

Context

In response to the popularity of takeaway food, the class will research the origins of popular takeaway dishes, including pizza, and discuss whether fast food can be healthy. The pupils will then research, design and make a healthy pizza and side dish. Afterwards, the pupils will evaluate their product.

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

Aims

- Pupils will learn and increase their knowledge of a healthy and varied diet through current healthy eating messages
- Pupils will use this knowledge to research and design a pizza with toppings
- Pupils will follow kitchen hygiene rules and practise food preparation skills when preparing the food
- Pupils will make and evaluate their finished pizza and side dish

Key vocabulary

Eatwell Guide -	A model that shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet
Ingredients -	Foods that are combined to make a dish
Recipe -	A list of ingredients and instructions for making a food dish
Composite food -	Foods that contain ingredients from different food groups
Research -	To find information out about something

Lesson Overview

Lesson	Main Activities	Learning Objectives
1 Researching Pizza	<p>Discuss takeaway foods</p> <p>Investigate pizza bases & toppings</p> <p>Study the Eatwell Guide</p>	<ul style="list-style-type: none"> Identify favourite takeaway foods, where they originate from and consider if they are healthy to eat Investigate the main ingredients of traditional pizzas, alternative pizzas and identify popular toppings Recall the food groups of the Eatwell Guide and the associated key messages Demonstrate understanding about which products fit in which food group and what constitutes a healthy food
2 Food Labelling And Pizza	<p>Investigate the traffic light food labelling system and labels on pizzas</p> <p>Determine ways to make a pizza meal more healthy</p>	<ul style="list-style-type: none"> Recognise why a healthy diet is beneficial and important Describe what a composite food is. State pizza ingredients, where they fit in the Eatwell Guide and determine whether pizza can be a healthy food choice Explain the traffic light food labelling system on pre-prepared foods and how to interpret the information Demonstrate how and explain why food labelling can be different for the similar products Determine ways to make a meal healthier Determine other factors which contribute to a healthy lifestyle and specify how much exercise should be done each day
3 Food Preparation	<p>Practise food preparation skills and taste and discuss fruit and vegetables</p> <p>Make a slaw</p> <p>Locate country of origin for different foods</p>	<ul style="list-style-type: none"> Recall basic kitchen hygiene and knife rules Practise food preparation skills Discuss fruit and vegetables, focussing on where and how they grow, including seasonality Taste and describe each ingredient and give own opinions about the flavour, texture and smell
4 Designing The Pizza And Side Dish	<p>Design a pizza and side dish</p> <p>Create a feedback form</p>	<ul style="list-style-type: none"> Design a healthy pizza and side dish, taking into account key healthy eating messages Select, list and estimate quantities of each pizza topping Write a recipe for the side dish Suggest suitable questions for a feedback form
5 Making The Pizza And Side Dish	<p>Make a healthy pizza and side dish</p> <p>Describe how the dish fits into the Eatwell Guide and give opinions about their work</p>	<ul style="list-style-type: none"> Recall kitchen hygiene and knife usage rules Follow recipes to make a pizza and side dish Identify how the pizza and side dish fit into the Eatwell Guide
6 Summarising The Topic	<p>Discuss feedback after taste testing</p> <p>Summarise information from the last six weeks</p>	<ul style="list-style-type: none"> Evaluate the feedback questions and give their own opinions on the finished pizza and side dish Demonstrate that pizza can be healthy, enjoyable and fun to make Share the pupils learning with the school and wider community

● 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

<p>English</p>	<p>Spoken language:</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>
<p>Geography</p>	<p>Locational knowledge Locate the world's countries</p> <p>Human and physical geography Describe and understand key aspects of human geography, including the distribution of natural resources including food</p>
<p>Science</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>
<p>Health Education (by the end of primary school pupils, should know the following)</p>	<p>What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals 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>Oracy: Explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids Express opinions about topics and written texts and include some supporting reasons</p>
Mathematics	<p>Using measuring skills: Read and interpret scales or divisions on a range of measuring instruments</p>
Science	<p>Pupils should be given opportunities to study the need for a variety of foods and exercise for human good health</p>
Physical Education	<p>Pupils should be given opportunities to identify how to eat and drink healthily in order to meet the energy requirements of different activities</p>
Geography	<p>Pupils should be given opportunities to identify and locate places and environments using globes, atlases and maps</p>

<p>Health and Wellbeing</p>	<p>Physical wellbeing: I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a.</p> <p>Physical activity and health: I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. HWB 2-28a.</p> <p>Nutrition: By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a</p> <p>Safe and hygienic practices: Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a.</p> <p>Food and the consumer: By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a</p>
<p>Literacy and English (Listening and talking)</p>	<p>Creating texts: When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> o share information, experiences and opinions o explain processes and ideas o identify issues raised and summarise main points or findings o clarify points by asking questions or by asking others to say more. LIT 2-09a.
<p>Numeracy and Mathematics (Number, money and measure)</p>	<p>Measure: I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. MNU 2-11b</p>
<p>Sciences (Biological systems)</p>	<p>Body systems and cells: By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. SCN 2-12a</p>
<p>Technologies</p>	<p>See Health and wellbeing links.</p> <p>Food and textile contexts for developing technological skills and knowledge: Through discovery and imagination, I can develop and use problem-solving strategies to meet design challenges with a food or textile focus. TCH 2-11a. Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 2-11b.</p>