Jamie Oliver BTEC Home Cooking skills level 1

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| Year 9/10/11 BTEC  Jamie Oliver Home cooking skills  Unit 1  Unit title:  Home cooking skills  Credits needed 4  I credit for learning outcomes achievable in 10 hours of learning | | Ideally  One double lesson per week totalling 100mins    Each session should include discussion @food sourcing ,nutrition, hygiene and food labelling of ingredients involved in recipe. | | | Learners to develop:  Knowledge understanding and confidence to cook meals at home  To be able to use cooking skills to make home-cooked food that does not use pre prepared, ready cooked food  To understand the benefits of learning home cooking  Ability to transfer skills learnt to different recipes  To understand how to pass on recipes learnt to others and the value of passing on information about home cooking. | | | Assessment criteria   * 1. select and prepare ingredients for a recipe   2. use cooking skills when following a recipe   3. Demonstrate food safety and hygiene throughout prep and cooking.   2.1 reflect on own learning about value of gaining cooking skills  2.2 identify ways to pass on information about home cooking | |
| Term 1 | |  | | |  | | |  | |
| Lesson | Classroom Activity | | Learning outcome | Assessment criteria | |  | Cooking Skills | | Learning styles  V A K |
| 1 | Introduction to the unit and the structure of the learning and assessment. Pupils to fill in Learner record. Shown example of cooking record to be filled in at the end of each cooking session  Folders Photographic record to be kept of dishes cooked  Teacher demonstration of cooking eggs  Boiled with soldiers and scrambled | | To know how they will be assessed and how they must keep records. | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Teacher led discussion  Hygiene, sourcing ingredients  Nutritional value effects of the method of cookery, labelling equipment cooking tips seasoning. | , | | V A K |
| 2 | Practical lesson. Learners to cook eggs three ways.  Boil, fry and scramble.  Learners to fill in cooking record. Photos to be taken of dishes cooked | | To learn how to boil fry scramble eggs with toast and assess and compare the method of cooking for taste, nutritional value and appeal. | 1.1.1.2,1.3,2.1,2.2 | | Discussion  Hygiene,  Safety, eggs types  Value for money  Cost? | Boiling  Frying  Scrambling  toasting | | V A K |
| 3 | Practical. Teacher demonstration of how to make an Omelette.  Discussion of difference between types of eggs. (free range, battery,barn,caged)  Learners to make Spanish Omelette | | To learn about types of eggs, methods of cooking . to know @ hygienic handling and how to cook eggs for elderly and babies. | 1.1,1.2,1.3 | | Discussion  Types of eggs  Hygiene | Whisking,  Peeling, cutting, finely  Fry. | | V A K |
| 4 | Practical.  Learners to make  Porridge and a  Bacon sandwich  Learners to fill in cooking record. Photos to be taken of dishes cooked | | To learn how to make porridge with either water or milk  And a bacon sandwich | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion  Importance of breakfast.  Nutritional value of oats/milk |  | | V A K |
| 5 | Practical.  Teacher demo of toast with different toppings.  Welsh rarebit  Learners to make after watching demo. | | To learn how to make welsh rarebit. | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion of alternative toast toppings different types of bread | Toasting  Whisking  grilling | | V A K |
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| 6 | As part of breakfast options.  Learners to make flapjacks | | To learn how make flapjacks and consider nutritional value. Oats, what else could we add to make it healthier? | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion of nutritional value, cost, convenience of product. How it could be made healthier | Following recipe ,choosing ingredients Stirring, melting,  baking, Safe  Hob and oven use | | V A K |
| 7 | Demonstration  How to make a sandwich with different fillings how to slice, butter .,  How to pack a packed lunch | | Learners to watch demo and contribute to discussion on healthy alternatives to butter and benefits of homemade versus shop bought packed lunch | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion  Nutritional values  Costs and differences between homemade and bought. What would they choose. Bring in example of shop bought sandwich look at labelling, discuss cost compare how much you can make for same amount of money | Learning about food labelling  Nutritional values | | V A K |
| 8 | Tasting session.  Different types of bread. Learners to fill in tasting survey. | |  | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Healthy choices  Different types of bread | Sensory analysis | | V A K |
| 9 | Bread  .Teacher to demo bread making. Kneading, proving, knocking back  Learners to make bread rolls. | | To learn how to make bread understand the functions of yeast , gluten, sugar. | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | |  | Kneading, shaping, baking. | | V A K |
| 10 | Learners to recap on previous lesson Q&A.  Learners to make Focaccia | | To learn how to make Focaccia | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | |  | , proving, Sieving, kneading, shaping | | V A K |
| 11 | Soup making demonstration  Simple soups from one base  Learners to make tomato soup. | | To learn how to make tomato soup and how you can adapt and change this recipe use up vegetables past their freshness | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion @seasonal vegetables , types of soups. Nutritional benefits | Knife skills.  Slicing, chopping, boiling, simmering, liquidising. | | V A K |
| 12 | Learners to make soup leek and potato or minestrone from Licence to cook recipe | | To know how to make leek and potato or minestrone soup. More able pupils to make bread rolls to accompany their soup | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | |  |  | |  |
| 13 | Learners to make a ragu sauce for pasta | | To know how to make a ragu sauce for pasta. | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion how this sauce can be a base for many dishes. That we can add many vegetables ( Jamie’s Hidden veg pasta sauce) | Chopping, slicing, simmering, liquidising | | V A K |
| 14 | Different types of pasta.  Give each pupil a different type of pasta to cook. Compare results  Give a ready made sauce to eat with pasta and compare with previous sauce> | | To know the many types of pasta and  how to cook it | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion pasta carbohydrates, energy ,fibre, B vitamins. | Boiling, draining, testing. | | V A K |
| 15 | Learners to make pesto sauce  Teacher to demo making fresh pasta | | To see how to make fresh pasta and to taste it. To make a pesto sauce | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion of fresh V dried pasta.  Is it worth the effort? | Toasting pine nuts, using pestle and mortar | | V A K |
| 16 | Cooking Vegetables  Teacher demo of how to peel potatoes.  Learners to make spicy wedges | | To know how to peel a potato safely and o know how to make spicy wedges | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Nutritional value, seasonality, effects of different methods of cooking. | Peeling, cutting, boiling, baking. | | V A K |
| 17 | Learners to make potato dauphinois. | | To recap prep of potatoes and to know how to make dauphiois | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion of baked potatoes their nutritional value, discussion of different types of fillings | Peeling, slicing evenly, baking | | V A K |
| 18 | Learners to make Bolognese sauce | |  |  | | Discuss various adaptations to this recipe. How many other dishes could we make with this one basic recipe | Chopping , mixing, shaping, simmering | | V A K |
| 19 | Casserole.  Learners to make beef casserole. | |  |  | | Discussion  Cuts of meat/ cost/ what else could we use.  Slow cooking discussion on use of slow cooker | Peeling,slicing, chopping, searing, simmering, slow cooking | |  |
| 20 | Rice cooking risotto.  Teacher demo  Learners to make risotto. | | To know how to cook rice safely and to understand it is the basis of many recipes. | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson | | Discussion food safety of rice.(making sure it is cooled appropriately). Economical dish. Discuss types of risotto/types of rice. | Peeling, slicing, chopping, simmering. | |  |
| 21 | Fish pie or fish cakes.  Teacher demo of making fish cakes.  Learners to make their own fish cakes | | To know how to make fish cakes. To understand benefits of fish in the diet |  | | Discussion on benefits of eating fish. Sustainability  Discussion of other ways of cooking fish. Nutritional value |  | |  |
| 22 | Chicken pasta bake.  Learners to make from recipe following recipe themselves. | | To know how to make a substantial pasta dish, adding vegetables. Knowing how to cook the chicken properly. Sharing this dish with peers | Teacher to give feedback. Collect comments from friends on success of this dish and keep the records of comments. | | Discussion on how to pass on recipes/ how to share and to get feedback and collect the evidence for learner record. |  | |  |
| 23 | Thai green Chicken Curry.  Teacher to demonstrate the cooking of this recipe from Licence to cook collection.  Pupils to taste and evaluate. | | To watch teacher demo and taste. | Teacher to give feedback on how each pupil is meeting the assessment criteria each lesson.  This was the recipe chosen by my learner as her assignment. | |  | Cooking chicken safely, slicing, chopping, simmering | |  |
| 24 | Chicken fajitas.  Learners to make fajitas using griddle pan. Teacher demo of how to roll wraps | | Continuing chicken cookery . To know how to make chicken fajitas and select ingredients to accompany them guacamole? Cheese? Salsa / |  | | Discussion. Hygiene eg raw meat and cooked meat , knowing when chicken is cooked, nutritional value | Slicing, frying,grilling, rolling wraps | |  |
| 25 | Crumbles.  Learners to make a fruit crumble | |  |  | | Discussion on types of fruit that could be used, seasonality Cost . adjustments to recipe to make it healthier( add oats, wholemeal flour) | Peeling, cutting, rubbing in, baking. | |  |
| 26 | Fruit salad. | | To know how to make a fruit salad. |  | | Discussion on types of toppings. Nutrional value of fruit. | Peeling, slicing | |  |
| 27 | Brownies  . Baking sessions | |  |  | | Explain different methods of baking. | Weighing measuring, melting chocolate. Following a recipe. Testing, baking | |  |
| 28 | Cookies. | |  |  | |  | Weighing measuring, . Following a recipe. Testing, baking. Cooling | |  |
| 29 | We also made a Christmas cake as part of our baking sessions. This was very popular especially the royal icing and decorating. | |  |  | |  |  | |  |
| Assignment  Learner work | Assignment brief  Below  Learner to choose recipe they are going to cook from what they have done already. If possible to shop with teacher for ingredients. Write out the recipe they have chosen, their shopping list. Fill in two ways they have benefited from learning home cooking skills and two ways they have passed on information about home cooking to others | |  |  | |  |  | |  |
| Assignment brief  Level 1 Btech home Cooking skills  Unit Title: Home Cooking Skills  Unit Number 1  Assignment Title: Jamie Oliver, eat your heart out!  Assessor Name;  Date of Assignment launch:  Date of Assignment surrender:  **Assessment criteria**   * 1. Select and prepare ingredients for a recipe   2. Use cooking skills when following a recipe   3. Demonstrate food safety and hygiene throughout the cooking and preparation process   4. Reflect on own learning and consider two ways you have benefited from learning cooking skills.   5. Suggest two ways you could pass on information about home cooking to others   Assignment scenario  This is your chance to show just what you can do when planning, preparing and cooking a recipe. Think about fresh food, interesting dishes and the pleasure it gives to you and your family when eating at home. Now it’s time for you to show your cooking skills by making your chosen recipe. Select the ingredients, follow the recipe and demonstrate food safety and hygiene throughout the cooking session. | | | | | | | | | |