

Why cook food?

- Provides rich, authentic learning experiences
- Children may try new and healthy foods
- A kitchen is a learning lab for children and young people
- Children who engage in home cooking have better diets overall
- Food Literacy is more effective when children experience cooking first-hand
- Being food literate can lead to better food choices
- Children learn life skills
- Cooking can aid children in acceptance of responsibility

What you need:

- *Access to a kitchen or cooking facilities with space to wash, prepare & cook food*
- *Aprons and other protective clothing if needed*
- *Cooking utensils - knives, peelers, wooden spoons etc.*
- *Pots and pans - various sizes*
- *Mixing bowls - various sizes*
- *Baking trays - various styles*
- *Cooling racks*
- *Colour coded chopping boards for different food types*
- *Electric whisk, food blender*
- *Cookbooks - age appropriate*
- *Store cupboard basics - seasoning, herbs, olive oil, butter, spices, flour, pasta etc.*
- *Home grown and seasonal fruit, vegetables, herbs and salads*
- *Food storage facilities - larder, fridge, freezer*
- *Food storage containers*
- *Food thermometer*
- *Kitchen logs to record temperature of fridges & freezers*

Useful websites

<https://www.foodafactoflife.org.uk/recipes/>
<https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes>
<https://www.nhs.uk/change4life/recipes>
<https://realfood.tesco.com/jamie-oliver.html>
<https://www.nutrition.org.uk/foodinschools/teachercentre.html>

Key Concepts Change, Health, Nutrition, Value, Energy, Choice, Wellbeing, Lifestyle, Matter, Cause & Effect

Key Questions

- Is it possible to cook healthy meals on a budget?
- How do meals cooked from scratch compare with ready-made processed food? (In terms of taste, nutrition, value for money, time to prepare etc.)
- What health and safety considerations are required in cooking?
- What health and safety considerations are important to consider when storing food?
- How can we encourage younger children to eat the foods we cook?
- Can we influence our family's food choices by cooking for them?

Things to cook and prepare

- Salsa
- Pizza (Yeast Dough)
- Ham, Spring Onion and Basil Muffins
- Spicy Chickpea and Mushroom Burgers
- Mini Cornish Pasties
- Fruity Muffins/Fruity Flapjacks

All of these recipes (and more) are available on the 'Food a Fact of Life' Website

Possible learning experiences

Observe other chefs preparing, cooking and baking either on-line or in person

Think about all the different ways to cook an egg/tomato/potato etc. Identify the cooking process involved in each method

Check available ingredients from the school garden, Big Bocs Bwyd and the school pantry

Consider how you might combine these ingredients to make a tasty snack or meal

Research recipes that include available ingredients and reflect what you know about a balanced 'Eatwell' plate

Check the nutritional value of your chosen recipe

Make shopping lists for additional essential items

Do a price comparison between supermarkets and local shops

Purchase additional ingredients sticking to your budget!

Read your chosen recipe carefully making sure you know what to do

Wash your hands thoroughly, tie back long hair, put on your apron

Collect all of the ingredients that you will need

Collect the equipment and utensils you will need

Prepare vegetables and other ingredients according to the recipe - wash, peel, chop etc.

Weigh and measure ingredients according to the recipe

Set the oven temperature/hob settings as necessary

Set the timer according to the different stages of the recipe

If eating food with friends, set the table with appropriate cutlery and crockery

If selling your food in the Big Bocs Bwyd, find suitable packaging and consider portion sizes

Enjoy eating with/interacting with your friends/customers

Wash the dishes and clean your workspace thoroughly

Store leftover food and/or ingredients paying regard to food safety guidance

Ask friends/customers for constructive feedback to help you improve your cooking skills

Make notes of feedback to refer to next time you cook

Store your recipes and notes (paper based or electronic) for future reference

Experiment with changing existing recipes and create your own recipes

Collate your recipes with those of your friends to make a class/school cookbook

Take your cooking skills home - plan and prepare a three-course meal to share with your family

Four Purposes

Ambitious, capable learners

Use number effectively in different contexts

Healthy, confident individuals

Have the skills and knowledge to manage everyday life as independently as they can

Enterprising, creative contributors

Connect and apply their knowledge and skills to create ideas and products

Ethical, informed citizens

Show their commitment to the sustainability of the planet

Integral Skills

Creativity and innovation

Able to generate ideas
Plan and manage projects

Critical thinking and problem-solving

Evaluate information and situation

Personal effectiveness

Independence
Work collaboratively

Planning and organising

Time management
Monitor and reflect on results

What Matters Descriptions of learning

Sci-Tech

Matter and the way it behaves defines our universe and shapes our lives.

I can recognise that changes in materials affect their properties and uses under different conditions

H&WB

Our decision-making impacts on the quality of our lives and the lives of others

I can make considered decisions, taking into account available information, including past experiences
I can set appropriate goals

M&N

Measurement focuses on quantifying phenomena in the physical world

I can estimate and measure length, capacity, mass, temperature and time, using appropriate standard units

Cross-curricular Skills

Year 4

M&N

Select and use appropriate standard units to estimate and measure weight/mass/capacity
Take temperature readings using thermometers and interpret readings above and below 0°C
Calculate start times, finish times and durations using 5-minute intervals

LLC

Contribute to group discussion and help everyone take part

Year 5

M&N

Use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, e.g. 4.2cm, 1.3kg
Measure and record temperatures involving positive and negative readings
Calculate start times, finish times and durations using hours and minutes

LLC

Contribute to group discussion, taking some responsibility for completing the task well

Year 6

M&N

Read and interpret scales or divisions on a range of measuring instruments
Measure and record temperatures involving positive and negative readings
Estimate the length of time everyday activities take to complete with increasing accuracy

LLC

Contribute purposefully to group discussion to achieve agreed outcomes