## Experience Title Masterchef

Rationale: As part of their work with food, our pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others as well as instilling a love of cooking and an interest in food and where it comes from. They will also experience the workings of a professional kitchen and understand the principles of food hygiene through a visit to a Pizza restaurant.

In this topic, the children will work collaboratively to produce their cookery programmes. They will also develop an understanding of how to reflect upon and evaluate processes, by making a pizza, an Owl on Toast and then creating a TV programme for one of these. Both scenarios will allow the children to reflect on how they could make improvements. They will write a set of instructions in the form of a recipe.

Pupils will read, use and analyse a range of different instructions in order to deepen their understanding of the importance of precise and clear vocabulary and language use.

Prior Learning: Children will have some understanding of healthy eating and preparing food. In term 1 they made a sandwich so have had experience of cutting and arranging ingredients. They may have seen cookery programmes on television.

Hook:	Outcome:
Watching TV chefs in action.	To make a simple recipe and make a short
Food tasting a variety of ingredients School trip to Pizza Express	cookery programme based on it

# CLA (Core Learning Area)

DT:

- Assemble and cook ingredients/materials for projects
- Be aware of hygiene requirements when preparing food
- Suggest how the pizza could be improved using different toppings
- Make 'Owl on Toast'

# Literacy:

#### WRITNG AND SPAG

- To write a set of instructions (The Write Stuff How to make a Bird Feeder') and recipes
- To use imperative verbs (verbs that issue a command or order also known as instruction verbs)
- To use time connectives (e.g. after, before, next, then)
- To use alliteration (a list of words beginning with the same consonant sound e.g. rocky road, quick question, clever kangeroos)
- To use bullet points

READING

- Daily Little Wandle phonics
- Little Wandle Reading lessons on decoding, prosody (expression used when reading) and comprehension
- Participate in discussion about what is read to them, taking turns and listening to what others say

# Computing:

- Use technology purposefully to create digital content
- Make a cookery programme using video and edit tools
- To understand about being safe on the internet

#### **Forest School**

• Make a bird feeder

How Long?	When?
2 weeks and 4 days	Term 3: Week 1, 2, 3

Continuous Learning: SPAG, Maths, Music, PSHE, French, PE

#### **Key Questions**

Why do we need instructions to make a product? How do we keep ourselves safe in the kitchen? What are the key features of a set of instructions? How do you keep safe on the internet?

#### Homework

Week 1	Week 2
What birds can you spot in your garden?	Use a recipe to make a simple dessert.
Can you name some of them?	Read and follow the instructions carefully.
Count how many different types you can	What imperative verbs (instruction/bossy
see.	words e.g. mix) did you spot?
Sit and watch for 5 minutes every day and	
make a tally for each different bird seen.	
Week 3	
Get someone in your family to film you	
making something. It can be food, craft, a	
lego building – anything you like. You need	
to explain in clear steps what to do to make	
the product.	
If you can't film it just practise explaining	
the steps to someone at home.	