

Oasis Academy MediaCityUK Scheme of Learning

Scheme of Learning

Subject: Food Preparation & Nutrition	Year group: 11	Unit / Module Title: half term 1
<p><u>How does this unit build on prior knowledge and understanding?</u></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"> • 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. • How to work safely. • Food hygiene (including how to wash up, dry and store equipment). • 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. <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"> • Simple ingredient function and food science terms, such as aeration, foaming, coagulation, etc. • Familiarity with the basic principles of how to conduct a food science investigation. • Knowledge and understanding of ingredients and food provenance. • A growing awareness of social, moral, cultural and environmental issues. • An ability to adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes. • Sensory testing and evaluation. • Time management skills, including basic dovetailing when conducting practical tasks. 	<p><u>How does the unit of work develop aspirations and link to careers?</u></p> <p>Careers within the food industry.</p>	
<p><u>Overarching objectives of the scheme and AOs to be covered:</u></p> <p>COMPONENT 2: Food Preparation and Nutrition in Action</p> <p>Two non-examination assessments (NEAs) (50% of the qualification), available during the final year of learning (i)</p> <p><u>Assessment 1: The Food Investigation Assessment (15% of the qualification)</u></p> <p>(ii) Assessment 2: The Food Preparation Assessment (35% of the qualification)</p> <p>NEA Task 1</p> <p>Students will demonstrate their knowledge and understanding of nutrition, food science. This will be demonstrated through a range of experimental work.</p> <p>Written exam content covered:</p> <p>Conserving nutritional values Modify nutritive values + improve palatability Positive use of micro organisms Working characteristics of proteins, carbohydrates, sugars, fats + oils.</p>	<p><u>Learning Outcomes (linked to grades or levels or descriptor):</u></p> <p>Graded 1-9</p> <ul style="list-style-type: none"> • To demonstrate a detailed understanding of food science and nutrition. • To be able to work independently to research, plan and draw conclusions from experimental work. • To demonstrate research skills. • To demonstrate technical skills. • To be able to plan their work. • To be able to design and make a range of dishes. • To analyse and evaluate their work. 	

Oasis Academy MediaCityUK Scheme of Learning

Enzymic browning + oxidation of fruit and vegetables Why things go wrong and how to remedy situations Food spoilage		
<u>Spiritual Moral Social Cultural Development:</u> Respect for others, communicate effectively. Pupils will take pride in their work, performance and behaviour.	<u>Cross-Curricular Links:</u> Mathematics English Science ICT	<u>Areas covered on the knowledge organiser:</u> Conserving nutritional values Modify nutritive values + improve palatability Positive use of micro organisms Working characteristics of proteins, carbohydrates, sugars, fats + oils. Enzymic browning + oxidation of fruit and vegetables Why things go wrong and how to remedy situations Food spoilage ✓ Key terminology ✓ Food science terminology ✓ What to include in NEA1: <ul style="list-style-type: none"> • Hypothesis • Plan of action • Carrying out the task • Evaluation • Word count • Reference list
<u>Key Subject Knowledge Required for Staff:</u>	<u>Literacy skills:–</u> knowledge and understanding of key words 1. Reading: - reviewing and develop own and others work 2. Writing: - grammar, clear handwriting 3. Spelling: - key words are used correctly 4. Punctuation: written evidence appropriately punctuated. Speaking and Listening: - feedback from Q & A, reviewing own and other work	<u>Numeracy skills:</u> 1. Number calculations: weighing, measuring ingredients. Cooking and preparation timings, quantity of ingredients and number of people the dish serves. 2. Algebra and graphs: 3. Data handling: 4. Measurement: weight of ingredients, size of food when cutting/slicing/dicing 5. Shape and space:
<u>Assessment Foci for the Scheme:</u>	<u>Opportunities for Formative Assessments:</u>	<u>Summative Assessment:</u>
Practical and written	Evaluating – Evaluation of practical's Practical skills in cooking. Self-evaluation Review of work and feedback given	NEA Task 1: marked out of 30, counts as 15% of the GCSE grade. Task to be 1500-2000 words (6-8 sides of A4)

Oasis Academy MediaCityUK Scheme of Learning

					Written assessment Practical observations Review of work and feedback given to students on improvements to the next level.			
Lesson	A O /A F	Learning Objective(s)	Outcome(s)	Lit/ Num	Suggested Activities	Differentiation	Resources	Assessment Strategies
1		<ul style="list-style-type: none"> All students will understand that cooking can destroy nutrients. Most students will understand that there are ways of altering the cooking method to prevent nutrient loss. Some students will be able to explain how these alterations conserve nutritional values of ingredients. 	Students to understand the changes to nutrients during the cooking process	Lit/ Num	<p>Conserving nutritive values Chapter 6 (pages 102–132) NEA Assessment 1 brief is released to teachers on the secure website 1 September. Teachers to familiarise themselves with the brief and review learner knowledge Recap on key principles of how to conduct NEA – ensure learners are familiar with the mark scheme and how to be successful in NEA Assessment 1 (research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources).</p> <p>Starter</p> <ul style="list-style-type: none"> Students are to identify the five main nutrient groups. We have already looked at how cooking affects carbohydrates and proteins: there is no nutritional loss, but it affects the way they look and smell and it produces different colours and textures. No nutrients are lost from cooking fats either. Which nutrient groups are left? (Vitamins and minerals.) <p>Main</p> <ul style="list-style-type: none"> Look at Tables 6.2 and 6.3 in the textbook. Discuss fat-soluble vitamins: which are they? 	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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work

Oasis Academy MediaCityUK Scheme of Learning

				<ul style="list-style-type: none"> How can fat-soluble vitamins be conserved? What happens if they are cooked in water? In fat? Students make notes. Look at water soluble vitamins. Which are they? How can Vitamin C be conserved? Students to use iPads if available to find out, otherwise issue Worksheet 1. Students to work together in groups and make a fact sheet of how to conserve the nutritive values of vitamins. <p>Plenary</p> <ul style="list-style-type: none"> Students to feed back to rest of class. Home Learning: Answer exam question on Home Learning Sheet. 			
2	<ul style="list-style-type: none"> All students will be able to explain how cooking methods conserve nutrients. Most students will be able to explain the science involved. Some students will be able to identify recipes where conserving nutrients improves the texture and the flavour. 	Gain an understanding of how to conserve nutrients during the cooking process	Lit/Num	<p>Practical <i>Teachers must not divulge content of NEA brief, but may want to conduct a range of practical's so that learners are familiar with the skills/commodity focus and expectations before they are officially given the formal assessment.</i> Practical's must not directly mirror the NEA brief Practical session: Conserving nutritive values Chapter 6 (pages 102–132)</p> <p>Starter</p> <ul style="list-style-type: none"> Remind students of which nutrients are destroyed by certain cooking methods. Discuss as a class. <p>Main</p> <ul style="list-style-type: none"> Students are to carry out the practical activity from the textbook using spinach, cabbage and Brussels sprouts/kale. Students do Worksheet 1: In Practice activity. Put students in groups or pairs to carry out practical. <p>Plenary</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 Ingredients Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work

Oasis Academy MediaCityUK Scheme of Learning

				<ul style="list-style-type: none"> Students discuss findings. Home Learning: Students write up experiment. 			
3	<ul style="list-style-type: none"> All students will understand how to modify nutritive values and improve palatability of dishes. Most students will know which groups of people may need to have food modified to improve nutrient values. Some students will be able to identify specific ways to do this. 	understand how to modify nutritive values and improve palatability of dishes.	Lit/ Num	<p>Modify nutritive value and improving palatability Chapter 6 (pages 102–132)</p> <p>Starter</p> <ul style="list-style-type: none"> Ask students which groups of people are vulnerable and may have need of extra nutrients or to have food made more palatable? Discuss. Answers should include older people or young children with a small appetite or difficulties chewing, people with illnesses or undergoing medical treatment, e.g. cancer patients undergoing chemotherapy. <p>Main</p> <ul style="list-style-type: none"> How to add nutritive values. Students read textbook and make notes. Issue Worksheet 1. Students to put their ideas in the empty boxes. Feedback to class. Issue Worksheet 2: Ideas to improve flavour, colour and texture. Discuss. <p>Plenary</p> <ul style="list-style-type: none"> Students stick sheets into books. Home Learning: Issue exam questions to complete. 	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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work
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

Oasis Academy MediaCityUK Scheme of Learning

5	<ul style="list-style-type: none"> ● All students will know how to improve the nutritive values of recipes. ● Most students will know how to improve the palatability of food. ● Some students will identify recipes that are easy to manipulate. 	Modify nutritive value and improve palatability	Lit/ Num	<p>Practical session: Modify nutritive value and improve palatability Chapter 6 (pages 102–132) Skills from groups 2, 4, 6 and 12</p> <p>Starter</p> <ul style="list-style-type: none"> ● Put students into seven groups (or whatever works for your class). ● Issue worksheets. <p>Main</p> <ul style="list-style-type: none"> ● Students carry out practical: <ul style="list-style-type: none"> ○ Mashed potato plain, added eggs, added cheese (3 groups). ○ 1-2-3 cookies, plain and added peanut butter (2 groups). ○ Cooking a piece of skirt steak and cooking one that has been tenderised with a meat mallet. (2 groups) ● Students complete practical, then taste and compare the outcomes <p>Plenary Home Learning: Students write up comparison exercise.</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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work
6	<ul style="list-style-type: none"> ● All students will understand that micro-organisms can be beneficial in food production. ● Most students will be able to identify when this happens. ● Some students will be able to describe the chemical 	Understand the positive use of micro organisms	Lit/ Num	<p>Starter</p> <ul style="list-style-type: none"> ● Ask students what they know about bacteria. ● Are bacteria always harmful? ● Where can they be used in food manufacture for a beneficial outcome? ● Students discuss. <p>Main</p> <ul style="list-style-type: none"> ● Introduce students to the foods where micro-organisms are used: cheese, yoghurt, etc. (see Chapter 6 in textbook). ● Students make notes. ● Show PowerPoint on cheese making or watch: www.youtube.com/watch?v=y9wLhRrj5Ug 	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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work

Oasis Academy MediaCityUK Scheme of Learning

		reactions that take place during food manufacture.		<ul style="list-style-type: none"> Students to do practical and make their own cheese. Put students in groups. Issue Worksheet 1 <p>Plenary</p> <ul style="list-style-type: none"> Students look at the cheese they have made. They can add flavours to it. Home Learning: Students write up cheese making activity. 			
7	<ul style="list-style-type: none"> All students will be confident describing the working characteristics of proteins. Most students will be able to identify recipes that show these working characteristics. Some students will be able to describe the chemical changes that take place during cooking. 	Understand the working characteristics of Proteins	Lit/Num	<p>Starter</p> <ul style="list-style-type: none"> Remind students of what proteins do in the body. Ask students what happens when we cook protein foods. <p>Main</p> <ul style="list-style-type: none"> Students make notes about working characteristics of proteins: <ul style="list-style-type: none"> coagulation denaturation foam formation Gluten formation. Use textbook to look at functions of eggs, gluten formation and denaturation. Put students into groups. Using the textbook, they must produce a fact sheet finding examples of recipes that demonstrate these functions. <p>Plenary</p> <ul style="list-style-type: none"> Each group shows their factsheet s to the rest of the class. Home Learning: Answer exam questions from the textbook on the Home Learning Sheet. 	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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work
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

Oasis Academy MediaCityUK Scheme of Learning

9		<ul style="list-style-type: none"> ● All students will understand the working characteristics of carbohydrates. ● Most students will be able to identify recipes where these are shown. ● Some students will be able to explain the chemical reactions that take place. 	Understand the working characteristics of carbohydrates	Lit/ Num	<p>Starter</p> <ul style="list-style-type: none"> ● Ask students what is a carbohydrate? ● Students explain. ● Ask students when have they used carbohydrates – students give examples of recipes. <p>Main</p> <ul style="list-style-type: none"> ● Using the textbook, students identify carbohydrates. ● Students make notes on starchy foods. ● Show PowerPoint. ● Discuss gelatinisation and dextrinisation. ● Students to work in groups to produce a fact sheet on functional properties of starch. <p>Plenary</p> <ul style="list-style-type: none"> ● Students show factsheets to rest of class. ● Home Learning: Students identify six recipes they have cooked that show gelatinisation and/or dextrinisation. 	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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work
10		<ul style="list-style-type: none"> ● All students will know the functions of sugar in cooking. ● Most students will be able to identify recipes that show these functions. ● Some students will be able to suggest different types of sugars for altering or changing outcomes. 	Understand the working characteristics of sugars	Lit/ Num	<p>Starter</p> <ul style="list-style-type: none"> ● Have several different types of sugar in small bowls (granulated, caster, icing, Demerara, soft brown). Students to try and identify them. <p>Main</p> <ul style="list-style-type: none"> ● Discuss when you would use these different types of sugar. ● Ask students to suggest what their functions are. ● Discuss Table 6.6 from the textbook with students. ● Give students Worksheet 1. ● Students work in pairs to suggest which sugar will be used for which function, and give examples of recipes where this function is shown. ● Students feedback answers. ● Discuss as a class. <p>Plenary</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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work

Oasis Academy MediaCityUK Scheme of Learning

				<ul style="list-style-type: none"> Remind students of functions of sugar. Home Learning: Issue Home Learning Worksheet – students answer exam questions. 			
11	<ul style="list-style-type: none"> All students will be able to understand the functions of fats and oils. Most students will know when and how to use the different fats and oils. Some students will know that substituting different fats will produce different outcomes. 	Understand the working characteristics of fats and oils	Lit/Num	<p>Starter</p> <ul style="list-style-type: none"> How many different types of fat that are used in cooking can students name? How many different oils can students name? <p>Main</p> <ul style="list-style-type: none"> Have a selection of fats and oils for students to look at. What are they used for? What are the differences? Discuss. Students make notes on functions of fats and oils: Table 6.7 and 6.8 in textbook. Use the PowerPoint slides if visual help required. Discuss which recipes students have used to show these functions. <p>Plenary</p> <ul style="list-style-type: none"> Ask each student to name one function of fats and a recipe where it is shown. Home Learning: Students answer exam practice questions on Home Learning Sheet. 	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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work
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
13	<p>All students will be familiar with the functions of fats and oils.</p> <ul style="list-style-type: none"> Most students will be able to 	Carry out a practical and display results. Explain the functions of fats and oils in their recipe.	Lit/Num	<p>Practical session: The working characteristics of fats and oils</p> <p>Chapter 6 (pages 102–132) Skills from groups 5, 6, 7, 8, 12, 17,18,19,20</p> <p>Starter</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

Oasis Academy MediaCityUK Scheme of Learning

		<p>identify recipes showing these functions.</p> <ul style="list-style-type: none"> ● Some students will explain chemical changes taking place in these recipes. 		<ul style="list-style-type: none"> ● Put students in groups/pairs. ● Issue worksheets. ● Students carry out practical to show some of the functions of fats and oils and display results. <p>Main</p> <ul style="list-style-type: none"> ● Shortening: make shortcrust pastry discs ● To trap air: make all-in-one buns ● To give flavour and moisture to recipes: make shortbread biscuits ● To make frostings and toppings for cakes and pastries: make buttercream for all-in-one buns ● To make salad dressings: make mayonnaise ● Students carry out practical and display results. ● Each pair to explain the functions of fats and oils in their recipe. <p>Plenary</p> <ul style="list-style-type: none"> ● Students to be reminded of functions of fats and oils. <p>Home Learning: Produce a report on the different smoking points of oils. Find out which oils are best for frying.</p>	Higher – detail within written explanation – more examples given	Chapter 6 (pages 102–132)	
14		<ul style="list-style-type: none"> ● All students will understand that fruit and vegetables will be affected by oxidation and enzymic browning. ● Most students will know how to prevent this happening. 	Understand the enzymic browning and oxidation of fruit and vegetables	<p>Lit/ Num</p> <p>Looking at enzymic browning and oxidation of fruit and vegetables</p> <p>Starter</p> <ul style="list-style-type: none"> ● Ask students what happens if they cut an apple and leave it for a while. ● Students to explain why this happens. <p>Main</p> <ul style="list-style-type: none"> ● Explain oxidation and enzymic browning using the textbook. ● Students make notes. ● Put students into pairs. Each pair carries out practical activity in textbook using apples. ● Issue Worksheet 1. Explain. 	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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work

Oasis Academy MediaCityUK Scheme of Learning

	<ul style="list-style-type: none"> Some students will explain the chemical reactions that take place to cause this. 			<p>Plenary</p> <ul style="list-style-type: none"> Students feedback to rest of class. Home Learning: Write up experiment. 			
15	<ul style="list-style-type: none"> All students will be able to identify why cake and pastry recipes sometimes go wrong. Most students will know how to remedy situations or ensure they do not happen again. Some students will be able to explain chemical reasons for the faults. All students will be able to understand what can go wrong with a bread recipe and how to prevent it. Most students will be able to explain what went wrong. 	Gain understanding as to why things go wrong, and how to remedy situations	Lit/ Num	<p>Starter</p> <ul style="list-style-type: none"> Issue Worksheet 1 showing cake faults. Students to work together to try and explain what has gone wrong and why. <p>Main</p> <ul style="list-style-type: none"> Talk through faults and reasons in Table 6.9 of the textbook. How many did students get right? Issue Worksheet 2 with pastry faults on. Students to explain what went wrong and why. Students to look at Table 6.10 in the textbook. How many did they get right? <p>Plenary</p> <ul style="list-style-type: none"> Have students ever had disasters like these? Issue Home Learning sheet of exam questions. <p>2nd lesson may be required</p> <p>Starter</p> <ul style="list-style-type: none"> Ask students what can go wrong with bread. Issue Worksheet 1. Students to try to decide what went wrong in each case. <p>Main</p> <ul style="list-style-type: none"> Discuss Worksheet 1. Use Table 6.11 in textbook to identify problems. Look at Table 6.12: Problems with sauces. Discuss. 	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 Chapter 6 (pages 102–132)	Meeting criteria Q & A Marking and feedback of work

Oasis Academy MediaCityUK Scheme of Learning

		<ul style="list-style-type: none"> Some students will be able to explain fully how the ingredients behaved during the cooking process. 		<ul style="list-style-type: none"> Students get into groups and design a quiz with six questions about baking problems. Each group asks the questions to the rest of the class. <p>Plenary</p> <ul style="list-style-type: none"> Students discuss how they can stop problems occurring in the future. Home Learning: Students find out the conditions needed for bacteria to grow. 			
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	To understand the task set. To analyse the brief and break down the task.	Non-Exam Assessment 1	Lit/Num	<p>Introduction of Non-Exam Assessment 1</p> <ul style="list-style-type: none"> Analyse/break down the task <p>Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition</p> <p>Chapter 12 (pages 245-258)</p>	Support weaker students. 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
18	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	<p>Non-Exam Assessment 1</p> <p>Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition</p> <p>Chapter 12 (pages 245-258)</p>	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
19	To produce work for the NEA1	Non-Exam Assessment 1	Lit/	<p>Non-Exam Assessment 1</p> <p>Resources will be dependent upon the set task.</p>	Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation –	Pen Work booklet / task sheet	Discussion Q+A

Oasis Academy MediaCityUK Scheme of Learning

				WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition Chapter 12 (pages 245-258)		IT resources	Marking and feedback of work
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	To produce work for the NEA1	Non-Exam Assessment 1	Lit/ Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition Chapter 12 (pages 245-258)	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	To produce work for the NEA1	Non-Exam Assessment 1	Lit/ Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition Chapter 12 (pages 245-258)	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
23	To produce work for the NEA1	Non-Exam Assessment 1	Lit/ Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition Chapter 12 (pages 245-258)	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
25	To produce work for the NEA1	Non-Exam Assessment 1	Lit/ Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition Chapter 12 (pages 245-258)	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

Oasis Academy MediaCityUK Scheme of Learning

26	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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
27	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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
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	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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
31	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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
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

Oasis Academy MediaCityUK Scheme of Learning

33	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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
35	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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
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	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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
38	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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	To produce work for the NEA1	Non-Exam Assessment 1	Lit/Num	Non-Exam Assessment 1 Resources will be dependent upon the set task. WJEC Eduqas guidance available online: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition) Chapter 12 (pages 245-258)	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

Oasis Academy MediaCityUK Scheme of Learning

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"> ● All students will know how to store foods to prevent bacterial growth. ● Most students will be able to identify how these storage methods prevent bacterial growth. ● Some students will be able to identify which diseases will be caused if foods are not stored correctly. 	Gain an understanding of bacterial contamination and prevention	Lit/Num	<p>Food spoilage: Bacterial contamination and prevention Chapter 7 (pages 133–150)</p> <p>Starter</p> <ul style="list-style-type: none"> ● Ask students what will happen if they leave food out in the kitchen for a few days? ● Students discuss. ● Ask students why food goes bad/mouldy and becomes unfit to eat. <p>Main</p> <ul style="list-style-type: none"> ● Which organisms cause food to go bad? (Bacteria, moulds and yeasts.) ● What do they need to grow? ● Issue Worksheet 1 on the conditions needed for bacteria to grow. Students to complete worksheet. ● If any of the conditions described on the worksheet are removed, bacteria will not grow. ● Students make notes from the textbook on refrigeration, freezing of food and dry storage. ● If time, students complete Worksheet 2 (or set for Home Learning). <p>Plenary</p> <ul style="list-style-type: none"> ● Look at Key points in textbook on how to store foods correctly. ● Students to do exam practice questions for Home Learning. 	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

Oasis Academy MediaCityUK Scheme of Learning

42	<ul style="list-style-type: none"> • All students will understand how to use date marks to keep food spoilage to a minimum. • Most students will be able to explain the difference between 'use by' and 'best before' marks. • Some students will be able to explain why it is necessary to label products for home freezing. 	Understand date marks, labelling and food storage.	Lit/ Num	<p>Food spoilage: Storage, labelling and date marks</p> <ul style="list-style-type: none"> • Selection of packaged food with date marks <p>Chapter 7 (pages 133–150)</p> <p>Starter</p> <ul style="list-style-type: none"> • Ask students which organisms cause food spoilage and how this can be prevented from happening (recap on previous lesson). <p>Main</p> <ul style="list-style-type: none"> • Show the PowerPoint. • Have a selection of foods with date labels. Use Worksheet 1. • Students make notes from the textbook on 'use by' and 'best before' marks. • Discuss labelling of students' own frozen foods. <p>Plenary</p> <ul style="list-style-type: none"> • Issue Worksheet 2 and discuss as a class. • Students complete exam practice questions for Home Learning. 	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
43	<ul style="list-style-type: none"> • All students will understand the conditions needed for growth of bacteria. • Most students will know which storage methods prevent this growth. • Some students will be able to explain in detail how they grow. 	Understand the signs of food spoilage	Lit/ Num	<p>Food spoilage: Signs of food spoilage</p> <ul style="list-style-type: none"> • show YouTube clip: https://www.youtube.com/watch?v=gEwzDydcjWc <p>Chapter 7 (pages 133–150)</p> <p>Starter</p> <p>Students remind you of what conditions bacteria need to grow and how their growth can be prevented.</p> <p>Main</p> <ul style="list-style-type: none"> • Watch the YouTube clip about bacterial growth over time (15 seconds only): www.youtube.com/watch?v=gEwzDydcjWc. Discuss. • <i>If time, issue the worksheet on how long it takes for bacteria to multiply for students to complete.</i> • <i>Look at textbook – Growth conditions for bacteria, moulds, yeasts and enzyme action on pages 137-40.</i> 	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

Oasis Academy MediaCityUK Scheme of Learning

				<ul style="list-style-type: none"> Remind students of the practical they did to prevent an apple going brown. Discuss signs of food spoilage and prevention of growth of bacteria. Ask students to work in pairs to write down how they know food has gone off. What do they see? Students look at textbook and see how many they got right. <p>Plenary</p> <ul style="list-style-type: none"> How do we control this growth of food spoilage organisms? Write down ideas. This will be discussed during the next lesson. Home Learning: Students do Exam Practice Questions in textbook after section on Growth conditions. 			
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