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| Week & Date | **Outcomes** | **Activities** | **Learning Objectives** | **Equipment and ingredients** | **Equality and Diversity / Notes** |
| Week 1  12.09.14 | To prepare and cook **Pizza.** | Explain to pupils that we will be making a bread base for the pizza using a dough mix. Look through pictorial recipe and identify the ingredients for the bread base. Pupils to wash hands and put on aprons. Pupils to measure out ingredients using measuring jugs and scales. Teacher to model kneading the dough and then pupils to follow. Allow the dough to rise for 30-40 minutes. Pupils to clean work surfaces and wash equipment. Prepare toppings. Remove dough from bowl and knead before making into a round or square base. Follow pictorial guide to add toppings before putting in oven. Clean surfaces and wash equipment. Direct one pupil to set the table for lunch | ***Learning Focus:***  *Read and understand instructional text to cook pizza.* | Strong Plain Flour, yeast, tomato puree, ham, cheese, tomatoes, onions. Scales, measuring jug, oven. Pictorial Recipe: Pizza | Pupils may need support with measuring [M] and reading recipe [R]. Close supervision when using knives to cut and taking things out of the oven. |
| ***Learning Skill:*** *Resilience – Manage distractions and focus on learning.* |
| Week 2  19.09.14 | To prepare and cook **Friendly fish Pies** *and* **Fruit Scones** | Explain to pupils that we will be making friendly fish pies using boil in the bag fish. Look through the pictorial recipe with the pupils and check that all the ingredients are present. Pupils to peel and chop the potatoes. Half fill two saucepans with water putting the potatoes in one and the boil in the bag fish in the other. Boil the potatoes until soft. Staff to pour into colander over the sink before mashing. Staff to drain boil in the bag fish and empty into bottom of foil tray. Put sweetcorn and then the mash on top. Cook in the oven for 30 minutes. Clean the work surfaces and wash up the equipment. Pupils to measure out self-raising flour, margarine, dried fruit and milk. Add together in bowl and mix with spoon. Turn out mixture on to floured surface and roll to the thickness of their thumb. Cut into circles and put on a greased baking tray. Put into oven and cook for 12-15 minutes. Pupils to clean surfaces and wash up equipment and set table. | ***Learning Focus:***  *Peel and chop ingredients safely. Staff to model activity first.* | Fish in a bag, potatoes, sweet corn, onions, SR flour, margarine, dried fruit, milk, foil trays. Oven, hob, Saucepans, colander, rolling pin pastry cutter, brush. Pictorial recipe Fish pie and scones. | [M] & [R]. Encourage interpretation using photos to promote independence. **Staff only to pour boiling water from saucepan.** Close supervision when taking fish pies and scones out of the oven. Support with telling the time if needed. |
| ***Learning Skill:*** *Reflectiveness – to manage time effectively when preparing and cooking.* |
| Week 3  26.09.14 | To prepare and cook **Baked potatoes**, **Beans** and **flapjacks** | Explain to pupils that in cooking today, the meal – Jacket potatoes and beans will be relatively short and simple to prepare. This means that we have time to complete a more complex desert – Flapjacks. Pupils to wash hands and put on aprons before switching on the oven. Pupils to wash and prick the potatoes using a fork. Explain that we prick the potatoes to reduce the risk of them exploding in the oven. Under staff supervision, students to put potatoes in pre heated oven. Teacher to go through pictorial flapjack recipe with the pupils and identify the ingredients. Pupils to measure out quantities and melt the margarine, syrup and sugar together in a saucepan on a very low heat. Remind pupils to keep stirring until all of the ingredients have melted. Turn off the hob and pour the oats in the saucepan, mix together very quickly before turning out on to a baking tray lined with greaseproof paper and put in the oven for 15 minutes. Pupils to clean surfaces and wash up equipment and set table. Take potatoes out of oven and cook baked beans on the hob before serving meal. Take flapjacks out to cool. | ***Learning Focus:***  *Measure out dry ingredients accurately using weighing scales.* | Baking potatoes, butter, baked beans. Syrup, margarine, sugar and oats. Grease proof paper, saucepan and wire racks. Weighing scales with bright sticky arrow showing weight required or digital scales with large display. | [M] & [R]. Encourage interpretation using photos to promote independence. **Close supervision when melting sugar, syrup and margarine.** Remindpupils not to stir ingredients too quickly when they are being cooked. |
| ***Learning Skill:*** *Resourcefulness – Understand reasons why some ingredients must be cooked on a lower heat than others* |

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| Week 4  03.10.14 | To prepare and cook **vegetable soup.** | Pupils to look at the pictorial recipe and identify the ingredients for making vegetable soup. Pupils and staff to put on aprons and wash hands. Teacher to model using a peeler and a sharp knife to prepare vegetables. If some pupils do not want a particular vegetable then encourage them to choose others as an alternative. Staff to closely supervise the peeling and chopping of vegetables. Place chopped vegetables in a saucepan, cover with water and add a stock cube. Bring saucepan to the boil and simmer for 20 minutes. While the vegetables are simmering, pupils to clean surfaces and put cooking equipment in dishwasher. When the soup is cooked, staff to use hand bender to make soup smooth. | ***Learning Focus:***  To measure liquids using ml and a measuring jug. | Carrots, potatoes, parsnips, onions, sweetcorn, vegetable stock cube. Saucepan, chopping board and knife. Hand blender | [M] & [R]. Encourage interpretation using photos to promote independence. Staff to supervise when peeling and chopping. Pupils could use hand blender under close supervision. |
| ***Learning Skill:*** *Reciprocity – Pupils to collaborate to make a large pan of soup to share.* |
| Week 5  10.10.14 | To prepare and cook **Beans on Toast** and **banana cake** | Explain to pupils that in cooking today, the meal – beans on toast will be relatively short and simple to prepare. This means that we have time to complete a more complex desert – banana cake. Read through pictorial recipe and identify the ingredients. Ask pupils to preheat the oven to 180 °C. Start by blending the butter into the mashed bananas in a large mixing bowl. Stir in the sugar, egg, and dried fruit before sprinkling the baking soda and salt over the mixture and stir. Ensure the flour is mixed in thoroughly before pouring into a greased pan and put in oven for 1 hour. Pupils to make beans on toast. Put bread in toaster and put beans in a saucepan. Butter toast and pour on baked beans and serve. | ***Learning Focus:***  *If a banana’s skin is black, it is bad – So why are we using it?* | Ripe bananas, sugar, self-raising flour, dried fruit, eggs and margarine, baked beans and bread. Cake tin, saucepan and oven gloves. | Pupils should now be able to wash hands and put on aprons without being reminded. Use plastic baked beans pots to minimise risks when opening. Supervise using hob and oven. |
| ***Learning Skill:*** *Resourcefulness -ask questions to help understand why we use ingredients* |
| Week 6  (Wed)  15.10.14 | To design a **brilliant baguette** and buy ingredients for the filling | Pupils to discuss their favourite type of sandwich and identify what fillings they would want to put in their brilliant baguette. Teacher to inform the pupils that today they will be going out to buy the ingredients to make the baguettes and their chosen fillings. Teacher to encourage selection of healthy foods including salad. Pupils to complete a baguette design form to show fillings that they want to buy, then collaborate to compose a shopping list. Teacher to discuss the route they will walk to Tesco and highlight the safe places to cross any roads on route. On arrival at Tesco, pupils to remain with designated member of staff and select ingredients / fillings that are on the list. Pupils to scan items using self service till and follow on screen instructions to pay. Check they have receipt and any change before walking back. | ***Learning Focus:*** *know price of items and pay for shopping using an appropriate or exact amount.* | Pictures of sandwiches with different fillings. High Viz vests. Money to buy fillings and ingredients. Risk assessment and mobile phone. | Encourage choice of healthy fillings. Ensure students know their designated staff for the walk to Tesco. |
| ***Learning Skill:*** *Reflectiveness – Planning what is needed to make the brilliant baguettes.* |
| Week 6  (Friday)  17.10.14 | Make **bread** and build a **brilliant baguette** | Explain to pupils that we will be making baguettes using the same method as for the pizza base. Pupils to wash hands and put on aprons. Pupils to measure out ingredients using measuring jugs and scales. Ask pupils to model kneading the dough to test what they remembered. Allow the dough to rise for 30-40 minutes. Pupils to clean work surfaces and wash equipment. Remove dough from bowl and knead before making into baguette shapes. Place in oven for 20 – 25 minutes depending on size of baguettes. Pupils to wash hands and select a chopping board, plate, sharp knife (if required), before preparing their toppings. If cutting or grating ensure that the pupils know how to use equipment properly. Carefully take baguettes out of the oven and allow to cool before constructing their brilliant baguettes. Clean kitchen and load dishwasher | ***Learning Focus:*** *measuring out dry ingredients accurately using scales****.*** | Bread flour margarine. Fillings purchased by pupils during Wednesday’s lesson. Digital camera to evidence each part of lesson. LSAs to support | [M] & [R]. Encourage interpretation using photos to promote independence. Close supervision when using sharp knife of grater to prepare ingredients. |
| ***Learning Skill:*** *Resourcefulness – Predict cooking time of baguette based on pizza.* |
| Week & Date | **Outcomes** | **Activities** | **Learning Objectives** | **Equipment and ingredients** | **Equality and Diversity / Notes** |
| Week 7  07.11.14 | To plan and cook **Sausage Rolls** and **Short bread** | Pupils to wash hands and put on aprons. Teacher to go through pictorial recipe for sausage rolls which will require learning some new skills. Pupils to get out equipment and ingredients. To make the pastry, measure out margarine and flour and put into a mixing bowl and rub together before adding water. Teacher to impart knowledge – making pastry is the complete opposite to making bread, try to handle as little as possible. When pastry is in a ball, wrap in cling film and put in fridge to rest and take a short break. Take pastry out of cling film and gently roll on a floured surface (remind pupils to handle as little as possible). Cut into three rectangular pieces about 30cm wide and put the sausage meat in the middle. Roll the pastry over and seal with milk before cutting into small rolls. (Alternatively pupils may wish to make jumbo sausage rolls). Put in oven to cook for 25 minutes. While the sausage rolls are cooking, pupils could make shortbread. Measure out the margarine and sugar and beat together in a bowl before adding plain flour and mix together. Roll out on to a floured surface before cutting into circles and putting in the oven to cook for 20 minutes. Clean up work surfaces and do washing up before taking the sausage rolls and shortbread out of the oven. Serve sausage rolls with baked beans. | ***Learning Focus:*** *measuring out dry ingredients accurately using scales****.*** | (SR) Sausage meat, plain flour, margarine, milk or water. Alternatively readymade pastry could be used for the sausage rolls. (SB) Plain flour, sugar, margarine. Measuring scales, mixing bowl, rolling pin and cling film. | Pupils may need support with measuring [M] and reading recipe [R]. Making pastry can be difficult, especially in a warm kitchen could lead to frustration and upset. A bowl of cold water to immerse hands in to keep cool may help. |
| ***Learning Skill:*** *Resilience – making pastry could test our perseverance as getting it right can be quite tricky. Encourage pupils not to give up* |
| Week 8    14.11.14 | To prepare and cook **Cheesy Vegetable bake** and **Pancakes** | Pupils to wash hands and put on aprons. Teacher to go through pictorial recipe and review previous discussions on using sharp knives to peel and chop vegetables. Demonstrate how to secure vegetable using a fork to enable safe peeling and chopping. Remind pupils to remain focused while using a knife or the grater. Pupils to grate some bread crusts to make the bread crumbs and then grate cheese, Peel and chop the vegetables before layering them in a cooking dish or foil tray. Between each layer of vegetables add some margarine and grated cheese. Pupils to mix the milk egg and cream together before pouring over vegetables and topping with breadcrumbs and cheese. Put in oven for 45 minutes. Clean work surfaces and wash equipment. Make pancake batter by mixing flour, eggs and milk together and leave while Vegetable bake is taken out of oven and served. Return to kitchen to cook pancakes and serve | ***Learning Focus:*** *measuring out dry ingredients accurately using scales****.*** | Milk, margarine, cheese, egg, potato, parsnip, onion, carrot, cream, breadcrumbs made from grated bread crust. Grater, chopping board, knife, whisk, mixing bowl. | Pupils may need support with measuring [M] and reading recipe [R]. Close supervision when using the grater for breadcrumbs / cheese and using the knife to peel and chop vegetables. |
| ***Learning Skill:*** *Reciprocity – observe safe use of equipment and adopt safety measures in own cooking.* |
| Week 9  21.11.14 | To prepare and cook **Chicken Fajitas** and scones | Wash hands, put on apron and read through pictorial recipe. Cut up chicken, red pepper and onions. Put into bowl with paprika and the juice of a lime. Leave to marinade while the guacamole is made. Chop cherry tomatoes and put in bowl with chilli powder and coriander. Add avocado and juice of a lime before chopping finely (or use a masher). Cook the chicken, onion and peppers in a frying pan for 6-8 minutes and heat tortillas in the microwave. Put cooked chicken and vegetables in middle of tortilla, add cheese, guacamole and yogurt before folding the fajita. Return to kitchen to clean up work surfaces and wash up equipment. Pupils to measure out self-raising flour, margarine, dried fruit and milk. Mix together in a bowl before turning out on to floured surface and roll to the thickness of your thumb. Cut into circles and put on a greased baking tray. Put into oven and cook for 12-15 minutes. | ***Learning Focus:***  *Why are spices such as chilli powder and paprika used in such small amounts?* | Chicken, red onion, red pepper, lime, paprika, black pepper, avocado, flour tortilla, natural yogurt, cheese, chilli powder, ground coriander, cherry tomatoes, chopping board. | Pupils may need support with measuring [M] and reading recipe [R]. Close supervision when cooking chicken and vegetables. Be careful to wash hands after handling chilli powder, could make eyes very sore |
| ***Learning Skill:*** *Reflectiveness – plan the order that food is prepared and cooked.* |
| Week & Date | **Outcomes** | **Activities** | **Learning Objectives** | **Equipment and ingredients** | **Equality and Diversity / Notes** |
| Week 10  28.11.14 | To prepare and cook **vegetable lasagne** | Wash hands, put on apron and read through pictorial recipe. Although this may seem a more challenging recipe, pupils will be demonstrating their resilience as learners. They should notice similarities with vegetable soup (peeling and chopping) and flapjacks (slowly melting the margarine, syrup and sugar – with making the cheese sauce). This will enable them to utilise learnt skills. Chop the vegetables and put in a saucepan with the tin of tomatoes and simmer for 15 minutes. Melt the margarinein a saucepan on a low heat, stir in theflour and cook for 1 min. Then gradually stir in the milkto make a thick white sauce and add the grated cheese. Put a layer of cooked vegetables in the bottom of the foil tray and cover with the lasagne sheets. Pour the sauce on top of the lasagne sheet before adding another layer of the vegetables.(*Repeat until the tray is full).* Sprinkle top with cheese and put in the oven for 30 minutes. | ***Learning Focus:*** *show that you can accurately follow instructions to make the lasagne.* | Plain flour, cheese, margarine, milk, lasagne sheets, tin of tomatoes, red onion, courgettes, peppers, foil tray, mushrooms, knife, chopping board, saucepan. | Pupils may need support with measuring [M] and reading recipe [R]. Close supervision when peeling and chopping. When mixing the cheese sauce, keep stirring and be patient, it will thicken up! |
| ***Learning Skill:*** *Resilience – noticing similarities with vegetable soup and flapjacks, utilise learnt skills.* |
| Week 11  05.12.14 | To prepare and cook Sri Lankan **spicy noodles** | Wash hands, put on apron and read through pictorial recipe, get out equipment and ingredients. Looking at the title and ingredients this appears to be a difficult recipe, but it is relatively easy. Pupils will reflect on what has been learned about using spices in cookery. (Spices add flavour, but too much can ruin food completely). Pupils will measure out ingredients using teaspoons and tablespoons. Cut the cabbage, leeks and carrots into thin slices. Cook the noodles according to the time on the packet. Heat some oil in a large pan. Fry the ginger and garlic until soft. Add the carrots, cabbage and leeks, then the tomato sauce and Soy Sauce. Cook for about 5 minutes before mixing in the cooked noodles. Stir and cook for a further two minutes before serving. | ***Learning Focus:*** *Measuring using tablespoons (tbsp) and teaspoons (tsp)* | Egg noodles, carrots, cabbage, leeks, garlic paste, ginger paste, soy sauce, tomato ketchup, knife, chopping board, sauce pan. | Pupils may need support with measuring using tsp and tbsp as it requires a steady hand. Encourage pupils to smell or taste spices. |
| ***Learning Skill:*** *Reflectiveness – distilling what has been learned about using spices.* |
| Week 12  12.12.14 | To prepare and cook **Spaghetti on Toast** and **Chocolate Brownies** | Wash hands, put on apron and read through pictorial recipe. Ask one pupil to turn on the oven to 180°C**.** Highlight the importance of following the recipe accurately and not be tempted by adding too much of a favoured ingredient (cocoa). Pupils to cream the margarine and sugar together in a mixing bowl, before stirring in the cocoa. Then add the eggs and flour before pouring into the baking tray. Assure the pupils that the mixture should be a gooey liquid (similar to the banana cake recipe). Bake in oven for 20 - 25 minutes.  Remove from the oven, place on a cooling rack and leave to cool. Leave the brownies to cool on a rack. By collaborating, pupils must prepare and cook spaghetti on toast for lunch, while staff observe. | ***Learning Focus:*** *Measure quantities and cooking time accurately.* | Eggs, brown sugar, cocoa powder, margarine, plain flower, bread, tin of spaghetti, whisk, wire rack, mixing bowl, saucepan, | Supervise measuring out of the cocoa, too much could ruin the recipe. Encourage pupils to decide who does what when preparing and cooking spaghetti on toast. |
| ***Learning Skill:*** *Reciprocity – know when to work with others or on own, interdependence.* |
| Week 13  19.12.14 | Prepare and make **Christmas Dinner** and **Mince Pies.** | Wash hands, put on aprons and read through pictorial recipe. Assign each pupil a role in making the dinner. Peel and chop the potatoes before boiling for 10 minutes. Prepare the vegetables and put into a pan. Drain potatoes and put in oven. Measure out ingredients for the mince pies. Capitalise on past experience of making pastry *(handle as little as possible with cold hands)*. Roll the pastry out and cut into rounds. Put larger rounds of pastry into a greased tray. Spoon in mincemeat and put smaller round on top before sealing with milk. Put turkey breast in oven and turn potatoes. After 15 minutes put the mini Yorkshire puddings in the oven, switch on the vegetables and boil some water for the gravy. Serve roast dinner then put in mince pies for 25 minutes. | ***Learning Focus:*** *estimate the amount of vegetables needed for dinner.* | Mincemeat, plain flour, margarine, carrots, potatoes, Brussel sprouts, mini Yorkshire puddings, turkey breasts, measuring scales, mixing bowl, knife, chopping board. | Pupils need to work together throughout the morning to keep on track. One person could concentrate on cooking mince pies leaving the rest to concentrate on Christmas dinner. |
| ***Learning Skill:*** *Resourcefulness – capitalising on past experiences when making pastry.* |