

Stanbridge Lower School

Cooking Lessons and Cooking Risk Assessment



Top Tips

- Try to involve all children in every stage of the cooking process, from choosing what to make to cleaning up afterwards.
- Be prepared; there's no escaping the fact that cooking and baking with young children is going to be messy, so get organised before you start - Give children a larger-than-needed bowl for stirring the mixture to reduce splashing and spills. - Cover or laminate your recipes so they can be easily cleaned and used again - Allow extra time for the cooking activity and clearing up after the session.
- Teach children about kitchen safety as you go - remind them about hot ovens and hobs and show them how you use the utensils safely.
- Allow each child to have a go at developing each cooking skill. This will include chopping and cutting soft ingredients (eg mushrooms, strawberries) using a strong plastic or small knife, or spoons for stirring, mashing and blending (turning switches on and off).
- While you are preparing food, allow children to hold and explore the ingredients. The more familiar children are with ingredients and the more they feel involved in the process, the more likely they are to eat the food at the end.
- Use sensory aspects of food to engage children: ask children to look at, smell, touch and taste the ingredients and final products. Focus on trying new foods and increasing exposure to a range of fruit and vegetables, herbs, spices and foods from a variety of cultures. Use strong smelling or tasting ingredients. It is a fun way to introduce new ingredients, and encourages younger children to explore unknown tastes, smells or textures.
- Use picture cards or symbols as visual clues and Makaton signs to support better communication with younger children or children with additional needs and disabilities.
- Try reading the numbers in the recipe and on the scales together for some early maths practice, or encourage older children to estimate what might be 'too little' or 'too much' as you are weighing out ingredients

Home School Liaison - Preparing for Cooking Lessons



Year 3 and 4

Children in Year 3 and Year 4 cook in the Spring Term - See cooking medium term plans

Teachers to send out cooking letter at the end of December - See Subject Leader for letter

Check whether pupils in the class have food allergies or intolerances, special dietary requirements, religious or cultural beliefs that will prevent them handling or tasting certain foods

All Other Year Groups

Use class budget to purchase cooking ingredients

Liaise with Subject Leader before using cooking ingredients from cooking cupboard

Groupings

KS1 Pupils

At this stage it is better for pupils to cook in small groups of four or five per table. This will encourage them to support each other and develop team skills when taking turns and dividing up the cooking tasks. It is advisable to have all the equipment and ingredients laid out on trays on each table in advance to save time and minimise pupils moving around in what might be a small space or room. If cooking with the whole class it is advisable for there to be sufficient adults to support the class

KS2 Pupils

At this stage pupils can work in small groups of three or four, or in pairs if they have higher level cooking skills.

Equipment

(At Stanbridge - if possible we will follow the advice of preparing food in school and then children take it home to cook)

KS1 Pupils

Pupils should be taught how to use cutting tools safely such as sharp knives, (we suggest small serrated paring knives with an 8-9cm blade), graters, Y-shaped peelers (or using a teaspoon, which can be just as effective for removing the skin from carrots), melon ballers (used instead of a corer).

Organise the room so that the cooker is placed in a safe place away from where the pupils are working but at the same time is easy to demonstrate how food is put in and taken out of the oven or how food is cooked on the hob. **At this stage pupils should not use the hob or oven.** Electric stockpots are very safe to use as all the hot food is contained; they can be also used as a substitute saucepan, for instance in making porridge. Pupils should be closely supervised throughout all the cooking activities.



KS2 Pupils

At this stage pupils should be shown how to use the hob safely and be closely supervised while using it. A clear system for using the hob or electric rings should be planned in advanced so that pupils cooking in pairs or small groups will have a turn to cook their dish.

Preparing for the Lesson

- Going through the learning intentions will help other adults to be aware of what the lesson is designed to achieve and how they can support the pupils.
- Decide on how many pupils will be working together on a recipe. This will depend on pupils' ages and abilities
- Work out how many groups you will have working at one time. L
- Ingredients: Multiply the amounts of each ingredient in your recipe according to the number of groups. Write a shopping list and buy the ingredients, check the store cupboard ingredients as you may only need to buy the fresh ingredients (saving time and money and reducing waste). Remember you may need spare!
- Make sure all the equipment you need is available, clean and safe to use. Check you have enough for each group of pupils. If you are using cloth aprons, make sure they are clean.
- Decide how the recipes will be given to pupils: displayed on the white board, printed out and put in plastic wallets or laminated. Get them ready.
- Prepare any other resources: worksheets, slides, or activities if pupils finish early.
- Remember serving equipment. If food is to be taken home, prepare suitable containers or wrapping materials (pupils could be asked to bring in a plastic box, have some ready for those that forget!). Consider safe storage including refrigeration and reheating instructions, if appropriate. If possible, include a copy of the recipe for pupils to take home.
- Risk assessments should be carried out before any cooking takes place. Risks include using knives and cookers and handling hot food. See Stanbridge Risk Assessment.

Part Preparation of Ingredients



Part preparing ingredients, or starting an element of the cooking process can be useful if teachers are limited in terms of time, equipment or cooking facilities or if pupils have more limited abilities than those required in the recipe.

Pre weighing or measuring some ingredients. This is particularly useful if the pupils are not able to accurately weigh and measure, you are cooking as a whole class and have limited scales or jugs or have limited time. Flour and sugar can be weighed out and put in bowls or small sandwich bags and labelled with the amount

Checklist for Lesson Preparation

Risk assessments done and in place.....	
Safety and hygiene rules displayed and taught to pupils before the lesson	
Clutter removed from surfaces and floor	
The cooking area / room and equipment are clean and ready to use.	
Arrange the furniture so that pupils can access the equipment and safely work in groups. Cover tables with clean plastic table cloths	
Set up a table or area for demonstration with ingredients and equipment. Ensure a glass bowl is used for demonstrations where applicable.	
Organise equipment on trays for pupils to use. Organise all the ingredients in trays on each table or on a central table for pupils to collect.	
For younger pupils you may find it easier to put pre-weighed ingredients on the trays with the equipment.	
Prepare washing up bowls for washing up and set them up in one area. If there is not a separate sink for hand-washing and you do not want to supervise pupils washing their hands in the toilets/ cloakroom prepare washing up bowls for washing hands	
Fill two washing up bowls with hot soapy water and put in an allocated area. Rubbish bins with lids are ready and you have an appropriate container to dispose of food waste	
Aprons are clean and ready to use or disposable ones are available. Blue roll or clean T-towels and dish cloths are ready to use	
First aid kit, fire blanket and fire hydrant are in the room	
Sharp knives locked up until ready for us	

The Lesson

Kitchen safety and food hygiene - getting pupils ready to cook

- Basic kitchen safety and food hygiene rules should be taught to all pupils before they participate in any cooking, refer to the displayed kitchen safety and food hygiene rules: - Pupils should be instructed how to wash their hands so they are ready to cook, and also instructed to wash their hands after blowing their nose, coughing or sneezing or touching their hair, cuts or spots during the lesson. They should also be instructed to remove their apron if they go to the toilet and wash their hands after they have been to the toilet.
- Before cooking pupils (and teachers) tie back long hair and wear clean or disposable aprons and if applicable remove jewellery and nail varnish (or

wear disposable gloves).

- Pupils should be taught how to use equipment safely, through a teacher demonstration of cooking techniques. This should be reinforced throughout the lesson.
- Pupils should be taught how to behave safely when cooking; remain seated if cooking with young children and in a small classroom. | Teachers should collect the sharp knives from the locked cupboard and count them before handing them out to pupils.

Warm up / starter / introductory activity

This sets the scene and the context for learning and is mainly teacher led. The teacher will inform pupils of the learning intentions and outcomes of the lesson and make reference to prior learning, safety and hygiene rules.

Teachers will lead this introductory activity by focusing on the Key Learning found on the Stanbridge Lower School Medium Term Plan.

Demonstration

- This is a very important part of a cooking and nutrition lesson. Demonstrations are essential to ensure that pupils meet the intended learning through their practical work. As this part of the lesson is crucial there will be more teacher talk than in other subjects.

This is where teachers demonstrate

- A cooking skill or technique
- use of equipment
- the steps in a recipe in an interesting and engaging way and introduce the ingredients

Particular skills that may be demonstrated are:

- knife skills using the bridge hold and claw technique
- cooking methods such as creaming, whisking, rubbing in
- how to use an electric blender, liquidiser and hob / electric rings



Main activity

This is when the pupils prepare and cook their dish or meal. Pupils may be working in pairs or small groups. Pupils should be given the recipe and ingredients and the adults should circulate to ensure they are able to perform particular cooking skills and techniques and use the equipment safely. **Adults should always adopt a high level of pupil supervision, paying particular attention to maintaining health and safety.** When working with a whole class a teacher should always have support in the lesson. This can be from either teaching assistants or other trained adults who understand the intended learning and their role in supporting pupils and the teacher.

During the lesson

- Encourage pupils to read and follow the recipe. | Support pupils with cooking where necessary but encourage independence, allowing pupils to develop their food preparation and cooking skills.
- Adopt a high level of supervision to maintain health and safety; ensuring there is appropriate support (including from other adults where appropriate) especially when using sharp knives cutting utensils and equipment, the hob and small electrical equipment.
- Teach and remind pupils to clear up during and after cooking (depending on facilities and access to hot water, sinks and or washing up bowls). |



Hygienic procedures for tasting and investigating food should be followed. Use disposable spoons and cups to avoid one cup or spoon being used for the whole class. Adopt a 'dip in once' policy.

- Try to take photos of pupils' finished food products. These can be used for celebrating achievement, recording their progress, for assessment purposes and display.
- Encourage peer evaluation - taste and evaluate what has been made

Managing clearing up (allow at least 15 minutes)

- Ensure there is a clear procedure for clearing up and that this is conveyed to pupils. Clearing up needs to be carefully managed to ensure the equipment and area are left clean. Teachers will need to adopt procedures according to the age and ability of the pupils. The table suggests some ways this can be managed, according to the age and abilities of the pupils.
- It is advisable to have a small groups of pupils to help the adults wash and clear up as it will be difficult to manage this effectively with a whole class (particularly with young children) and it is unlikely that there will be enough sinks or washing up bowls for the whole class. The rest of the class could be given other tasks or learning activities.
- For safety reasons adults should collect, count and wash the sharp knives and ensure they are locked away after use.

Early Years and Key Stage 1 pupils

Selected pupils could be given jobs such as: - Collecting rubbish and waste from the tables - Putting all the dirty equipment on their table in washing up bowls for adults to collect - Given a damp soapy cloth to clean and wipe the tables or plastic table cloths - Sweeping the floor - Helping the teacher or teaching assistant with drying up and putting the equipment away

The teacher or teaching assistant should manage the washing up, check that surfaces are clean and clean the cookers or hob.

Key Stage 2 pupils

Pupils can be given more responsibility; assign jobs to pupils in each group: - Scraping food from plates, bowls, saucepans - Collecting and disposing of rubbish and waste - Clearing and cleaning their table - Sweeping the floor - Two pupils to wash up and two pupils to dry up at a sink if there are enough sinks or set up a washing up station on a designated table with two bowls filled with warm soapy water and another two bowls filled with warm water assign two or three pupils from each group to do their washing up and drying up supervised by an adult - Adults will need to check the equipment is clean and dry - Putting away the equipment in the designated area once it has been checked by an adult

The teacher or teaching assistant should check that surfaces are clean and clean the cookers or hob.

Risk Assessment for Cooking in the Classroom

Hazard	Possible Risk	Precautions to Take
Knives	<ul style="list-style-type: none"> • Cuts • Theft of knife • Knives carried incorrectly • Incorrect use and handling of knife 	<ul style="list-style-type: none"> • Sharp knives should be kept in a lockable box and stored in a locked cupboard after use. • The adult should collect the knives from the locked area. • <i>Sharp knives should be counted out at the start and counted in at the end of the lesson.</i>

		<ul style="list-style-type: none"> • Pupils should be shown the safe way to carry knives. • Adults will need to carry knives for young children. • Ideally young children should remain seated during the cooking lesson for added safety. • Knives should always be held by the handle with the blade pointing downwards. • Pupils must be shown safe food preparation techniques: to cut with sharp knives – bridge hold and claw grip, how to use a grater, peeler, etc. • Adults must use safe food preparation techniques. Cutting with knives, and using peelers and graters should always be done on a chopping board, never in hands. • Pupils should be instructed to use two hands when cutting / chopping / slicing. • Adults and pupils should wear closed shoes when cutting and preparing food to protect their feet. Serrated knives should be used – it is easier for pupils to see the sharp side of the blade.
Hobs and Ovens	<ul style="list-style-type: none"> • Burns/scalds • Incorrect use of the oven and hob 	<ul style="list-style-type: none"> • Pupils should be shown how to use oven gloves and the reason why. • Pupils should be shown how to put baking trays/dishes into the oven safely. • Pupils should not be allowed to put baking trays/dishes into the oven. • Pupils should not be allowed to take hot baking trays/dishes out of the hot oven. • Adults and pupils should wear closed shoes when cooking to protect their feet. • Adults and pupils should not wear sleeveless tops but roll up sleeves just above their wrists. • Pupils should understand why hot baking trays/dishes should be placed on a heat proof board or mat to cool. • Pupils should understand why a cooling rack is used to cool hot food. • Key Stage 2 pupils may use a fish slice to lift hot foods off a baking tray, providing they are supervised by an adult. • Pupils and adults should always wear oven gloves when handling hot food. Food should be allowed to cool before giving it to pupils to taste. • Pupils should be supervised very carefully at all times if hot equipment is in the classroom, kitchen or cooking area. Ideally pupils should remain seated during the lesson to aid safety. • Pupils should be taught how to use the hob safely; upper Key Stage 2 pupils can use the hob with a high level of supervision. In this instance only two pupils should be cooking at the hob at one time with an adult. Saucepan

		handles should be pointing inwards on the hob
Electrical Equipment	<ul style="list-style-type: none"> • Burns/scalds • Incorrect use of the electrical equipment • Cuts/slices to skin 	<ul style="list-style-type: none"> • A visual check of all electrical equipment is carried out at the start of each cooking session. • The room is checked so that all cables are stored away safely and there are no trailing cables. Where cables are visible and cross the room these are taped down using yellow striped tape. • All electrical equipment has been PAT tested • No children are allowed to use electrical equipment unsupervised. • EY and KS1/2 children are not allowed to use the oven or hob – adults only • KS2 children can use the hob on a 1-1 basis with constant adult supervision • The microwave can be used by children with 1-1 adult supervision
Dietary Needs/Food Intolerances/Injuries/children who are unwell or have been unwell	<ul style="list-style-type: none"> • Burns/scalds • Incorrect use of the electrical equipment • Cuts/slices to skin • Infection 	<ul style="list-style-type: none"> • You are aware of the location of the first aid facilities. • Blue plasters used to cover cuts and sores. • More extensive existing injuries are covered with vinyl or nitrile (plasters or gloves). • All accidents/incidents are reported to the first aiders and recorded in the first aid book • All accidents are reported to parents. • No pupils feeling sick (vomiting) or unwell are permitted to take part in cooking activities. • No pupils suffering or recently recovered from sickness, diarrhoea are permitted to take a part in cooking activities. • Teachers should check they have information on any known or suspected allergies or intolerance to food stuffs or cleaning agents.
Hygiene	<ul style="list-style-type: none"> • Contamination • Spreading germs 	<ul style="list-style-type: none"> • All pupils are reminded of the need to wash their hands before handling food. • All pupils are provided with a clean apron reserved solely for food preparation. • PVC coated aprons are cleaned with hot, soapy water before and after use. • Aprons are worn only in the cooking area and removed when leaving the cooking area for any purpose. • Long sleeves are rolled up, and scarves, jackets and other accessories (except for religious head scarves) are removed. • Long/medium length hair is fastened back using hair bands. • Surfaces are wiped with a disposable cloth retained solely for these purposes.
Food Contamination	<ul style="list-style-type: none"> • Illness • Cross contamination 	<ul style="list-style-type: none"> • No outdoor bags or outdoor/indoor clothing are placed on the cooking surface. • Cooked / ready to eat ingredients are kept separated from raw ingredients,

		<p>both in storage and in preparation.</p> <ul style="list-style-type: none"> • Equipment is washed thoroughly by adults or older children in hot soapy water or in a dishwasher to remove all food particles and thoroughly dried before storage. • Chopping boards and especially plastic bowls are scrubbed with hot water, detergent and dried thoroughly before storage. • Food and cleaning agents are stored separately. • All food ingredients are covered to prevent cross contamination. • Dry goods are stored in sealed containers and in a clean dry designated area well away from cleaning agents
Waste Disposal	<ul style="list-style-type: none"> • Illness • Contamination • Spreading germs 	<ul style="list-style-type: none"> • Waste bins are lined, full bags are tied and sealed and disposed of promptly. • Accidental spillages of food are wiped, swept or vacuumed, and the floor washed before and after (never during) cooking activities.
Allergies	<ul style="list-style-type: none"> • Child has an allergy or intolerance to food • Allergic reaction 	<ul style="list-style-type: none"> • Teachers to check which children have allergies in their class before each lesson • Arrange for child to use a different ingredient if possible.

Stanbridge Lower School

Early Years and Year 1 Cooking Plan

X1 lesson per term

Cooking Lesson


Key learning delivered by Class Teacher

30 – 40 mins

<p>Lesson Objective: Skills and Knowledge</p> <p>Focusing on developing an interest in cooking under Knowledge</p> <ul style="list-style-type: none"> • Know what a recipe is and how we follow a recipe • Name Vegetables and Foods • Begin to understand food hygiene <p>Skills</p> <ul style="list-style-type: none"> • Weighing • Mixing • Stirring • Grating • Tearing • Beating • Spreading • Rolling pin to flatten 	Food Hygiene	Name vegetables/fruits and different foods and where does food come from	
	<ul style="list-style-type: none"> • Know the importance of correct hand washing • Know importance of clean surfaces and utensils • Understand food needs to be washed before it is safe to eat 	<ul style="list-style-type: none"> • Name vegetables/fruits • How do vegetables/fruit grow? • Know food can be grown or bought from shops • Know we have to eat more of some food and less of others • Discuss tooth friendly snacks and cleaning teeth twice daily 	<ul style="list-style-type: none"> • Name different types of meat and know what animal they come from. • Look at dairy products and know where these come from and how they are made. • Know where we get eggs from
	<p>Recipes</p> <p>All recipes can be found in Stanbridge Cook Book for use with children</p> <p style="text-align: center;">Link cooking to topic for term</p> <p style="text-align: center;">Cook a variety of recipes from different cultures and times in history</p> <p style="text-align: center;">Use Bake Me A Story Book by Nadiya</p>		


Stanbridge Lower School
Year 2 Cooking Plan – Big Cook/Little Cook
 X1 lesson per term

Cooking Lesson
Key learning delivered by Class Teacher
 30 – 40 mins

<p>Lesson Objective: Skills and Knowledge</p> <p>Focusing on developing an interest in cooking under</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Food Groups • Food Terminology • Food Hygiene <p>Skills</p> <ul style="list-style-type: none"> • Follow simple recipes • Weighing • Mixing • Stirring • Grating • Tearing • Beating • Crack an egg • Spreading • Rolling pin to flatten • Peeling eg an apple 	<p>Food Hygiene</p> <ul style="list-style-type: none"> • Know the importance of correct hand washing • Know importance of clean surfaces and utensils 	<p>Food Terminology</p> <ul style="list-style-type: none"> • Look at difference between mixing, stirring, grating, tearing and beating. • Describe the taste of different ingredients identifying what they like or dislike 	<p>Food Groups</p> <ul style="list-style-type: none"> • Explore good groups 
	<p>Recipes</p> <p>All recipes can be found in Stanbridge Cook Book for use with children</p> <p>Link cooking to topic for term</p> <p>Cook a variety of recipes from different cultures and times in history</p>		

Stanbridge Lower School
Year 3 Cooking Plan – with Cooking Teacher
 X6 weekly 2 hr lessons in Spring Term

Cooking Lesson Part 1
Key learning delivered by Class Teacher
 30 – 40 mins

Lesson Objective: Skills and Knowledge Focusing on <ul style="list-style-type: none"> • Healthy eating • Consumer awareness • Food and hygiene safety 	Hygiene, germs and hand washing.	Using equipment safely	Food preparation skills and Food Storage	Food Groups and Healthy Choices	Sugar shocker
	<ul style="list-style-type: none"> • Know how germs spread • Know the importance of correct hand washing 	<ul style="list-style-type: none"> • Identifying tools • Knife skills • Correct use of utensils 	<ul style="list-style-type: none"> • Keeping your kitchen/work space clean and safe from contamination • Food storage • Date labels 	<ul style="list-style-type: none"> • Know what the main food groups are  <ul style="list-style-type: none"> • Know how to make healthy choices • Portion Size • Know it is important to eat regularly 	<ul style="list-style-type: none"> • How much sugar is in our diets • Effect of sugar on our body • Know the effect of sugar on teeth • Know what tooth friendly snacks are

Cooking Lesson Part 2
Delivered by Class Cook and Class Teacher
 45 – 60 mins

	Week 1	Week 2	Week 3	Week 4	Week 5
This week we are cooking.... <ul style="list-style-type: none"> • Recipes link to topics • Should be a variety of sweet and savoury • Should focus on food from different cultures 	Veggie Fritters	Grilled Chicken and Vegetable Chopped Salad	Brownies	Tuna Melt Pizza Bagettes	Banana Muffins

and times					
Recipe and Ingredients Recognise and name a broad range of ingredients (eg cereals, meat, fish) Use simple food descriptors relating to smell, flavour, texture and appearance Know where and how a variety of ingredients are grown Identify what they would do differently next time to improve what they have made Read and follow a simple recipe					
Food Preparation Skills List <ul style="list-style-type: none"> With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) With supervision, use a masher to mash hot food to a fairly smooth texture With supervision, begin to peel harder food (eg apple, potato) With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese) With supervision, crush garlic using a garlic press With supervision, grate harder food using a grater (eg apples, carrots) 	<ul style="list-style-type: none"> With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese) With supervision, grate harder food using a grater (eg apples, carrots) 	<ul style="list-style-type: none"> With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese) 	<ul style="list-style-type: none"> With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese) 	<ul style="list-style-type: none"> With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) With supervision, crush garlic using a garlic press 	<ul style="list-style-type: none"> With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) With supervision, use a masher to mash hot food to a fairly smooth texture
Weighing and Measuring Begin to use a jug to measure liquids Begin to use digital weighing scales					
Mixing and Combining <ul style="list-style-type: none"> Combine using a sieve, flour, raising agents and spices together in to a bowl Crack an egg and beat with balloon whisk Mix, stir and combine wet and dry ingredients uniformly (eg to form a 	Mix, stir and combine wet and dry ingredients uniformly	Mix, stir and combine wet and dry ingredients uniformly	<ul style="list-style-type: none"> Combine using a sieve, flour, raising agents and spices together in to a bowl Crack an egg and beat with balloon whisk Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough) 	Mix, stir and combine wet and dry ingredients uniformly	<ul style="list-style-type: none"> Combine using a sieve, flour, raising agents and spices together in to a bowl


<ul style="list-style-type: none"> dough) Use hands to rub fat into flour (eg scones, apple crumble) Cream fat and sugar together using a mixing spoon 			<ul style="list-style-type: none"> Use hands to rub fat into flour (eg scones, apple crumble) Cream fat and sugar together using a mixing spoon 		
<p>Shaping and Assembling</p> <ul style="list-style-type: none"> Knead and shape dough in to aesthetically pleasing products Use a rolling pin to roll out dough to a specific thickness (eg scones) Use biscuit cutters accurately Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast) Coat food with ingredients such as beaten egg and breadcrumbs for fish cakes Independently spread ingredients accurately onto foods 	<ul style="list-style-type: none"> Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast) Coat food with ingredients such as beaten egg and breadcrumbs for fish cakes 	<ul style="list-style-type: none"> Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast) Independently spread ingredients accurately onto foods 	<ul style="list-style-type: none"> Knead and shape dough in to aesthetically pleasing products Use a rolling pin to roll out dough to a specific thickness (eg scones) 	<ul style="list-style-type: none"> Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast) Independently spread ingredients accurately onto foods 	<ul style="list-style-type: none"> Knead and shape dough in to aesthetically pleasing products Use a rolling pin to roll out dough to a specific thickness (eg scones)
<p>Heating Prepared Food at Home</p>	<p>With very close supervision, and physical guidance when necessary, handle hot food safely; once adults have removed food from the hob or oven Although pupils will not be cooking food on the hob or in the oven pupils should understand how to use them safely by observing adults at home cooking on the hob and putting in and removing food from the oven Use oven gloves and a fish slice to remove food (eg scones) from the baking tray</p>				
<p>Serving and Garnishing at Home</p>	<p>With supervision, sprinkle garnish on hot dishes (eg grated cheese on pasta) With help and supervision, use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls Demonstrate appropriate portion sizes when serving food</p>				

Stanbridge Lower School

Year 4 Cooking Plan with Cooking Teacher

X6 weekly 2 hr lessons in Spring Term

Cooking Lesson Part 1 Key learning delivered by Class Teacher 30 – 40 mins

Lesson Objective: Skills and Knowledge	Food Tasting	Food Origins - Bread	Seasonality	Food Safety and Hygiene	Food Labelling
Focusing on <ul style="list-style-type: none"> • Food Tasting • Food Origins • Seasonality • Food Safety/Hygiene • Food Labels 	<ul style="list-style-type: none"> • How we use our senses to taste food • The five flavours 	<ul style="list-style-type: none"> • How Flour is made • Different varieties of bread from around the world 	<ul style="list-style-type: none"> • Seasons and their effect on food • How to shop in season • How food is caught and farmed 	<ul style="list-style-type: none"> • Bacteria in food and food poisoning • Best before and use by dates • Why food goes mouldy 	<ul style="list-style-type: none"> • How to make healthy choices using food labels

Cooking Lesson Part 2 Delivered by Class Cook and Class Teacher 45 – 60 mins

	Week 1	Week 2	Week 3	Week 4	Week 5
This week we are cooking.... <ul style="list-style-type: none"> • Recipes link to topics • Should be a variety of sweet and savoury • Should focus on food from different cultures and times 	Rainbow Veggie Rice Noodle Salad	WW2 Recipe Cheese and Potato Dumplings	No Bake Strawberry Cheesecake	WW2 Recipe Bread Pudding	Broccoli and Cheese Rice Muffins

Recipe and Ingredients

Recognise and name a broad range of ingredients (eg cereals, meat, fish)
Use simple food descriptors relating to smell, flavour, texture and appearance
Know where and how a variety of ingredients are grown

Identify what they would do differently next time to improve what they have made
Read and follow a simple recipe

<p>Food Preparation Skills</p> <ul style="list-style-type: none"> • With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) • With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) • With supervision, use a masher to mash hot food to a fairly smooth texture • With supervision, begin to peel harder food (eg apple, potato) • With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese) • With supervision, grate harder food using a grater (eg apples, carrots) 	<ul style="list-style-type: none"> • With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) • With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) • With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese) 	<ul style="list-style-type: none"> • With supervision, use a masher to mash hot food to a fairly smooth texture • With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese) • With supervision, grate harder food using a grater (eg apples, carrots) 	<ul style="list-style-type: none"> • With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) • With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) • With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese) 	<ul style="list-style-type: none"> • With supervision, use a masher to mash hot food to a fairly smooth texture 	<ul style="list-style-type: none"> • With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot) • With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion) • With supervision, grate harder food using a grater (eg apples, carrots)
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Weighing and Measuring

Begin to use a jug to measure liquids
Begin to use digital weighing scales

<p>Mixing and Combining</p> <ul style="list-style-type: none"> • Combine using a sieve, flour, raising agents and spices together in to a bowl • Crack an egg and beat with balloon whisk • Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough) • Use hands to rub fat into flour (eg scones, apple crumble) • Cream fat and sugar together using a mixing spoon 		<ul style="list-style-type: none"> • Combine using a sieve, flour, raising agents and spices together in to a bowl • Crack an egg and beat with balloon whisk • Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough) 	<ul style="list-style-type: none"> • Cream fat and sugar together using a mixing spoon 	<ul style="list-style-type: none"> • Crack an egg and beat with balloon whisk • Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough) 	<ul style="list-style-type: none"> • Combine using a sieve, flour, raising agents and spices together in to a bowl • Crack an egg and beat with balloon whisk • Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough)
<p>Shaping and Assembling</p> <ul style="list-style-type: none"> • Knead and shape dough 	<ul style="list-style-type: none"> • Assemble and arrange ingredients 	<ul style="list-style-type: none"> • shape dough in to aesthetically pleasing 	<ul style="list-style-type: none"> • Assemble and arrange ingredients for simple 	<ul style="list-style-type: none"> • Assemble and arrange ingredients 	<ul style="list-style-type: none"> • Use a rolling pin to roll out dough to a

<ul style="list-style-type: none"> • in to aesthetically pleasing products • Use a rolling pin to roll out dough to a specific thickness (eg scones) • Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast) • Coat food with ingredients such as beaten egg and breadcrumbs for fish cakes • Independently spread ingredients accurately onto foods 	<p>for simple dishes (eg apple crumble, scrambled egg on toast)</p>	<p>products</p>	<p>dishes (eg apple crumble, scrambled egg on toast)</p> <ul style="list-style-type: none"> • Independently spread ingredients accurately onto foods 	<p>for simple dishes (eg apple crumble, scrambled egg on toast)</p>	<p>specific thickness (eg scones)</p>
<p>Heating Prepared Food at Home</p>	<p>With very close supervision, and physical guidance when necessary, handle hot food safely; once adults have removed food from the hob or oven Although pupils will not be cooking food on the hob or in the oven pupils should understand how to use them safely by observing adults at home cooking on the hob and putting in and removing food from the oven Use oven gloves and a fish slice to remove food (eg scones) from the baking tray</p>				
<p>Serving and Garnishing at Home</p>	<p>With supervision, sprinkle garnish on hot dishes (eg grated cheese on pasta) With help and supervision, use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls Demonstrate appropriate portion sizes when serving food</p>				

Reference: Islington – A Comprehensive Toolkit and Guidance for Teaching Cooking and Nutrition in Primary Schools

Cooking Resources – Class Sets

Cooking Equipment	Graters Bowls Jugs Sieves Wooden Spoons Scales Sharp knives Chopping Boards Whisks	Oven gloves Peelers Rolling pins Measuring spoons Saucepans Metal trays Small plastic ingredient bowls Cooling racks Jugs
Take Away	Foil containers for children to take food home in	
Aprons	Class set of Aprons Please wash after use and return to cupboard clean	
Oven	In staffroom – only adults to use oven – no children are allowed to use the oven	
Hob	EY and KS1 children are not allowed to use the hob – adults only KS2 children can be supervised on a 1-1 basis using the hob with constant adult supervision	
Microwave	In staffroom – children can use with 1-1 adult supervision	
Camp Cooker	For cooking outside This is kept off the premises along with the gas bottle and can be used once the adult in charge has been deemed a competent user. Detailed risk assessments must be submitted to the Head Teacher before any adult uses the camp cooker No children are to use the camp cooker.	
Recipes	Sweet and savoury recipes can be found on the curriculum area Naydia's Bake Me a Story can be found in the cooking cupboard	