

| Learning objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Success criteria                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>To practise food preparation skills.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>I can cut resistant foods like onions safely and accurately.</li> <li>I understand the safety aspects of working with hot food.</li> <li>I can explain how to avoid cross-contamination.</li> </ul> |
| <b>Before the lesson</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                            |
| <p><b>Watch</b></p> <p>Teacher video: Progression in cutting skills<br/> Teacher video: Progression in mixing and stirring skills<br/> Teacher video: Progression in grating skills<br/> Teacher video: Progression in measuring skills<br/> Teacher video: Progression in juicing skills<br/> Teacher video: Progression in snipping skills<br/> Pupil video: Bolognese preparation skills</p> <p><b>Have ready</b></p> <ul style="list-style-type: none"> <li><i>Presentation: Expand and add detail.</i></li> <li><i>Presentation: Bolognese preparation.</i></li> <li><i>Presentation: Cross-contamination.</i></li> <li><i>Quiz: Food preparation.</i></li> <li>Whiteboards and pens (one each).</li> <li>An extra adult to supervise (see Teacher knowledge).</li> <li>Each child's adapted recipe from <a href="#">Lesson 3: Nutritional value</a>.</li> <li>Equipment for preparing foods (per group of five – see Teacher knowledge): <ul style="list-style-type: none"> <li>1 vegetable knife;</li> <li>1 box grater;</li> <li>1 garlic press;</li> <li>1 green chopping board;</li> <li>1 brown chopping board;</li> <li>1 pair of scissors;</li> <li>1 measuring jug;</li> <li>2 onions;</li> <li>2 sticks of celery;</li> <li>1/2 a bulb of garlic;</li> <li>2 carrots.</li> </ul> </li> <li>Equipment for cooking (to be used by an adult twice – see Teacher knowledge): <ul style="list-style-type: none"> <li>1 saucepan;</li> <li>1 tablespoon;</li> <li>1 wooden spoon;</li> <li>2 tbsp olive oil;</li> <li>2 tins of chopped tomatoes.</li> </ul> </li> <li>A device to record video (optional – one per group, see Main event).</li> <li>Containers (optional – one each, see Teacher knowledge).</li> </ul> <p><b>Print in advance</b></p> <ul style="list-style-type: none"> <li>Activity: Cross-contamination matching (one each).</li> </ul> |                                                                                                                                                                                                                                            |

- Resource: Simple bolognese recipe (see Teacher knowledge).

## Recap and recall

Presentation: Expand and add detail1

Display the *Presentation: Expand and add detail*. Ask the children to add detail to these statements by using their own knowledge:

- Recipes can be changed.
- A balanced diet is good.

Ask the following questions about the last lesson to help the children with this task:

- How have the spaghetti bolognese recipes changed? (Added, removed or substituted ingredients.)
- What is nutrition information? (The information on food packaging that explains the amount of certain nutrients.)
- How can nutrition information help with a balanced diet? (It makes someone aware if there is a high amount of certain nutrients compared to others.)

## Attention grabber

Ensure the children have their printed *Download: Simple bolognese recipe* from [Lesson 3: Nutritional value](#).

Display slide 1 of the *Presentation: Bolognese preparation*, which shows preparation techniques.

Presentation: Bolognese preparation2

Hand out whiteboards and pens (one each) and ask the children to look at their method for creating the bolognese. Ask them to list the preparation techniques they might need to use on the left side of the whiteboard.

Explain that these techniques require specific kitchen equipment. Ask the children to discuss with a partner the equipment they might use for these techniques. Invite them to write the equipment on the right side of the whiteboard.

Display slide 2 to provide some suggested answers.

Show the *Pupil video: Bolognese preparation skills* so they can see some of the techniques being used. Ask the children about some of the safety aspects:

Pupil video: Bolognese preparation skills

- How is the onion cut? (Using the bridge and claw method.)
- Why are these methods effective? (They keep fingers away from the knife blade.)

Explain that they will also work with a saucepan and the hob in addition to these preparation techniques.

Ask the children about cooking with hot food:

- How can people ensure they are safe when working with the hob? (Hold only the handle of the saucepan; tie hair back; roll sleeves up; use a wooden or plastic spoon to stir.)
- Why is a metal spoon a bad choice for stirring hot food? (It is a thermal conductor and will get hot.)
- Is it appropriate to wear oven gloves for safety? (It may seem like a good choice but oven gloves are attached together. They do not allow stirring and holding the handle together effectively.)

## Main event

Place the children in the same groups of five from [Lesson 3: Nutritional value](#). Split the class in half and invite one group to the designated cooking area and one group to stay in the classroom. Explain that the groups will swap halfway through the session.

### Cooking skills and safety

Explain that even though there appear to be lots of steps, the recipe is in three simple stages:

1. Prepare ingredients.

2. Use the hob to cook and soften crunchier ingredients.
3. Add tomatoes and other softer ingredients and simmer.

Provide the children with ingredients and equipment to practise the preparation of the foods in the recipe (see Teacher knowledge). **Optional:** provide each group with a device and ask them to record the preparation and heating processes for use in [Lesson 6: Making bolognese](#).

Focus on these steps during the preparation stage:

- Supervise the groups closely with the claw and bridge techniques for safely cutting resistant foods.
- Ensure the children keep their fingers clear of the blades when grating.
- Provide an opportunity for the children to use the garlic press as this is the safest and quickest way to prepare the garlic.

Discuss the prepared vegetables with the children by asking:

- Which of the vegetables are crunchy and hard? (Onion, celery and carrot.)
- What will cooking the vegetables do to them? (Soften them.)
- Why do we soften these vegetables before adding the tomatoes? (To create a smoother and less crunchy texture.)

Explain that the garlic is also added before the tinned tomatoes, but it is added later so that it does not burn.

Add oil and some of the ingredients to a saucepan and invite each child to stir them with a wooden spoon. Show them how to hold the saucepan handle and stir simultaneously. Add the tomatoes and simmer the sauce so the groups can see how this looks.

Ensure that the cooking area is cleaned and that all equipment is washed.

### **Cross-contamination**

Explain that the bolognese recipe requires many different types of ingredients and before these ingredients are cooked, they are not always safe to eat because they might contain harmful bacteria. Cooking helps kill this bacteria, making the food safe and tasty.

Explain to the children that cross-contamination is how bacteria spreads; the harmful bacteria from one food is transferred to another.

### **Question**

- Why is it important to prevent bacteria from spreading when cooking? (Some bacteria can make you ill if they are on the food when you eat it.)

Explain that to prevent cross-contamination, different coloured chopping boards are used for different foods.

Display slide 1 of the *Presentation: Cross-contamination*, which shows an image of the different chopping board colours and their designations.

Presentation: Cross-contamination3

Hand out the *Activity: Cross-contamination matching* (one each) and use slide 2 to model how to complete the activity. Invite the children to stick the coloured chart into their books and cut and stick the images onto each coloured strip.

Allow the children time to complete the activity and use slide 3 to provide the answers.

## **Wrapping up**

Bring the children back together and consolidate the learning from both parts of the lesson using the *Quiz: Food preparation*.

Quiz: Food preparation1

## **Vocabulary**

### **Cook**

To prepare food by heating it.

**Cross-contamination**

When something harmful spreads from one food to another.

**Cut**

To make something smaller with a knife.

**Equipment**

Tools for a purpose.

**Grate**

To make food smaller by rubbing it against a grater.

**Hygiene**

Keeping things clean to prevent illness.

**Measure**

To take the correct quantity of something.

**Press**

To squash something to release flavours.

**Safety**

Preventing risk.

**Assessing progress and understanding****Pupils with secure understanding indicated by:**

cutting resistant foods like onions using the bridge and claw method; demonstrating understanding of working with hot food by holding the handle and taking care when stirring; matching ingredients to the correct coloured chopping board to show an understanding of cross-contamination.

**Pupils working at greater depth indicated by:**

cutting foods to a specific size and shape; observing the changes in foods as they cook and providing suggestions of how they have changed.

**Adaptive teaching****Pupils needing extra support**

Could be shown and taught how to use equipment before the lesson; could use a table knife and the fork secure method to cut softer ingredients.

**Pupils working at greater depth**

Could be asked to chop ingredients to a specific size or shape; could be asked to observe and comment on the change in the foods as they are cooked.