicken pieces <b>Skills from groups 1 and 10</b></p> <ul style="list-style-type: none"> <li>● Remember to remove frozen chicken portions from freezer prior to lesson</li> </ul> <p>Ingredients and equipment for Chicken stir fry</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>● Read through recipe with the students to ensure they understand.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>● Students to make recipe, demonstrating hygienic practice.</li> <li>● Place completed stir fry in containers.</li> <li>● As soon as stir fry has cooled place in refrigerator.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>● Students to state the main differences they found between factory farmed and free range chickens.</li> <li>● Hand in Home Learning task.</li> <li>● Home Learning: complete evaluation sheet on Chicken Stir Fry.</li> </ul>	<p>Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given</p>	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work
14	<ul style="list-style-type: none"> <li>● <b>All</b> students will understand the differences between the three main categories of fish.</li> <li>● <b>Most</b> students will be able to identify the nutritional benefits of eating fish.</li> <li>● <b>Some</b> students will be able to understand why it</li> </ul>	understand the differences between the three main categories of fish.	Lit/ Num	<p>Introduction to fish – chapter 2</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>● Ask the students which of them eats fish regularly.</li> <li>● Find the following quiz on the internet: <a href="http://www.theguardian.com/lifeandstyle/quiz/2011/jan/11/sea-fish-quiz">www.theguardian.com/lifeandstyle/quiz/2011/jan/11/sea-fish-quiz</a></li> <li>● Complete the quiz with the students.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>● Issue Worksheet 1 – students to find the main types of fish.</li> <li>● Issue Worksheet 2 for students to complete the table by finding six examples of each category of fish. Students to work in pairs.</li> <li>● Check answers.</li> </ul>	<p>Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given</p>	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work

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		is important to make fish stocks sustainable		<ul style="list-style-type: none"> <li>Discuss types of fish as a class. Students make notes in exercise books.</li> <li>Issue each student with the fish factsheet.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Recap on types of fish.</li> <li>Explain students will be filleting fish next lesson.</li> </ul> <p>Home Learning: Students to read the fish factsheet and complete the questions</p>				
15		<p><b>All</b> students will know how to fillet round and flat fish</p> <p><b>Most</b> students will carry out the practical with support.</p> <p><b>Some</b> students will be able to do the work independently.</p>	Understand how to fillet a fish	Lit/ Num	<p>Practical session: Filleting fish</p> <p><b>Skills from group 1</b></p> <ul style="list-style-type: none"> <li>Round and flat fish for filleting</li> </ul> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Watch video clips on filleting a flat fish and filleting a round fish. Each can be watched twice.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Students to work in pairs to fillet both round and flat fish.</li> <li>Wrap, label and freeze fillets for use later in the course.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Ask students for main safety points when filleting fish.</li> <li>Home Learning: students to write a report on The Marine Stewardship Council and its work.</li> </ul>	Support weaker students. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet IT resources	Meeting criteria Q & A Marking and feedback of work
16		To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
17		<ul style="list-style-type: none"> <li><b>All</b> students will be able to identify different shellfish.</li> <li><b>Most</b> students will know the</li> </ul>	identify different shellfish.	Lit/ Num	<p>Shellfish Chapter 2 (pages 36–58)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Show the following website on the Whiteboard (or if you have iPads get students to find it):</li> </ul>	Support weaker students. Differentiation by outcome. Writing frame for low ability.	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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	<p>nutrient content of shellfish and how to prepare shellfish for cooking.</p> <ul style="list-style-type: none"> <li>• <b>Some</b> students will be able to suggest suitable recipes for shellfish.</li> </ul>		<p><a href="http://www.mjseafood.com/fishipedia-seafood-guide/species-information/shellfish-crustaceans-and-molluscs/">www.mjseafood.com/fishipedia-seafood-guide/species-information/shellfish-crustaceans-and-molluscs/</a></p> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>• Click on each section of the website to find out more information on each type of shellfish.</li> <li>• Search YouTube to find how to prepare a cooked crab, or have a visiting chef prepare a cooked crab for the class.</li> <li>• Allow students to ask questions.</li> <li>• Issue worksheet with pictures of shellfish and ask students to find suitable recipes for each type of shellfish shown.</li> <li>• Issue recipe for fishcakes for following lesson. Students to complete health and safety section of time plan.</li> <li>• Students to bring in all ingredients except the fish.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>• Ask students to identify which shellfish they have eaten.</li> <li>• Bring in ingredients and container for next lesson.</li> <li>• Home Learning: produce a factsheet showing all the nutrients found in fish.</li> </ul>	Higher – detail within written explanation – more examples given		
18	<ul style="list-style-type: none"> <li>• <b>All</b> students will successfully complete and evaluate the practical work.</li> <li>• <b>Most</b> students will complete the practical work with minimum support.</li> </ul>	Produce a batch of fish cakes	<p>Lit/ Num</p> <p>Ingredients and equipment for fish cakes recipe <b>Skills from group 2, 3 and 10</b> Practical session: Using filleted fish</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>• Issue recipes and time plans.</li> <li>• Remind students of hygiene rules.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>• Students to complete practical work.</li> <li>• Photograph students' work for evidence of skills.</li> <li>• Issue evaluation sheet to complete.</li> </ul>	Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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	<ul style="list-style-type: none"> <li>● <b>Some</b> students will work independently and suggest ways of garnishing their dish.</li> </ul>			<p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>● Students are to look at each other's finished fish cakes and make comments about appearance using sensory descriptive words.</li> <li>● Home Learning: complete evaluation sheet.</li> </ul>			
19	<ul style="list-style-type: none"> <li>● <b>All</b> students will understand the structure and function of eggs.</li> <li>● <b>Most</b> students will be able to identify recipes to exhibit the functions of eggs.</li> <li>● <b>Some</b> students will be able to plan their cooking practical accurately without help</li> </ul>	understand the structure and function of eggs	Lit/ Num	<p>Introduction to eggs Chapter 2 (pages 36–58)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>● Issue the four worksheets to students.</li> <li>● Students to complete Worksheets 2 and 3. Mark as a class.</li> <li>● Issue the Egg factsheet.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>● Read through the Egg factsheet; students to stick in exercise books.</li> <li>● Show the PowerPoint on the functions of eggs.</li> <li>● Explain that students are going to look at aeration, thickening and emulsifying properties in the next lesson. They will be making Swiss roll, egg custard and mayonnaise.</li> <li>● Put students into groups and issue recipes to each group.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>● Students are to make time plans on pre-made grids for each activity.</li> <li>● Name time plans and collect in.</li> <li>● Home Learning: Complete Worksheets 1 and 4.</li> </ul> <p>Could also look at the ethics on the different types of rearing of chickens (free range vs caged)</p>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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20	To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
21	<ul style="list-style-type: none"> <li>All students will be confident in their understanding of the function of eggs in relation to the three recipes produced.</li> <li>Most students will work independently from the time plans.</li> <li>Some students will be able to explain the chemical changes taking place.</li> </ul>	Understand the function of eggs in relation to the three recipes produced.	Lit/ Num	<p>Practical session: Using eggs  <b>Skills from group 8, 12, 15 and 16</b>            Ingredients and equipment for Swiss Roll, Mayonnaise and Egg custard</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Issue recipes and time plans to each group.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Students are to follow the recipes and complete the cooking or production.</li> <li>They will display their final dishes and other students will complete the evaluation sheets, using sensory descriptors to select words for appearance, aroma, taste and texture from the word bank in Chapter 11 of the textbook</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Ask students to explain what happened to the eggs in the recipe they cooked.</li> <li>Issue recipes for next lesson, explaining that they will be looking at the coating, glazing and binding functions of eggs.</li> <li>Home Learning: Investigate which groups of people need to take care when eating eggs and why. Students to produce a fact sheet.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work
22	<ul style="list-style-type: none"> <li>All students will understand that milk and milk products contain HBV protein.</li> <li>Most students will be able to</li> </ul>	Gain an understanding of milk and dairy foods	Lit/ Num	<p>Milk and dairy foods Chapter 2 (pages 36–58)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Introduce the PowerPoint on dairy farming available on the Food a Fact of Life website:  <a href="http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=19&amp;sectionId=92&amp;contentId=416">www.foodafactoflife.org.uk/Sheet.aspx?siteId=19&amp;sectionId=92&amp;contentId=416</a></li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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		<p>identify the differences between milk types available to the consumer.</p> <ul style="list-style-type: none"> <li>Some students will be able to describe the problems faced by dairy farmers.</li> </ul>		<ul style="list-style-type: none"> <li>Food Technician puts out different types of milk (skimmed, semi-skimmed, fat free, whole milk, lacto-free milk) for students to taste.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Look at website <a href="http://www.milk.co.uk">www.milk.co.uk</a> for types of milk.</li> <li>Issue factsheet with different types of milk for students to stick in books.</li> <li>Students to taste different types of milk and see if they can identify each on the mark sheet.</li> <li>Introduce condensed, dried and evaporated milks.</li> <li>Show PowerPoint from TES resources: <a href="http://www.tes.com/teaching-resource/milk-investigation-6093738">www.tes.com/teaching-resource/milk-investigation-6093738</a></li> <li>Students can complete 'Dairy farm case study' worksheets based from Food a Fact of Life website if there is time: <a href="http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=19&amp;sectionId=92&amp;contentId=416">www.foodafactoflife.org.uk/Sheet.aspx?siteId=19&amp;sectionId=92&amp;contentId=416</a>. You will need to download and print them.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Students will be making an all-in-one sauce or boiled rice pudding next lesson to show use of milk in cooking.</li> <li>Put students in pairs and issue recipes.</li> <li>Students to read through recipes.</li> <li>Home Learning: Investigate the pricing of milk and how much farmers are paid for the product compared to the price it sells for in the supermarket. Students to write down their thoughts on the prices given to the farmer.</li> </ul>			
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23	<ul style="list-style-type: none"> <li>• <b>All</b> students will complete the practical successfully.</li> <li>• <b>Most</b> students will be able to explain the chemical processes taking place during the cooking.</li> <li>• <b>Some</b> students will exhibit more detailed scientific knowledge about the chemical changes taking place.</li> </ul>	Produce an all-in-one Sauce and Boiled Rice Pudding.	Lit/ Num	<p>Practical session: Using milk <b>Skills from group 13</b></p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>• Students are to work in pairs.</li> <li>• Issue recipe sheets for All-in-one Sauce and Boiled Rice Pudding.</li> <li>• Explain that they are looking at cooking with milk, but also the reaction of starch when heated.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>• Students are to follow the recipes.</li> <li>• The Boiled Rice Pudding must be started first, as it takes longer to cook.</li> <li>• When the Boiled Rice Pudding is simmering, students can make the All-in-one Sauce.</li> <li>• After the practical work is completed, students can taste the pudding and sauce.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>• Explain that the starch is showing <b>gelatinisation</b> when heated. Give details of how this happens. Explain they will look at this in more detail later in the course, but it is showing the thickening function of starch.</li> <li>• Issue the evaluation sheet to the students to complete.</li> <li>• Home Learning: Students write an explanation in their exercise books of starch gelatinisation.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work
24	To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work

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25	<ul style="list-style-type: none"> <li>● <b>All</b> students will be familiar with the process of how cheese is made.</li> <li>● <b>Most</b> students will understand the chemical process involved in cheese making.</li> <li>● <b>Some</b> students will be able to explain the use of microorganisms in blue cheese making.</li> </ul>	Understand how cheese is made	Lit/ Num	<p>Looking at cheese, yoghurt and cream Chapter 2 (pages 36–58)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>● Go to <a href="http://www.britishcheese.com/education">http://www.britishcheese.com/education</a> to find a video on making cheese. Show this to students.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>● Put students into groups of three or four.</li> <li>● Ask students to name as many cheeses as they can in five minutes.</li> <li>● Feedback to class.</li> <li>● Discuss differences between cheeses: hard cheeses, soft cheeses, blue cheeses.</li> <li>● Show PowerPoint.</li> <li>● Issue recipe for Lemon Cheesecake practical for next lesson.</li> <li>● Students to complete time plan, filling in times and health and safety points.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>● Ask students which animal's milk is used to make cheese (should be cows', goats', buffalo or sheep).</li> <li>● Home Learning: Students to produce a factsheet about making yoghurt and cream from milk.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work
26	<ul style="list-style-type: none"> <li>● <b>All</b> students will be able to carry out the practical successfully.</li> <li>● <b>Most</b> students will work independently.</li> <li>● <b>Some</b> students will be able to explain the chemical</li> </ul>	Produce a lemon cheesecake	Lit/ Num	<p>Practical session: using cheese, yoghurt and cream <b>Skills from group 14</b></p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>● Issue recipe and talk through it with the students.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>● Students to make their Lemon Cheesecake and place in the fridge.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>● Home Learning: Students to complete their evaluation sheet.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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		reactions taking place during chilling.						
27		<ul style="list-style-type: none"> <li>• <b>All</b> students will understand that complementary (LBV) proteins do not contain all the essential amino acids.</li> <li>• <b>Most</b> students will be able to identify LBV protein sources.</li> <li>• <b>Some</b> students will be able to suggest suitable meals that provide the complementary (LBV) proteins.</li> </ul>	Know the difference between HBV + LBV	Lit/ Num	<p>Chapter 2 (pages 36–58) Alternative proteins</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>• Remind students of proteins and their functions.</li> <li>• Revisit HBV proteins and essential amino acids.</li> <li>• Explain that alternative, non-animal protein sources do not contain all the essential amino acids and are called Low Biological Value Proteins (LBV).</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>• Have LBV protein sources for students to look at chickpeas, lentils, nuts, seeds, TVP, Quorn™ products.</li> <li>• Students to discuss what they could make from these products in groups.</li> <li>• If tablets or smartphones available, look at possible recipes.</li> <li>• Make notes on LBV proteins.</li> <li>• Introduce Complementary Proteins factsheet; students to stick sheet in their exercise book.</li> <li>• Issue recipe sheets for next lesson: Lentil Dahl, Lentil Bake (or a recipe of students' choice if they found one during research).</li> <li>• Students choose which recipe to make and complete time plan.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>• Ask students to explain the differences between HBV and LBV proteins.</li> <li>• Home Learning: Investigate how Quorn™ is made. Explain why it would not be suitable for person following a vegan diet.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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28	To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
29	<ul style="list-style-type: none"> <li>All students will carry out the practical successfully.</li> <li>Most students will be able to explain which ingredients are the LBV protein sources.</li> <li>Some students will be able to explain the complementary action of the LBV proteins.</li> </ul>	Produce either a Lentil Dahl, Chickpea curry or Quorn™ stir fry	Lit/ Num	<p>Practical session: using alternative proteins Ingredients and equipment for Lentil Dahl, Chickpea curry and Quorn™ stir fry <b>Skills from group 9, 10 and 12</b></p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Check students have their time plans.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Students to complete practical tasks.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Take photographs of students' work for evidence of skills.</li> <li>Home Learning: Students to write an evaluation of their dish using sensory descriptors.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work
30	<ul style="list-style-type: none"> <li>All students will understand the different types of and the role of carbohydrates in the diet.</li> <li>Most students will be able to explain the differences between the types of carbohydrates.</li> </ul>	understand the different types of and the role of carbohydrates in the diet.	Lit/ Num	<p>Introduction to carbohydrates Chapter 2 (pages 36–58)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Show students carbohydrate foods (suggested foods are oats, potatoes, rice and pasta).</li> <li>Ask students: 'Where do carbohydrates come from?' Students to give suggestions. (All carbohydrates are from plants.)</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Access the Carbohydrates PowerPoint.</li> <li>Show the PowerPoint presentation.</li> <li>Explain the functions of carbohydrates in the diet.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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		<ul style="list-style-type: none"> <li>Some students will know the chemical changes that take place during digestion.</li> </ul>		<ul style="list-style-type: none"> <li>List monosaccharides, disaccharides and polysaccharides with examples of each.</li> <li>Explain how each one is structured and digested.</li> <li>Tell students that they will look at these in more detail later in the course.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Ask students how many of them have seen grain growing and did not realise it was for human as well as cattle food?</li> <li>Home Learning: Find out what cereal crops are grown in the UK and how many types we import from overseas.</li> </ul>				
31		<ul style="list-style-type: none"> <li>All students will be able to list examples of cereal foods.</li> <li>Most students will be able to explain the functions of carbohydrates in the diet.</li> <li>Some students will be able to identify why wholegrain cereal foods are so beneficial in the diet.</li> </ul>	Name different types of cereals	Lit/ Num	<p>Cereals Chapter 1 (pages 2–34)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Ask students to name cereal foods that they know (tell them <i>not</i> breakfast cereals).</li> <li>Write on the board and leave them there.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Show video on crop growing in the UK available at <a href="http://www.grainchain.com/Videos/11-14_Wheat_Farming_Video">www.grainchain.com/Videos/11-14_Wheat_Farming_Video</a></li> <li>Now ask the students how many of the cereals written on the board were in the video.</li> <li>Students create a table of cereal foods using the cereal food factsheets.</li> <li>Explain why it is important to eat wholegrain foods.</li> <li>Students write notes about wholegrain foods in their exercise books.</li> <li>Issue recipe for flapjacks or muesli bars to students for next lesson.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Quick-fire verbal quiz on carbohydrates.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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					<ul style="list-style-type: none"> <li>Home Learning: Using the Cereal factsheet, explain why we should eat wholegrain foods.</li> </ul>			
32	To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work	
33	<ul style="list-style-type: none"> <li><b>All</b> students will complete practical hygienically and successful.</li> <li><b>Most</b> students will work independently.</li> <li><b>Some</b> students will be able to explain the nutrient content of their finished product.</li> </ul>	Produce a batch of flapjack and muesli bars	Lit/ Num	<p>Practical session: Using cereal foods <b>Skills from group 10 and 12 (212, 224, 225, 226)</b> Ingredients and equipment for flapjack and muesli bars</p> <p>Practical session: using cereal foods</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Check recipes and time plans.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Students carry out practical activity.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Photograph students' work.</li> <li>Home Learning: Evaluate cooking and product.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work	
34	<ul style="list-style-type: none"> <li><b>All</b> students will understand how bread is made.</li> <li><b>Most</b> students will be able to describe the roles of yeast and gluten in bread making.</li> </ul>	understand how bread is made.	Lit/ Num	<p>Breads Chapter 1 (pages 2–34) Chapter 2 (pages 36–58)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Activity looking at different breads. Show the PowerPoint from TES which gives a quick overview of several different breads: <a href="http://www.tes.com/teaching-resource/bread-from-around-the-world-6015105">www.tes.com/teaching-resource/bread-from-around-the-world-6015105</a></li> <li>Ask students how many of them have eaten the breads shown.</li> </ul> <p><b>Main</b></p>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work	

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	<ul style="list-style-type: none"> <li>Some students will be able to explain the chemical reactions taking place.</li> </ul>		<ul style="list-style-type: none"> <li>Ask students who has made bread before.</li> <li>Show PowerPoint on How bread is made from the following website: <a href="https://www.grainchain.com/all-resources/baking-bread-presentation">https://www.grainchain.com/all-resources/baking-bread-presentation</a></li> <li>Discuss the roles of gluten and yeast. Explain students will be revisiting this topic later in the course.</li> <li>Issue recipe sheet for pizza.</li> <li>Students to make a time plan for pizza practical.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Ask students to explain the role of strong flour, yeast and gluten in bread making.</li> <li>Home Learning: Students to investigate how bread is made on an industrial scale, for a company like Hovis for example. Students to produce an information sheet on what they discover.</li> </ul>			
35	<ul style="list-style-type: none"> <li>All students will complete the practical successfully.</li> <li>Most students will understand the functions of the ingredients used.</li> <li>Some students will be able to describe the chemical changes happening during the making process.</li> </ul>	Produce a pizza using a bread base	<p>Lit/ Num</p> <p>Practical session: Making pizza <b>Skills from groups 1, 16 and 18</b> Ingredients and equipment for pizza</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Check students have time plans and recipe.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Students to make the pizza following the recipe and time plan.</li> <li>Photograph students' work for evidence of skills.</li> <li>Issue evaluation sheet.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Students to look at each other's pizzas and make one suggestion for improvement.</li> <li>Issue Christmas recipes: Students to select one to cook next lesson – Mince Pies, Christmas Biscuits, Fudge/Coconut Ice (tutor to choose relevant recipes for students).</li> <li>Home Learning: Evaluate pizza using sensory descriptors.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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36	To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work	
37	<ul style="list-style-type: none"> <li>• <b>All</b> students will be able to identify different types of rice.</li> <li>• <b>Most</b> students will understand that milling of the rice reduces its nutrient content.</li> <li>• <b>Some</b> students will be able to suggest accurate serving suggestions for each type of rice.</li> </ul>	identify different types of rice.	Lit/ Num	<p>Introduction to rice. Chapter 1 (pages 2–34)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>• Show students the different varieties of rice: <a href="http://www.riceassociation.org.uk/content/1/10/varieties.html">www.riceassociation.org.uk/content/1/10/varieties.html</a></li> <li>• Ask students how many of them they know.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>• Have different types of rice in the classroom.</li> <li>• Working in pairs, students look and identify each type on a grid.</li> <li>• Using tablets or smart phones if possible, find recipes for each type of rice.</li> <li>• Feedback to rest of class after 15 minutes.</li> <li>• Discuss storage of rice.</li> <li>• Discuss rice being a high risk food</li> <li>• Issue recipe for mushroom risotto</li> <li>• Students to make a time plan for practical.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>• Ask students to explain why rice swells up when it is cooked.</li> <li>• Remind them of starch absorbing water and <b>gelatinising</b>.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work	

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				<ul style="list-style-type: none"> <li>Home Learning: Find out what other nutrients are contained in rice. Students to conduct some research on golden rice.</li> </ul>			
38	<ul style="list-style-type: none"> <li><b>All</b> students will complete the practical successfully.</li> <li><b>Most</b> students will be able to work independently.</li> <li><b>Some</b> students will be able to explain the scientific changes taking place during cooking.</li> </ul>	Produce a mushroom risotto	Lit/ Num	<p>Practical session: Using rice <b>Skills from group 5, 9 and 19</b></p> <p>Ingredients and equipment for Mushroom risotto</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Check students have recipes and time plans.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Students to work in pairs to cook mushroom risotto using recipe and time plan.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Home Learning: Students to complete evaluation sheet and write up in their exercise books.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work
39	<ul style="list-style-type: none"> <li><b>All</b> Students will understand the technique to make fresh pasta.</li> <li><b>Most</b> students will be able to describe the process and what ingredients are used and why.</li> <li><b>Some</b> students will be able to explain the chemical changes taking place</li> </ul>	Understand the making process of pasta	Lit/ Num	<p>Introduction to pasta Chapter 1 (pages 2–34) <b>Skill from groups 8 and 18</b></p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Issue Pasta shapes worksheet.</li> <li>Students are to name as many pasta shapes as they can (column 1 of worksheet).</li> <li>Mark as a class.</li> <li>Find out by a show of hands how often students eat pasta.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>Theory of pasta: pasta is a source of carbohydrate in the diet. Discuss how it is made and its ingredients, etc., using Chapter 1 of the textbook.</li> <li>Students make notes.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet IT resources	Discussion Q+A Marking and feedback of work

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		during the process of rolling out the pasta.			<ul style="list-style-type: none"> <li>• <b>Either</b> show video of how to make fresh pasta <b>or</b> demonstrate in the classroom how to make fresh pasta.</li> <li>• Allow students to have a go at rolling out pasta.</li> <li>• Cook pasta and allow students to taste the fresh pasta.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>• Issue recipe sheets and time plan grids for pasta practical. (Select an appropriate recipe for your group – you will need to find some suitable recipes for your group, but suggestions are pasta bake or lasagne (depending on time available and student ability).)</li> <li>• Home Learning: Students to complete columns 2 and 3 of pasta shapes worksheet.</li> </ul>			
40		To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
41		<ul style="list-style-type: none"> <li>• <b>All</b> students will follow their time plan and work as independently as possible.</li> <li>• <b>Most</b> students will complete the practical in time and serve their dish.</li> <li>• <b>Some</b> students will be able to suggest improvements to their completed dish.</li> </ul>	Produce a pasta dish	Lit/ Num	<p>Practical session: Using pasta  <b>Skills from groups 8,9 and 13</b>            Ingredients and equipment for making pasta dishes            Pasta recipes</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>• Explain that you will be expecting a well-presented final outcome and that students should be much more confident in their practical work now. You will be giving minimal help, but watching their practical techniques, how they follow their time plans and how they clear up and present their final dish.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>• Students to complete the practical task. Students to walk around the room at the end of the practical session and make one suggestion for improvement for each of the dishes produced in class.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Worksheet 1: Bacteria Worksheet 2: Refrigeration of food/cold storage	Discussion Q+A Marking and feedback of work

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				<p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>● Ask students for their suggestions for improvements.</li> <li>● Issue evaluation sheets.</li> <li>● Home Learning: Students to complete evaluation sheet at home.</li> </ul>			
42	<ul style="list-style-type: none"> <li>● <b>All</b> students will understand the varieties of flour and their functions.</li> <li>● <b>Most</b> students will be able to select the correct flour for individual recipes.</li> <li>● <b>Some</b> students will understand how to substitute flours to change the outcome of the product.</li> </ul>	understand the varieties of flour and their functions.	Lit/ Num	<p>Introduction to different flours Chapter 1 (pages 2–34)</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>● Flour is made from wheat. How many types of flour can students name and what recipes would they use them for?</li> <li>● Brainstorm answers and write on the board.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>● Look at flour types in Chapter 1 of the textbook.</li> <li>● Students make notes in exercise book.</li> <li>● Explain that students will be carrying out a comparison practical, making three products using two types of flour.</li> <li>● Ask students what plain flour is. Explain that plain flour is usually used as it does not rise. Ask what wholemeal flour is.</li> <li>● Put students into pairs. (You will need <b>six</b> pairs, so if necessary the recipes will be repeated.) Explain to students they will be using plain flour and wholemeal plain flour to make jam tarts, shortbread and scones.</li> <li>● Issue recipes to pairs.</li> <li>● Students are to create a time plan and mark grid for taste testing next lesson.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>● Quick quiz on flour types to check understanding.</li> <li>● Home Learning: Students are to write an explanation of how flour is made.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Worksheet 1: Food labelling Worksheet 2: Following labels to stay safe	Discussion Q+A Marking and feedback of work

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43	<ul style="list-style-type: none"> <li>● <b>All</b> students will complete practical successfully and be able to make comparisons using sensory descriptors.</li> <li>● <b>Most</b> students will be able to explain why the products have different outcomes.</li> <li>● <b>Some</b> students will be able to explain the dietary difference in the products.</li> </ul>	Produce either jam tarts, scones or shortbread	Lit/Num	<p>Practical session: Using plain flour (shortcrust pastry)  <b>Skills from groups 6, 7, 12, 18 and 19</b>            Ingredients and equipment for jam tarts, scones and shortbread</p> <p><b>Starter</b></p> <ul style="list-style-type: none"> <li>● Ask students what they think the differences will be between the two flours. Explain they are making a comparison.</li> <li>● Issue recipes and time plans.</li> </ul> <p><b>Main</b></p> <ul style="list-style-type: none"> <li>● Students to complete practical and display outcomes ready for taste test.</li> <li>● Issue mark grids.</li> <li>● Students to fill in grids using sensory descriptive words.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>● Ask students to what descriptive words they used.</li> <li>● Ask students what is the difference between the two flours?</li> <li>● Home Learning: Students to make a report on the differences between white plain and wholemeal plain flour and find out the nutritional benefits of eating wholemeal flour.</li> </ul>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Lesson plan Worksheet: How fast can bacteria multiply?	Discussion Q+A Marking and feedback of work
44	To know my strengths and development areas and improve my mistakes	GROWTH LESSON	Lit/Num	Respond to feedback and complete growth task	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work