

Learning objective	Success criteria
To follow and make an adapted recipe.	- I can use a recipe to gather the correct quantities of ingredients. - I can select the right equipment for each preparation technique. - I can make a video to explain a recipe.
Before the lesson	
Watch Teacher video: Progression in cutting skills Teacher video: Progression in mixing and stirring skills Teacher video: Progression in grating skills Teacher video: Progression in measuring skills Teacher video: Progression in juicing skills Teacher video: Progression in snipping skills Pupil video: Bolognese preparation skills Have ready <i>Presentation: Noughts and crosses.</i> <i>Presentation: Video script.</i> - Whiteboards and pens (one between two). Equipment for making the bolognese (see Teacher knowledge). - An extra adult to supervise. - The children's adapted recipe from Lesson 3: Nutritional value. - Each group's ingredients. - Equipment for preparing foods (per group of five): 1 vegetable knife; 1 box grater; 1 garlic press; 1 green chopping board; 1 brown chopping board; 1 pair of scissors; 1 set of scales; 1 measuring jug. - Equipment for cooking (per group of five): 1 saucepan; 1 tablespoon; 1 wooden spoon. - Equipment for cooking mince and spaghetti (optional – see Teacher knowledge): 2 saucepans; 1 wooden spoon; 1 colander. Equipment for creating a video - Whiteboards and pens. - The children's adapted recipe from Lesson 3: Nutritional value. - A device for recording video (one per group – see Main event). - Link: iMovie.*	

- Link: [WeVideo](#).*

Equipment for the Wrapping up

- A device for taking photos (one for an adult – see Wrapping up).
- Glue sticks (one each).
- Link: [Assessment – Design and technology Y5: Cooking and nutrition: Developing a recipe](#) (optional – see Wrapping up).

*** These are external websites and we do not have control over their content - please check before showing them to the children.**

Print in advance

- Activity: Script template (one per group).
- Resource: Simple bolognese recipe (one adult copy - see Teacher knowledge).

Recap and recall

Presentation: Noughts and crosses¹

Arrange the children in pairs and hand out a whiteboard and pen (one between two). Display the *Presentation: Noughts and crosses* and ask the children to draw a 3 x 3 grid on their board. Instruct the children to write a different word in each box.

Explain that the game is similar to noughts and crosses but to place their symbol in a square, they must first use the word in that square in a sentence. Allow time for the children to take turns to play the game.

Examples:

- Beef is reared on a farm.
- Nutrition information is found on food packaging.
- Coloured chopping boards are used to prevent cross-contamination.

Attention grabber

Place the children in the same groups of five from [Lesson 4: Preparing ingredients](#) and then split the class into two halves.

Invite half the children to the cooking area to make the bolognese and the other half to remain in the classroom to work on another task. Explain that the groups will swap halfway through the session.

Making the bolognese

Remind the children of the techniques they practised in [Lesson 4: Preparing ingredients](#) by asking:

- What should you do before handling any food? (Wash hands.)
- What methods are there for chopping? (Bridge hold and the claw hold.)
- What are the different coloured chopping boards for? (To prevent cross-contamination.)
- How should you hold a grater? (Firmly by the handle at the top.)

Display the *Pupil video: Bolognese preparation skills* if the children need reminding of the preparation skills.

Pupil video: Bolognese preparation skills

Invite the children to use their adapted recipe to gather equipment and ingredients to make the bolognese sauce (see Teacher knowledge).

Ensure they have collected the correct equipment and remind them of important safety rules.

- Walk around the cooking area.
- Be cautious of the hob area as pans could be hot.

Creating a recipe video

Challenge the children in the classroom to use a whiteboard to recount the key points in the recipe with their partner.

Help remind the children by asking:

- What ingredients are in the recipe? (Onion, tomatoes, other vegetables and oil.)
- What preparation techniques are you using? (Cutting, grating, pressing, measuring and mixing/stirring.)
- What were some of the most important steps? (Preparing the vegetables; softening the vegetables by stirring in a hot saucepan; adding tinned chopped tomatoes; adding other ingredients and simmering.)

Encourage the children to look back at their adapted recipe to check they did not miss anything important.

Main event

Making the bolognese

Ask children to follow their adapted recipe to make the bolognese. Assist the groups and model if they are unclear (see Teacher knowledge).

1. Supervise the children closely while they use the vegetable knife and the grater to prepare their ingredients.
2. Invite one child at a time from each group to soften the harder vegetables on the hob. Other children can wash up equipment that is no longer needed.
3. Ask the children to add their tins of chopped tomatoes and any softer ingredients and supervise while the sauce simmers.
4. Remove the sauces from the hob when cooked and allow them to cool a little. Ask the children to wash the remaining equipment and clean the cooking area.
5. Invite the children to gather their jars and ask them to spoon some of their sauce into the jar. Ensure these are labelled and leave them to cool with the lid off.

Creating a recipe video

Explain to the children that they will be using their understanding of this recipe to create a short video.

Question the children about cooking videos and other videos about food:

- What do they tell you? (They might explain a recipe; tell you how good something tastes; explain how healthy or unhealthy something is.)
- What do you see in the video? (A presenter talking to the camera; shots of cooking or the ingredients.)

Presentation: Video script2

Place the children in the same groups of five from [Lesson 4: Preparing ingredients](#) and hand out the *Activity: Script template* (one each). Display the *Presentation: Video script* and ask the children:

- What does it mean by the presenter? (The person speaking at that time.)
- What does dialogue mean? (What is being said.)

Gather and record ideas from the children about what the dialogue could include. Guide children to think about the following:

- Ingredients in the recipe.
- Cooking techniques.
- Nutritional value.
- Additional ingredients that are unique to their recipe.

Explain that the video should be short and to the point and have a tone that excites viewers so they want to make the recipe.

Ask the children to consider whether they will have one presenter or multiple, whether only one person is recording and whether they will have someone directing.

Hand out devices (one per group) and allow the children time to write and rehearse their scripts.

Optional: if the children recorded ingredient preparation and heating of ingredients in [Lesson 4: Preparing ingredients](#), suggest they add this footage to their video.

Wrapping up

Bring the class back together and hand out each child's label from [Lesson 5: Designing labels](#) and their jar of sauce. Hand out glue sticks (one each) and invite the children to attach the labels to the sauce.

Use a device to take photos of each child with their finished products and print these for books.

Optional – provide each child with the *Quiz – pupil answer sheet* and display the *Unit quiz* (see link: [Assessment – Design and technology Y5: Developing a recipe](#)). Read each question aloud and allow the children time to answer. Reveal the answers and ask them to self/peer mark their answer sheets.

Vocabulary

Balanced

A combination of the correct types and amounts of foods.

Cross-contamination

When something harmful spreads from one food to another.

Ingredients

The foods used to make a recipe.

Measure

To take the correct quantity of something.

Nutrition

The things that go into your body as food.

Recipe

A set of instructions for how to cook a dish.

Assessing progress and understanding

Pupils with secure understanding indicated by:

preparing the right quantities of ingredients using measurements where necessary; selecting the right equipment to prepare foods in the way they intended; explaining a recipe, how they adapted it and why it is unique.

Pupils working at greater depth indicated by:

explaining that measurement is important so that nutritional information can be gathered; determining the most efficient techniques to use to prepare an ingredient.

Adaptive teaching

Pupils needing extra support

Could use a table knife and the fork secure method to cut softer ingredients; could grate less resistant ingredients before trying resistant foods.

Pupils working at greater depth

Could be asked why using accurate measurements is important in cooking; could be asked to determine which the best type of hold is, bridge or claw, for a particular food.