



















Catering Scheme C

1	<p>I move around the kitchen in a safe manner. I always use oven gloves when handling hot foods. (seesaw me using oven gloves) I always use a knife with safety when transporting and cutting.</p> <p> t-s-2549229-food-safety-spotting-the-risks-interactive-powerpoint_ver_1.pptx  Knife Safety Presentation.pptx</p> <p>I: Will be using oven gloves to protect our hands from the heat of the oven (some may like to watch this before the lesson - so the term oven gloves (annoyingly also called mitts) is clear - OXO Silicone Oven Mitts - YouTube)</p> <p>Model:  Homemade oven chips</p> <p>We: Prepare oven chips with support of an adult ensuring safety</p>
2	<p>I can prepare raw foods safely (seesaw them washing hands after handling raw meat, using red chopping boards and checking if the beef is cooked)</p> <p> Week 2 Preparing-food-hygiene-powerpoint_ver_1.pptx</p> <p> Beef burger in a bun</p>
3	<p>I can prepare raw foods safely (seesaw them using the red chopping boards and checking if the chicken is cooked)</p> <p> Food hygiene .pptx</p> <p>I:  Chicken Fajitas the whole process (including cooking 1st) We: Chicken fajitas with adult support for visuals and cooking element. (you may not get to this stage)</p>
4	<p>I am cautious when using the hob and keep my handles pointing in. (seesaw - turning hob on, making sure handle is not over hanging the front of the hob, using utensils so to not burn hands)</p> <p>I:  Chicken Fajitas (model whole process again) We: Preparing the fajitas again with less adult support together especially when using heat. Or (depending of ability last week) You: Prepare the fajitas independently (Cooking element)</p>

5	<p>I can prepare raw foods safely I am cautious when using the hob and keep my handles pointing in. I always use a knife with safety when transporting and cutting.</p> <p>I/We  Pepper and Chicken Curry</p>
6	<p>I can prepare raw foods safely I am cautious when using the hob and keep my handles pointing in. I always use a knife with safety when transporting and cutting.</p> <p> I can cook rice  Pepper and Chicken Curry</p>
7	<p>I can locate and put foods away in the correct places (seesaw pupils putting physical items in the correct place)</p> <p>Print page 2+3 in 1:A3 and A4 for each pupil  fridge-vs-pantry-.pdf</p> <p>I: Demonstrate where you need to store each food item using the A3 poster We: together put some items in the correct places on the poster together as a group. You: allow pupils to put the other items in the correct place</p> <p>I: Demonstrate how to cook the pasta  Cooking Wholemeal Pasta mix in pesto, then grate cheese on the top. We: Pupils (with adult support to then cook the pasta)</p> <p>You: Pupils put the pasta (uncooked) and cheese away in the correct place. (accept any fridge)</p>
8	<p> Food hygiene .pptx</p> <p>I can touch raw fish with my hands</p> <p> Breaded fish for 1</p>
9	<p>I always use oven gloves when handling hot foods. (seesaw me using oven gloves) I can cook frozen food (such as fish fingers, chips)</p> <p> Safety in the kitchen.pptx</p> <p>I: Will be using oven gloves to protect our hands from the heat of the oven (some may like to watch this before the lesson - so the term oven gloves (annoyingly also called mitts) is clear - OXO Silicone Oven Mitts - YouTube)</p>

	<p>Cooking: Shop bought fish fingers and chips with a vegetable.</p>
10	<p>I can write and shopping list from a recipe I can shop from a shopping list</p> <p>Planning time for independent meal planning.</p> <p>Pupils to choose a meal that they will be able to prepare independently, think about the pupils in your class and limit options if ability is limited pupils should be successful and as independent as safely possible.</p> <p>Pupils will needs to draw from Scheme A/B/C planning about a balanced meal and using the eat well plate. They will need to choose a minimum of carbohydrates, Protein, and vegetables. Use the recipe bank to help this choice.</p> <p> Recipe Bank</p> <p>I:</p> <p>Work out how much of each item you will need need for your recipe Write a shopping list with quantities / weights Look on Asda website to put prices next to each item Work out total cost of meal</p> <p>We: working with an adult in small groups repeat the above steps for that groups chosen meal.</p>
11	<p>I can shop from a shopping list I can follow a more complex recipe written by a teacher.</p> <p>Using the shopping list plan from previous weeks. Order or visit a shop to buy ingredients (for the activity you need to work in small groups in the catering room with an adult in each group).</p> <p>I can follow a more complex recipe written by a teacher.</p> <p>I: The adult will use the visual instructions (which you will have got from previous planning as they are only cooking something they have cooked before) to model the process of cooking the balanced meal. We: If there is time in your session then pupils will now do this with the adults' support.</p> <p> Recipe Bank</p> <p>Writing Shopping Lists, Shopping and Planning for a balanced meal</p>

	I can prepare ready meals (microwave)
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