

### Context

Pupils will work through the following scheme to create a couscous dish as part of a lunchtime meal (packed lunch or at home).

The outcome of the scheme of work could be shared with the school community through an assembly or school newsletter.

### Aims

- Pupils will develop and apply their knowledge and understanding of food groups and healthy eating
- Pupils will learn and practise food preparation and cooking skills
- Pupils will understand what is meant by seasonality and where some food comes from
- Pupils will design, make and evaluate their dish

### Key vocabulary

<b>Eatwell Guide-</b>	A chart that shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet
<b>Ingredients-</b>	Foods that are combined to make a dish
<b>Recipe-</b>	A list of ingredients and instructions for making a food dish
<b>Composite Food-</b>	Food that contain ingredients from different food groups
<b>Seasonal Food-</b>	Food that is ripe and ready in a particular season
<b>Evaluate-</b>	To work out how good something is
<b>Research-</b>	To find information out about something

# Lesson Overview

Lesson	Main Activities	Learning Objectives
1 The Eatwell Guide	Exploring the Eatwell Guide Deconstructing a sandwich Healthy Lunch analysis	<ul style="list-style-type: none"> <li>Recall the main messages from each of the Eatwell Guide food groups and understand why the groups are different sizes</li> <li>Explain what a healthy lunch should include by referring to foods from the four main food groups</li> <li>Identify and classify ingredients in composite dishes (e.g. sandwiches, pasta, and pizza) according to the Eatwell Guide food groups</li> </ul>
2 Food Preparation Skills	Introducing couscous Food preparation – making a rice cake face	<ul style="list-style-type: none"> <li>Discuss lunch time and meal choices and explain some of the reasons that can affect food choice e.g. time, taste, money, beliefs</li> <li>Explore different recipes and variations on a dish (couscous examples)</li> <li>Prepare a range of vegetables by safely and hygienically using slicing, grating and snipping skills</li> </ul>
3 Research	Researching couscous and seasonality	<ul style="list-style-type: none"> <li>Explore examples of foods available in different seasons and explain the benefits of choosing seasonal food</li> <li>Carry out research</li> <li>Explain where a selection of ingredients come from and how they are processed</li> </ul>
4 Planning And Designing	Design a couscous dish	<ul style="list-style-type: none"> <li>Develop their own design criteria with guidance</li> <li>Design their own couscous dish based on research and design criteria</li> </ul>
5 Preparing And Making	Make a couscous dish	<ul style="list-style-type: none"> <li>Demonstrate an understanding of cookery preparation steps</li> <li>Perform food preparation skills safely and hygienically</li> <li>Make a couscous dish that meets design criteria and is fit for purpose</li> </ul>
6 Evaluation	Evaluate couscous and make recommendations	<ul style="list-style-type: none"> <li>Feedback thoughts of their own and of others</li> <li>Evaluate their dish and suggest ways it could be improved</li> <li>Think of adaptations for future dishes</li> </ul>

● Please ensure that any food allergies and intolerances have been identified, in accordance with your school policies.

## Cooking And Nutrition

Pupils will be taught to:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared and caught and processed

## Design And Technology

Design:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through **discussion**, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make:

- Select from and use a wider range of tools and equipment to perform practical tasks (for example **cutting**, shaping, joining and finishing) accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and **ingredients**, according to their functional properties and aesthetic qualities

Evaluate:

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

<b>English</b>	<p><b>Spoken language:</b></p> <p>Listen and respond appropriately to adults and their peers          Articulate and justify answers and opinions          Use spoken language to develop understanding through exploring ideas          Speak audibly and fluently with an increasing command of standard English          Participate in discussions          Consider and evaluate different viewpoints</p>
<b>Geography</b>	Describe and understand key aspects of human geography, including the distribution of natural resources including food
<b>Mathematics</b>	Measure mass (kg/g) and volume/capacity (l/ml)
<b>Science</b>	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
<b>Health Education</b>  (by the end of primary school pupils, should know the following)	<p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)</p>

## Design And Technology

**Designing:** Pupils should be given opportunities to:

- Investigate how existing products look and function as a source of ideas for their own products, e.g. healthy eating
- Develop a simple specification/ recipe for their products indicating their intentions and approach
- Evaluate their design ideas as they develop, considering the needs of the user

**Making:** Pupils should be given opportunities to:

- Work to their specification/ recipe to make their products
- Choose appropriate materials, ingredients, equipment, tools/ utensils and techniques, from a range made available to them
- Measure, mark out, cut, shape, join, weigh and mix a range of materials and ingredients, using appropriate tools/ utensils, equipment and techniques
- Discuss their products, and evaluate their work, e.g. explain why and how they made their product and what they think about its function, features, performance, taste

**Food:**

- Plan and carry out a broad range of practical food preparation tasks safely and hygienically
- Apply current healthy eating messages and consider nutritional needs when undertaking food preparation tasks
- Classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties, e.g. meat, fish, fruit, vegetables

Subject	Learners are able to:
English	<p><b>Oracy:</b>                      Explain information and ideas using relevant vocabulary                      Listen carefully and make connections between what they are learning and what they already know                      Contribute to group discussion, sharing ideas and information</p>
Mathematics	<p><b>Using measuring skills:</b>                      Use standard units to measure weight/mass: using 10g weights</p>
Science	<p>Pupils should be given opportunities to study the need for a variety of foods and exercise for human good health</p>
Information and Communication Technology	<p>Pupils should be given opportunities to find information from a variety of sources for a defined purpose</p>
Personal and Social Education Framework	<p><b>Health and emotional well-being:</b>                      Learners should be given opportunities to take increasing responsibility for keeping the mind and body safe and healthy and to understand the features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness</p>

<p><b>Health and Wellbeing</b></p>	<p><b>Physical wellbeing:</b> I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 1-15a.</p> <p><b>Physical activity and health:</b> I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing. HWB 1-28a.</p> <p><b>Nutrition:</b> By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a. I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b.</p> <p><b>Safe and hygienic practices:</b> I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a.</p> <p><b>Food and the consumer:</b> When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a.</p>
<p><b>Literacy and English</b> (Listening and talking)</p>	<p><b>Finding and using information:</b> As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a.</p> <p><b>Creating texts:</b> When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a.</p>
<p><b>Numeracy and Mathematics</b> (Number, money and measure)</p>	<p><b>Measure:</b> I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or <b>weigh it using appropriate instruments and units.</b> MNU 1-11a.</p>
<p><b>Sciences</b> (Biological systems)</p>	<p><b>Body systems and cells:</b> By researching, I can describe the position and function of the skeleton and major organs of the human body and <b>discuss what I need to do to keep them healthy.</b> SCN 1-12a.</p>
<p><b>Technologies</b></p>	<p>See Health and wellbeing links.</p> <p><b>Food and textile contexts for developing technological skills and knowledge:</b> Through discovery and imagination, I can develop and use problem-solving strategies to meet design challenges with a food or textile focus. TCH 1-11a. Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 1-11b.</p>