

## Oakfield Lodge Food Technology Scheme of Work

<b>Subject:</b> Food Technology		
<b>Year:</b> 7	<b>Timescale (hours):</b> 18	<b>Unit Title:</b> Healthy Eating
<b>Overall Learning Objectives/Outcomes</b>		
Differentiated (e.g. know, understand, able to do/apply; must, should, could; all, most, some etc)		
Objectives: You will learn...		
<p><b>ALL</b> pupils will: Understand how to respond to a design brief and how to design food products for a specific market. Pupils will understand how to use a number of suitable technical making techniques to produce a series of food products based on the theme of healthy eating. Pupils will understand functions of key ingredients. All will understand the importance of the eatwell plate, 5 a day rule and the Government’s guidelines for healthy living. Pupils will be considering how to modify recipes in order to make them healthier.</p>		
<p><b>MOST</b> pupils will not have made so much progress and will: Understand how cultural and societal demands can affect the choice of food products (for example: takeaway foods- how do they affect the way we live and our diet?)</p>		
<p><b>SOME</b> pupils will have progressed further and will: Identify strengths and weaknesses in component characteristics to justify design choices. Some will be able to modify practical work in response to critical self- evaluation.</p>		
Outcomes: I expect...		
<p><b>ALL</b> pupils will: Design and make a series of products that relate to the eatwell plate and 5 a day rule, selecting appropriate materials, components and equipment with a focus on the quality of preparing ingredients.</p>		
<p><b>MOST</b> pupils will not have made so much progress and will: Work with a variety of different materials showing some precision.</p>		
<p><b>SOME</b> pupils will have progressed further and will: Evaluate and justify their design choices by showing that they are fully aware of the component characteristics.</p>		
<b>Specific Independent Learning Skills which are required and developed through this Scheme of Work.</b>		
<ul style="list-style-type: none"> <li>- Independent Enquirers</li> <li>- Creative thinkers</li> <li>- Reflective learners</li> <li>- Team workers</li> <li>- Self managers</li> <li>- Effective participants</li> </ul>		

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<i>Time</i>	<i>Section of Topic &amp; Learning Objectives and Outcomes</i>	<i>Possible Differentiated Teaching Activities</i>	<i>Assessment</i>	<i>Homework Tasks</i>	<i>Literacy/ Numeracy/ ICT</i>	<i>Resources</i>
1hr Week 1	<p>Lesson 1: <b>Introduction to the food technology room and health and safety requirements</b></p> <p>If this lesson falls on a double-include fruit salad practical after health and safety induction</p> <p><b>PART 1</b> <b>Objectives:</b> You will <i>learn...</i> <b>ALL:</b> To understand how you will be assessed during this project To understand what the design brief requires and what a specification is. <b>MOST:</b> To identify points we must consider in designing healthier food products. <b>SOME:</b> To explain why we would use sources of inspiration to do this.</p> <p><b>PART 2-</b> <b>Objectives:</b> You will learn... <b>ALL:</b> How to work safely within the food technology room <b>MOST:</b> Be able to identify potential hazards and explain the correct procedures within the food technology room</p>	<p><b>STARTER:</b> <i>Introduction to booklets/project and class discussion about assessment.</i></p> <p><b>MAIN ACTIVITY 1:</b> <i>Identifying need in Design Brief: Class discussion- what is a design brief and specification?</i> <b>H:</b> HOW are you going to do this? <b>M:</b> WHY are you being asked to do this? <b>L:</b> WHAT is it asking you to make.</p> <p><b>MAIN ACTIVITY 2:</b> <i>Tour and class discussion of the kitchen area, equipment and procedures.</i> <b>H:</b> Why is it important to follow all health and safety rules at all times? <i>Analysis</i> <b>M:</b> How can we stay safe in this room? <b>L:</b> What are the potential hazards?</p> <p><b>MAIN ACTIVITY 3 :</b> <i>Task 2: What is health and safety – list 5 points</i> <b>H:</b> Complete all questions in full sentences giving reasons for each <b>M:</b> Complete all questions in full sentences <b>L:</b> Complete all questions</p> <p><b>PLENARY:</b> <i>Key words - Anagrams</i> <b>H:</b> Advanced words: Innovative, ingredients</p>	<ul style="list-style-type: none"> <li>- Questioning (open and targeted)</li> <li>- Thumbs up / Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p> <p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written evaluations of practical work</p>	<p><b>Safety poster</b> <b>Design a safety poster for the Food Technology room.</b> <b>Include images/ drawings and labels.</b> <b>You may use a computer or do it by hand. For at least a 5c you need to give reasons for your rules.</b> <b>Why are they important to follow?</b></p>	<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <p>Writing specific evaluations</p>	<ul style="list-style-type: none"> <li>- Work Booklets</li> <li>- Progress log books</li> <li>- H&amp;S sheets (if not already given by another unit)</li> <li>- Power point presentation</li> <li>- Fully equipped food technology room</li> </ul>

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	<p><b>SOME:</b> Explain in detail the importance of following all health and safety rules at all times</p>	<p><b>M:</b> Complex words: Prepared, monitor  <b>L:</b> Basic words: Product, knife</p>	<p>Self and peer evaluations of practical work</p>			
<p>2hr Week 1</p>	<p>Lessons 2+3:  <b>PRACTICAL – Fruit Salad</b>  <b>Objectives:</b> <i>You will learn...</i>  <b>ALL:</b> To understand how to prepare a basic fruit salad using a knife safely.  <b>MOST:</b> To identify ways that a fruit salad could be modified.  <b>SOME:</b> To explain the importance of quality control/ health and safety.</p> <p><b>Outcomes:</b> <i>I expect...</i>  <b>All:</b> Will produce a successful fruit salad to the best of your ability and evaluate  <b>Most:</b> Will produce a well finished fruit salad and evaluate noting some improvements  <b>Some:</b> Will produce a very well finished and aesthetically pleasing fruit salad independently. Detailed evaluation written.</p>	<p><b>STARTER:</b> Safety and hygiene picture starter- circle all the hazards you can see  <b>H:</b> HOW would you work safely?  <b>M:</b> WHY do we need to follow these rules?  <b>L:</b> WHAT is wrong with not following these rules?  <b>MAIN ACTIVITY 1: Task 3-</b> Knife safety assessment- answer the questions after a short class discussion on knife safety  <b>H:</b> Complete all questions in full sentences giving reasons for each  <b>M:</b> Complete all questions in full sentences  <b>L:</b> Complete all questions  <b>MAIN ACTIVITY 2:</b> <i>Teacher Dem of fruit salad – How to (Questioning)</i>  <b>H:</b> What changes to this recipe would you recommend? (Evaluation)  <b>M:</b> What is the problem with using too much filling in your quesadilla?(Analysis)  <b>L:</b> Can you identify which country this recipe is from? (Application)  <b>MAIN ACTIVITY 3:</b> <i>Complete fruit salad Pupils to weigh out most ingredients in order to familiarise themselves with key weights (grams/mls etc)</i></p>	<ul style="list-style-type: none"> <li>- Questioning (open and targeted)</li> <li>- Thumbs up / Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p> <p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written</p>	<p><b>N/A</b></p>	<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <p>Writing specific evaluations</p>	<ul style="list-style-type: none"> <li>- Work Booklets</li> <li>- Progress log books</li> <li>- H&amp;S sheets (if not already given by another unit)</li> <li>- Power point presentation</li> </ul> <p>Fully equipped food technology room</p>

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		<p><b>H:</b> Select own tools/ equipment- independently made.</p> <p><b>M:</b> Complete a fairly neat fruit salad</p> <p><b>L:</b> Complete a basic fruit salad</p> <p><b>PLENARY:</b> Class discussion- <i>Peer / Teacher assessment using success criteria</i></p> <p><b>H:</b> Analyse and critically evaluate practical work in detail</p> <p><b>M:</b> Identify ways that the fruit salad could be modified</p> <p><b>L:</b> Identify good and bad points and set own target.</p> <p><b>Extension:</b> Key word search</p>	<p>evaluations of practical work</p> <p>Self and peer evaluations of practical work</p>			
1hr Week 2	<p>Lesson 4: <b>Application of Knowledge and Understanding</b></p> <p><b>PRACTICAL –Pizza toast</b></p> <p><b>Objectives:</b> <i>You will learn...</i></p> <p><b>ALL:</b> To understand how to use the grill correctly in order to make pizza toast</p> <p><b>MOST:</b> To identify ways that the pizza toast could be modified</p> <p><b>SOME:</b> To explain the importance of quality control/ health and safety.</p> <p><b>Outcomes:</b> <i>I expect...</i></p> <p><b>ALL:</b> To have completed a presentable pizza toast dish.</p>	<p><b>STARTER:</b> Safety and hygiene starter and introduction to the grill</p> <p><b>H:</b> HOW would you work safely when using the grill?</p> <p><b>M:</b> WHY do we need to follow these rules?</p> <p><b>L:</b> WHAT is wrong with not following these rules?</p> <p><b>MAIN ACTIVITY 1:</b> <i>Complete pizza toast</i></p> <p><b>H:</b> Select own tools/ equipment- independently made.</p> <p><b>M:</b> Complete a fairly creative and presentable pizza toast semi- independently</p>	<ul style="list-style-type: none"> <li>- Questioning (open and targeted)</li> <li>- Thumbs up / Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p>		<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <p>Writing specific evaluations</p>	<p>Work Booklets</p> <p>Progress log books</p> <p>H&amp;S sheets (if not already given by another unit)</p> <p>Power point presentation</p> <p>Fully equipped food</p>

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	<p><b><u>MOST:</u></b> To have completed presentable pizza toast dish made semi independently.</p> <p><b><u>SOME:</u></b> To have completed a creative pizza toast dish independently.</p>	<p><b><u>L:</u></b> Complete basic pizza toast with prompts</p> <p><b><u>PLENARY:</u></b> <i>pizza toast class discussion-Self / Peer / Teacher assessment using success criteria</i></p> <p><b><u>H:</u></b> Analyse and critically evaluate practical work in detail using the success criteria as reference</p> <p><b><u>M:</u></b> Identify ways that the pizza toast could be modified</p> <p><b><u>L:</u></b> Identify good and bad points and set own target.</p>	<p>Class discussion</p> <p>Q&amp;A</p> <p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written evaluations of practical work</p> <p>Self and peer evaluations of practical work</p>			<p>technology room</p>
<p>1 hr. Week 2</p>	<p>Lesson 5: Application of knowledge and understanding</p> <p><b><u>Theory:</u></b> Oven safety assessment</p> <p><b><u>Objectives:</u></b> <i>You will learn...</i></p> <p><b><u>ALL:</u></b> To understand how to use the oven safely and effectively</p> <p><b><u>MOST:</u></b> To understand how important it is to follow all oven health and safety rules</p> <p><b><u>SOME:</u></b> To be able to explain the importance of oven safety with some detail</p>	<p><b><u>STARTER:</u></b> <i>Peer Assessment –Research Pupils to get out research h/w and pass it to the person on their left. Everyone is to have someone else’s work. If some have forgotten then some pupils should work in pairs.</i></p> <p><b><u>H:</u></b> Will be largely independent in giving feedback.</p> <p><b><u>M:</u></b> Will create feedback with some help from sentence starters and keywords.</p> <p><b><u>L:</u></b> Will produce feedback largely using sentence starters and key words to give feedback.</p>	<p>Questioning (open and targeted)</p> <ul style="list-style-type: none"> <li>- Thumbs up /</li> <li>Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in</p>	<p>Collect in h/w 1</p>	<p>Measuring and weighing out specific ingredients</p> <p>Numeracy task: identifying weights</p> <p>Introduction to specific key technical and sensory terms</p>	<p>Work Booklets</p> <p>Progress log books</p> <p>Power point presentation</p> <p>Fully equipped food technology room</p>

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<p><b>Outcomes:</b> / <i>expect...</i></p> <p><b>ALL:</b> To have completed oven safety theory and practical</p> <p><b>MOST:</b> To have completed theory questions with some detail.</p> <p><b>SOME:</b> Detailed annotations with justification for each question.</p>	<p><b>TASK 1:</b> Class discussion and demonstration on how to use the oven safely and effectively. Show students the difference between simmering and boiling</p> <p><b>ALL:</b> WHAT is the difference between boiling and simmering?</p> <p><b>MOST:</b> HOW can we use the oven safely?</p> <p><b>SOME:</b> WHY do we adjust the temperature when cooking? How do you know when to do this?</p> <p><b>TASK 2:</b> Practical assessment task: Students to complete task 4 in pairs before being assessed using the oven</p> <p><b>H:</b> Complete all questions in full sentences giving reasons for each</p> <p><b>M:</b> Complete all questions in full sentences</p> <p><b>L:</b> Complete all questions</p> <p><b>TASK 3:</b> <i>Using the oven part 2</i></p> <p><b>H:</b> Complete all questions in full sentences giving reasons for each</p> <p><b>M:</b> Complete all questions in full sentences</p> <p><b>L:</b> Complete all questions</p> <p><b>Plenary:</b> <i>Peer assessment- students to mark each other's work using the success criteria in work booklet</i></p> <p><b>H:</b> Will be largely independent in giving feedback.</p>	<p>work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p> <p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written evaluations of practical work</p> <p>Self and peer evaluations of practical work</p>		<p>Writing specific evaluations</p>	
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		<p><b>M:</b> Will create feedback with some help from sentence starters and keywords.</p> <p><b>L:</b> Will produce feedback largely using sentence starters and key words to give feedback.</p>				
2hrs Week 3	<p><b>Lessons 6+7: Application of knowledge and Understanding</b></p> <p><b>Fruit Crumble</b></p> <p><b>Objectives:</b> <i>You will learn...</i></p> <p><b>ALL:</b> To understand how to make a fruit crumble and the key functions of ingredients. To understand how to use a star diagram to evaluate food.</p> <p><b>MOST:</b> To identify ways that a fruit crumble could be adapted</p> <p><b>SOME:</b> To explain the importance of quality control/ health and safety.</p> <p><b>Outcomes: I expect...</b></p> <p><b>All:</b> Will produce a successful fruit crumble to the best of your ability and evaluate</p> <p><b>Most:</b> Will produce a well finished fruit crumble , semi-independently and evaluate noting some improvements</p>	<p><b>STARTER:</b> <i>how to use a star diagram and key word task (page 12)</i></p> <p><b>L: 10 words= okay</b></p> <p><b>M: 15 words= good</b></p> <p><b>H: 20+ words= Excellent</b></p> <p><b>MAIN ACTIVITY 1:</b> <i>Teacher Dem – How to (Questioning)</i></p> <p><b>H:</b> What changes to this recipe would you recommend? (Evaluation)</p> <p><b>M:</b> What are the potential problems when using the oven? (Analysis)</p> <p><b>L:</b> How should we prepare the ingredients correctly? (Application)</p> <p><b>MAIN ACTIVITY 2:</b> <i>Complete crumble Pupils to weigh out most ingredients in order to familiarise themselves with key weights (grams/mls etc)</i></p> <p><b>H:</b> Select own tools/ equipment-independently made.</p>	<p>Questioning (open and targeted)</p> <ul style="list-style-type: none"> <li>- Thumbs up / Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p>	<p><b>Homework 2:</b></p> <p><b>Homework 2: Healthy Eating Leaflet</b></p> <p><b>Create a leaflet to promote healthy eating. What do you need to do to maintain a healthy diet? What should you include in your diet and why? What happens if you do not maintain a healthy diet? Include images/ drawings and annotation. For the highest grades you will need to consider how you could present the information in a</b></p>	<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <p>Writing specific evaluations</p>	<p>Work Booklets</p> <p>Progress log books</p> <p>Power point presentation</p> <p>Fully equipped food technology room</p>

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	<p><b>Some:</b> Will produce a well finished fruit crumble independently. Detailed evaluation written.</p>	<p><b>M:</b> Complete a presentable crumble dish semi- independently  <b>L:</b> Complete basic fruit crumble with help.  <b>PLENARY:</b> <i>Crumble Self / Peer / Teacher assessment</i>  <u>Evaluation using writing frame in booklet: Success criteria to be used by students as a guide</u>  <b>H:</b> Analyse and critically evaluate practical work in detail using the star diagram as reference  <b>M:</b> Identify ways that the crumble could be modified  <b>L:</b> Identify good and bad points and set own target</p>	<p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written evaluations of practical work          Self and peer evaluations of practical work</p>	<p><b>creative way. Website to help you:</b>  <a href="http://www.nhs.co.uk">www.nhs.co.uk</a>  <b>Success criteria for homework to be explained</b></p>		
<p>1hr Week 4</p>	<p><b>Lesson 8:</b>  <b>Objectives:</b> <i>You will learn...</i></p> <p><b>Application of Knowledge and Understanding</b></p> <p><b>PRACTICAL – Vegetable cous cous</b>  <b>COUS</b>  <b>Objectives:</b> <i>You will learn...</i>  <b>ALL:</b> To understand how to make a basic cous cous dish  <b>MOST:</b> To identify ways that the cous cous could be adapted to suit the needs of different people</p>	<p><b>STARTER:</b> Safety and hygiene starter  <b>H:</b> HOW would you work safely?  <b>M:</b> WHY do we need to follow these rules?  <b>L:</b> WHAT is wrong with not following these rules?</p> <p><b>MAIN ACTIVITY 1:</b> <i>Complete cous cous</i>  <b>H:</b> Select own tools/ equipment- independently made.  <b>M:</b> Complete a fairly creative and presentable cous cous dish semi- independently  <b>L:</b> Complete basic cous cous dish with prompts</p>	<p>Questioning (open and targeted)          Thumbs up / Thumbs down          Observation</p> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p>	<p><b>N/A</b></p>	<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <p>- Writing specific evaluations</p>	<p>Work Booklets          Progress log books          Power point presentation          Fully equipped food technology room</p>

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<p><b>SOME:</b> To explain the importance of quality control/ health and safety.</p> <p><b>Outcomes:</b> <i>I expect...</i></p> <p><b>ALL:</b> To have completed a presentable cous cous dish</p> <p><b>MOST:</b> To have completed a presentable cous cous dish made semi independently.</p> <p><b>SOME:</b> To have completed a presentable cous cous dish independently.</p>	<p><b>PLENARY:</b> <i>Cous cous Self / Peer / Teacher assessment (class critique using success criteria)</i></p>	<p>Class discussion</p> <p>Q&amp;A</p> <p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written evaluations of practical work</p> <p>Self and peer evaluations of practical work</p>			
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<p>1hr Week 4</p>	<p>Lesson 9: <b>Theory</b></p> <p><u><a href="#">Theory: Eatwell plate/ 5 a day rule</a></u></p> <p><b>Objectives:</b> <i>You will learn...</i></p> <p><b>ALL:</b> To understand the purpose of the eatwell plate and 5 a day rule</p> <p><b>MOST:</b> To identify reasons why the eatwell plate and 5 a day rule is important</p> <p><b>SOME:</b> To justify the need to follow the eatwell plate and 5 a day rule</p> <p><b>Outcomes:</b> <i>I expect...</i></p> <p><b>All:</b> Will complete the eatwell plate and healthy eating questions. All will make notes during the video clips.</p> <p><b>Most:</b> Most will make fairly detailed notes during the video clips and be able to feedback some ideas to the rest of the class.</p> <p><b>Some:</b> Some will make detailed notes during the video clips and be able to feedback some detailed ideas to the rest of the class.</p>	<p><b>STARTER:</b> <i>Washing up starter: Task 5</i> (Think, pair, share) Students to work as small groups/ pairs to fill in missing words</p> <p>Key words provided for lower ability students</p> <p><b>MAIN ACTIVITY 1:</b> <i>Task 6: Eatwell plate discussion and questions</i></p> <p><b>ALL: WHAT</b> is the eatwell plate?</p> <p><b>MOST: WHY</b> is it important to follow?</p> <p><b>SOME: HOW</b> can you use it to help you lead a healthy lifestyle?</p> <p><b>MAIN ACTIVITY 2:</b> <i>Planning a healthy sandwich- students to identify which food groups their ideal sandwich fits in to</i></p> <p><b>MAIN ACTIVITY 3:</b> <i>NHS Video clips- 5 a day rule and salt intake using notes</i> <i>Students to take notes followed by a class discussion/ feedback</i></p> <p><b>ALL: WHAT</b> is The 5 a day rule?</p> <p><b>MOST: WHY</b> is it important to follow?</p> <p><b>SOME: HOW</b> can you use it to help you lead a healthy lifestyle?</p> <p><b>PLENARY:</b> Think, pair, share-<i>8 tips for healthy living</i></p> <p><b>H:</b> All 8 points completed with justifications</p>	<p>Questioning (open and targeted)</p> <ul style="list-style-type: none"> <li>- Thumbs up /</li> <li>Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p> <p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written evaluations of practical work</p> <ul style="list-style-type: none"> <li>- Self and peer evaluations of practical work</li> </ul>	<p><u>Collect in h/w 2</u></p> <p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <ul style="list-style-type: none"> <li>- Writing specific evaluations</li> </ul>	<p>Work Booklets</p> <p>Progress log books</p> <p>Power point presentation</p> <p>Fully equipped food technology room</p>
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		<p><b>M:</b> Up to 5 answers written in full sentences</p> <p><b>L:</b> At least 3 answers written in full sentences</p>				
2hr Week 5	<p><b>Lesson 10/11:</b> <b><u>PRACTICAL</u> : Cheesy scones</b></p> <p><b>Objectives:</b> <i>You will learn...</i> <b>ALL:</b> To understand how to make cheesy scones and the key functions of ingredients.</p>	<p><b>STARTER:</b> Safety and hygiene starter</p> <p><b>H:</b> HOW would you work safely?</p> <p><b>M:</b> WHY do we need to follow these rules?</p> <p><b>L:</b> WHAT is wrong with not following these rules?</p> <p><b>MAIN ACTIVITY 1:</b> <i>Teacher Dem – How to (Questioning)</i></p> <p><b>H:</b> What changes to this recipe would you recommend? (Evaluation)</p>	<p>Questioning (open and targeted)</p> <ul style="list-style-type: none"> <li>- Thumbs up / Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p>	<p>Homework 3: 3 course meal design</p> <p>Design a 3 course meal (starter, main and dessert) for a person on a low fat diet. You must include drawings, labels and annotations. You must state why you have</p>	<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p>	<p>Work Booklets</p> <p>Progress log books</p> <p>Power point presentation</p> <p>Fully equipped food technology room</p>

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<p><b>MOST:</b> To identify ways that this recipe could be adapted</p> <p><b>SOME:</b> To explain the importance of quality control/ health and safety.</p> <p><b>Outcomes:</b> / <i>expect...</i></p> <p><b>ALL:</b> To have completed a batch of uniform cheesy scones.</p> <p><b>MOST:</b> To have completed a batch of uniform cheesy scones made semi independently.</p> <p><b>SOME:</b> To have completed a batch of uniform cheesy scones made independently.</p>	<p><b>M:</b> What would happen if we did not measure the ingredients out correctly? How do we know when the scones are cooked? (Analysis)</p> <p><b>L:</b> What is the function of the flour? (Application)</p> <p><b>MAIN ACTIVITY 2:</b> <i>Complete scones Pupils to weigh out most ingredients in order to familiarise themselves with key weights (grams/mls etc)</i></p> <p><b>H:</b> Select own tools/ equipment- independently made.</p> <p><b>M:</b> Complete a series of uniform scones.</p> <p><b>L:</b> Complete basic series of scones with help.</p> <p><b>PLENARY:</b> <i>Bread Self / Peer / Teacher assessment</i></p> <p><b>Evaluation using writing frame in booklet: Success criteria to be used by students as a guide</b></p> <p><b>H:</b> Analyse and critically evaluate practical work in detail using the star diagram as reference</p> <p><b>M:</b> Identify ways that the scones could be modified</p> <p><b>L:</b> Identify good and bad points and set own target</p>	<p>Formal written feedback given in work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p> <p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written evaluations of practical work</p> <p>- Self and peer evaluations of practical work</p>	<p>chosen those meals and how it suits a person on a low fat diet trying to be healthier.</p>	<p>- Writing specific evaluations</p>	
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## Oakfield Lodge Food Technology Scheme of Work

<p>1hr Week 6</p>	<p><b>Lesson 12: Practical:</b> <b>Vegetable stir fry</b></p> <p><b>Objectives:</b> <i>You will learn...</i> Objectives: You will learn...</p> <p><b>ALL:</b> To understand how to make sweet and sour veg and the key functions of ingredients.</p> <p><b>MOST:</b> To identify ways that this dish could be adapted to make other products</p> <p><b>SOME:</b> To explain the importance of quality control/ health and safety.</p> <p><b>Outcomes:</b> I expect...</p> <p><b>ALL:</b> To have completed a presentable sweet and sour veg dish.</p> <p><b>MOST:</b> To have completed a presentable sweet and sour dish, made semi independently.</p> <p><b>SOME:</b> To have completed a presentable sweet and sour veg dish, made independently.</p>	<p><b>STARTER:</b> Safety and hygiene starter</p> <p><b>H:</b> HOW would you work safely?</p> <p><b>M:</b> WHY do we need to follow these rules?</p> <p><b>L:</b> WHAT is wrong with not following these rules?</p> <p><b>MAIN ACTIVITY 1:</b> <i>Complete stir fry dish after a short class discussion</i> <i>Pupils to weigh out most ingredients in order to familiarise themselves with key weights (grams/mls etc)</i></p> <p><b>H:</b> Select own tools/ equipment- independently made.</p> <p><b>M:</b> Complete a presentable stir fry dish.</p> <p><b>L:</b> Complete basic stir fry dish with help.</p> <p><b>PLENARY:</b> <i>Stir fry Self / Peer / Teacher assessment</i></p> <p><b>Evaluation using writing frame in booklet: Success criteria to be used by students as a guide</b></p> <p><b>H:</b> Analyse and critically evaluate practical work in detail using the star diagram as reference</p> <p><b>M:</b> Identify ways that the stir fry could be modified</p> <p><b>L:</b> Identify good and bad points and set own target</p>	<p>Questioning (open and targeted)</p> <ul style="list-style-type: none"> <li>- Thumbs up /</li> <li>Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p> <p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written evaluations of practical work</p> <p>Self and peer evaluations of practical work</p>	<p><b>N/A</b></p>	<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <p>Writing specific evaluations</p>	<p>Work Booklets</p> <p>Progress log books</p> <p>Power point presentation</p> <p>Fully equipped food technology room</p>
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## Oakfield Lodge Food Technology Scheme of Work

<p>1 hr. Week 6</p>	<p><b>Lesson 13:</b> <b>Theory: Development of designs- biscuits</b> <b>Objectives:</b> <i>You will learn...</i> <b>All:</b> To understand how to modify a basic recipe. To understand how to write a specification. <b>Most:</b> To be able to identify reasons why designers use a specification  <b>Some:</b> Be able to justify reasons for key design features  <b>Outcomes:</b> I expect... <b>All:</b> Will complete 3 basic biscuit ideas <b>Most:</b> Will complete design work with some detailed sketches, labels and annotation. <b>Some:</b> Will complete design work with detailed sketches, labels and annotation.</p>	<p><b>STARTER:</b> <i>Respond to me!</i> Pupils complete individual task identified by teacher marking. <b>H:</b> Be creative! <b>M:</b> Analysis / Evaluation <b>L:</b> Complete an activity.  <b>MAIN ACTIVITY 1:</b> <i>Development of design work. Recap- What is a specification? Students to decide up to 5 key specification points for their biscuits</i> <b>H:</b> 5+ points with justifications <b>M:</b> Creative four + points for each category. <b>L:</b> Three basic points for each category  <b>MAIN ACTIVITY 2:</b> 3 biscuit design ideas <b>All:</b> Will complete 3 basic biscuit ideas <b>Most:</b> Will complete design work with some detailed sketches, labels and annotation. <b>Some:</b> Will complete design work with detailed sketches, labels and annotation.  <b>Plenary:</b> <i>Peer Assessment of design work.</i> <b>H:</b> Will be largely independent in giving feedback. <b>M:</b> Will create feedback with some help from sentence starters and keywords.</p>	<p>Questioning (open and targeted) - Thumbs up / Thumbs down - Observation  Formal homework  Informal feedback in class  Formal written feedback given in work booklets and progress log books  Class discussion  Q&amp;A  Use of self-assessment criteria during practical tasks  Use of self-assessment criteria for written evaluations of practical work Self and peer evaluations of practical work</p>	<p><b>Collect in h/w 3</b> <b>Students to be asked to bring in extra ingredients for next lesson in order to modify their basic biscuit recipe to their specification</b></p>	<p>Measuring and weighing out specific ingredients  Introduction to specific key technical and sensory terms  Writing specific evaluations -</p>	<p>Work Booklets Progress log books Power point presentation Fully equipped food technology room</p>
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## Oakfield Lodge Food Technology Scheme of Work

		<p><b>L:</b> Will produce feedback largely using sentence starters and key words to give feedback.</p>				
2hr Week 7	<p><b>Lesson 14/15:</b> <b><u>Practical: Biscuits</u></b></p> <p><b>Objectives:</b> <i>You will learn...</i>  <b>ALL:</b> To understand how to make biscuits and the key functions of ingredients.  <b>MOST:</b> To identify ways that this product could be adapted to make other products  <b>SOME:</b> To explain the importance of quality control/ health and safety.</p> <p><b>Outcomes:</b> I expect...  <b>ALL:</b> To have completed a series of biscuits  <b>MOST:</b> To have completed a series of creative biscuits made semi independently.  <b>SOME:</b> To have completed a series of creative and presentable biscuits made independently.</p>	<p><b>STARTER 1: Quick equipment spelling test</b>  <b>STARTER 2:</b> Safety and hygiene starter  <b>H:</b> HOW would you work safely?  <b>M:</b> WHY do we need to follow these rules?  <b>L:</b> WHAT is wrong with not following these rules?</p> <p><b>MAIN ACTIVITY 1:</b> <i>Teacher Dem – How to (Questioning)</i>  <b>H:</b> What changes to this recipe would you recommend? (Evaluation)  <b>M:</b> What is the problem with using too much water in the icing sugar? (Analysis)  <b>L:</b> Can you identify the key functions of ingredients? (Application)  <b>MAIN ACTIVITY 2:</b> <i>Complete biscuits. Pupils to weigh out most ingredients in order to familiarise themselves with key weights (grams/mls etc)</i>  <b>H:</b> Select own tools/ equipment-independently made.  <b>M:</b> Complete a series of fairly uniform biscuits  <b>L:</b> Complete basic series of biscuits  <b>PLENARY:</b> <i>Self-assessment using star diagram template</i></p>	<p>Questioning (open and targeted)          - Thumbs up /          Thumbs down          - Observation</p> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p> <p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written</p>	<p><b>Homework 4:</b>  <b>Restaurant research</b>          What is your favourite restaurant and why?          Create a research page on your favourite restaurant. You will need to include images/ drawings, facts about it (and what food it serves) annotation and your comments as to why you like this restaurant. Try to persuade the reader to try your chosen restaurant.</p>	<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <p>Writing specific evaluations</p>	<p>Work Booklets          Progress log books          Power point presentation          Fully equipped food technology room</p>

## Oakfield Lodge Food Technology Scheme of Work

		<p><b>Evaluation using writing frame in booklet: Success criteria to be used by students as a guide</b></p> <p><b>H:</b> Analyse and critically evaluate practical work in detail</p> <p><b>M:</b> Identify ways that the product could be modified</p> <p><b>L:</b> Identify good and bad points and set own target</p> <p><b>EXTENSION:</b> Complete step by step making guide</p>	<p>evaluations of practical work</p> <p>Self and peer evaluations of practical work</p>			
<p>1hr Week 8</p>	<p><b>Lesson 16: Practical: Flapjacks</b>  <b>Marble pear tray cake if lesson falls on a 2hr session</b></p> <p><b>Objectives:</b> <i>You will learn...</i></p> <p><b>ALL:</b> To understand how to make flapjacks and the key functions of ingredients.</p> <p><b>MOST:</b> To identify ways that this dish could be adapted to make other products</p> <p><b>SOME:</b> To explain the importance of quality control/ health and safety.</p> <p><b>Outcomes:</b> I expect...</p> <p><b>ALL:</b> To have completed presentable and uniform flapjack slices</p>	<p><b>STARTER:</b> Safety and hygiene starter</p> <p><b>H:</b> HOW would you work safely?</p> <p><b>M:</b> WHY do we need to follow these rules?</p> <p><b>L:</b> WHAT is wrong with not following these rules?</p> <p><b>MAIN ACTIVITY 1:</b> <i>Complete flapjacks after a short class discussion Pupils to weigh out most ingredients in order to familiarise themselves with key weights (grams/mls etc)</i></p> <p><b>H:</b> Select own tools/ equipment-independently made.</p> <p><b>M:</b> Complete a presentable dish.</p> <p><b>L:</b> Complete basic sweet and sour dish with help.</p> <p><b>PLENARY:</b> <i>Self / Peer / Teacher assessment</i></p>	<p>Questioning (open and targeted)</p> <ul style="list-style-type: none"> <li>- Thumbs up /</li> <li>Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p>	<p><b>Collect in h/w 4</b></p>	<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <p>Writing specific evaluations</p>	<p>Work Booklets</p> <p>Progress log books</p> <p>Power point presentation</p> <p>Fully equipped food technology room</p>

## Oakfield Lodge Food Technology Scheme of Work

	<p><b>MOST:</b> To have completed presentable and uniform flapjack slices made semi independently.</p> <p><b>SOME:</b> To have completed presentable and uniform flapjack slices, made independently.</p>	<p><b>Evaluation using writing frame in booklet: Success criteria to be used by students as a guide</b></p> <p><b>H:</b> Analyse and critically evaluate practical work in detail using the star diagram as reference</p> <p><b>M:</b> Identify ways that the dish could be modified</p> <p><b>L:</b> Identify good and bad points and set own target</p>	<p>Use of self-assessment criteria during practical tasks</p> <p>Use of self-assessment criteria for written evaluations of practical work</p> <p>Self and peer evaluations of practical work</p>			
<p>1hr Week 8/9</p>	<p><b>Lesson 17/18: To be confirmed: depending on sequence of lessons</b></p> <p><b>Reserve practical:</b></p>	<p><b>STARTER:</b> <i>Respond to me!</i> Pupils complete individual task identified by teacher marking.</p> <p><b>H:</b> Be creative!</p> <p><b>M:</b> Analysis / Evaluation</p> <p><b>L:</b> Complete an activity.</p> <p><b>TASK 1:</b> <i>Self/peer assessment of the whole project using template in progress log books</i></p> <p><b>H:</b> Fully justified reasons.</p> <p><b>M:</b> Some detailed reasons stated.</p> <p><b>L:</b> Complete evaluation to best of ability.</p> <p><b>TASK 2:</b> Complete all unfinished (or improve) theory work.</p> <p><b>TASK 4:</b> Mini practical if time permits (double lesson only)</p> <p><b>Plenary: Set targets for next term</b></p>	<p>Questioning (open and targeted)</p> <ul style="list-style-type: none"> <li>- Thumbs up /</li> <li>Thumbs down</li> <li>- Observation</li> </ul> <p>Formal homework</p> <p>Informal feedback in class</p> <p>Formal written feedback given in work booklets and progress log books</p> <p>Class discussion</p> <p>Q&amp;A</p>	<p><b>N/A</b></p>	<p>Measuring and weighing out specific ingredients</p> <p>Introduction to specific key technical and sensory terms</p> <p>Writing specific evaluations</p>	<p>Work Booklets</p> <p>Progress log books</p> <p>Power point presentation</p> <p>Fully equipped food technology room</p>

## Oakfield Lodge Food Technology Scheme of Work

		<u>Final bingo game</u>	Use of self-assessment criteria during practical tasks  Use of self-assessment criteria for written evaluations of practical work Self and peer evaluations of practical work			
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