

Catering Scheme B

1	<p>I can identify common fruits (1,2,3,4)</p> <p><input type="checkbox"/> I can identify common fruits (1,2,3,4) / I can identify common vegetables (1,2,3,4)</p> <p>I can prepare different fruits (i.e peel, segment, core)</p> <ul style="list-style-type: none"><input type="checkbox"/> Rhubarb pudding recipe<input type="checkbox"/> Strawberry Overnight Oats<input type="checkbox"/> Strawberries - I can identify and prepare a range of fruit<input type="checkbox"/> Fruit Plate - To learn to identify and prepare a range of fruit - Apple / Grapes / Satsuma
2	<p>I can identify when a food looks or smells unsafe to eat.</p> <p><input type="checkbox"/> I can identify when a food looks or smells unsafe to eat.</p> <p>I can prepare different fruits (i.e peel, segment, core)</p> <ul style="list-style-type: none"><input type="checkbox"/> Rhubarb pudding recipe<input type="checkbox"/> Strawberry Overnight Oats<input type="checkbox"/> Strawberries - I can identify and prepare a range of fruit<input type="checkbox"/> Fruit Plate - To learn to identify and prepare a range of fruit - Apple / Grapes / Satsuma
3	<p>I can identify common vegetables (1,2,3,4)</p> <p><input type="checkbox"/> I can identify common fruits (1,2,3,4) / I can identify common vegetables (1,2,3,4)</p> <p>I can prepare different vegetables (i.e wash, peel/deseed, slice)</p> <ul style="list-style-type: none"><input type="checkbox"/> Microwave vegetables<input type="checkbox"/> Peppers
4	<p>I always use a knife with safety when transporting and cutting.</p> <p><input type="checkbox"/> Knife safety</p> <p>I can use a knife to cut into a specific shapes (i.e carrot stick, cubed potatoes)</p>

	<ul style="list-style-type: none"> Cucumber 4 ways:
5	<p>I can identify common proteins in cooked form (1,2,3,4)</p> <ul style="list-style-type: none"> Protein <p>I am cautious when using the hob and keep my handles pointing in.</p> <ul style="list-style-type: none"> Safety in the kitchen.pptx <p>I can boil eggs</p> <ul style="list-style-type: none"> Eggs <p>I can prepare eggs (scrambled)</p> <ul style="list-style-type: none"> Scrambled egg in a mug or Scrambled eggs
6	<p>I move around the kitchen in a safe manner.</p> <ul style="list-style-type: none"> Safety in the kitchen.pptx <p>I can boil vegetables</p> <ul style="list-style-type: none"> Cooked carrot
7	<p>I can identify different carbohydrates (1,2,3,4)</p> <ul style="list-style-type: none"> Identifying Carbohydrates (1,2,3,4) <p>I can use a kettle / I can use a colander to drain hot items</p> <ul style="list-style-type: none"> I can cook rice Cooking Wholemeal Pasta
8	<p>I can identify different carbohydrates (1,2,3,4)</p> <ul style="list-style-type: none"> Identifying Carbohydrates (1,2,3,4) <p>I can use measuring cups and spoons</p> <ul style="list-style-type: none"> Flatbread Pizza

	<p>I can wash up, dry up and put away effectively</p> <p> I can wash up, dry up and put away effectively (previously learnt to wipe a table)</p>
9	<p>I can identify different carbohydrates (1,2,3,4)</p> <p> Identifying Carbohydrates (1,2,3,4)</p> <p>I can use a measuring jug</p> <p> Cous Cous - I can use a measuring jug</p>
10	<p>I can identify how much of each food group should go on a plate</p> <p>Seesaw - photo of pasta on a plate in a portion size matching eatwell plate - pupil trying wholemeal pasta and do they know this is healthier?</p> <p>Watch:</p> <p> Making better choices with the Eatwell Guide</p> <p> Healthy Eating Divided Plate Sorting PowerPoint.pptx</p> <p>Follow powerpoint:</p> <p>the-eatwell-guide-ppt-711he2.pptx (live.com)</p> <p>Pupils complete:</p> <p> Healthy Eating Divided Plate Sorting Activity.pdf</p> <p>Cook 2 types of pasta Wholemeal and White after pupils have cooked the pasta show pupils that $\frac{1}{4}$ of the plate can be pasta and the better choice is whole meal.</p> <p> Copy of Pasta</p>
11	<p>I can identify different fats</p> <p>Seesaw - photo of what food high in fat was identified and what it could be swapped for.</p> <p> Foods high in fat, salt and sugar - The Eatwell Guide</p> <p>Go through the healthy unhealthy on the board then give each child a copy and get them to do this:</p> <p> T3-S-311-Healthy-Eating-Checklist_ver_2.pdf</p> <p>Now pupils have some knowledge of what healthy/unhealthy foods are</p> <p>Sort foods high in fat, salt and sugar.</p>

	<p>I: Model my food diary for yesterday (if you don't have anything unhealthy add it in)</p> <p>We:  Healthy-Eating-My-Food-Journal complete food diary for themselves</p> <p>We: look through possible healthy food swaps that could be made and agree swaps children could make</p> <p>https://www.nhs.uk/healthier-families/food-facts/healthier-food-swaps/#breakfast</p>
<p>12</p>	<p>I can identify foods and drink high in sugar (1,2,3,4)</p> <p> Healthy and Unhealthy</p> <p>I can identify healthy and unhealthy foods</p> <p>Seesaw - Photo of a healthy breakfast v unhealthy with an appropriate portion.</p> <p> Front of pack labeling - The Eatwell Guide</p> <p> cfe2-p-185-understanding-food-labelling-powerpoint-english_ver_1.ppt</p> <p>Purchase Porridge, No added sugar or salt muesli, Shredded wholewheat cereal, Bran Flake, Mini - Multi pack of higher in sugar cereals. Kellogg's Variety Pack Cereal - ASDA Groceries</p> <p>Pupils to weigh out the sugar in each type of cereal so pupils can see how much is in each bowl of 30g - also weigh 30g of the cereal so they can see what it looks like.</p>



Swap from

- ✗ Chocolate cereal
- ✗ Frosted flakes
- ✗ Honey crunch cereal
- ✗ Croissants
- ✗ Cereal bars

Swap to

- ✓ Wheat biscuit cereal
- ✓ Shredded wholegrain cereal
- ✓ No-added-sugar muesli
- ✓ Porridge
- ✓ Wholemeal toast
- ✓ Plain natural yoghurt topped with chopped fruit

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I can identify foods and drink high in sugar (1,2,3,4)

Healthy and Unhealthy

I can identify healthy and unhealthy foods and drinks

Seesaw - photo of types of drinks with weighed sugar content demonstrating an awareness that less sugar is better more sugar is worse.

Hydration - The Eatwell Guide

Ask pupils to list drinks they have had prior to the lesson so you can find the nutritional information.

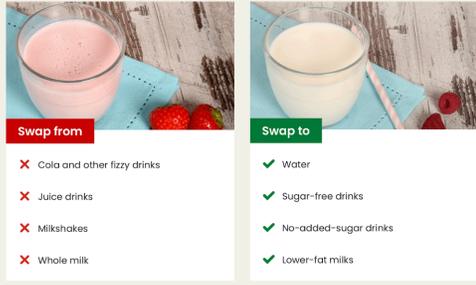
Print this information off so pupils can weigh out the sugar in each of the drinks - aim for about 4 drinks per pupil.

Look at the display on the wall and compare and discuss ways to reduce sugar intake but increase hydration.

Promote drinking WATER wherever possible NOT sugar free drinks.

Drink swaps

A quarter of the sugar kids have every day comes from sugary drinks – help them cut back by making these easy swaps, and remember to keep juice drinks to mealtimes only to help prevent tooth decay.



Make a healthier alternative drink - I can identify foods and drink high in sugar (1,2,3,4)

Citrus Cocktail's

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15

I always use a knife with safety when transporting and cutting.

Knife Safety Presentation.pptx

Vegetable Tomato Sauce for Pasta

After the sauce is cooked, freeze in freezer bags in preparation for next week.

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17

I can use a microwave.

Cooking Wholemeal Pasta + pasta sauce from freezer

I: demonstrate the defrost function by weight on the microwave (each microwave is different so adults will need to prep how to use each one) to defrost the pasta sauce from last week.

You/ We (depending on level of support previously): Cook the pasta.

I: when the pasta is draining add the defrosted sauce to the hot pasta pan and heat until the sauce is hot and showing some bubbles (ask pupils to listen to the sound also). When sauce is hot add the drained pasta and stir together, serve in a bowl with grated cheese (optional).

You/We: Pupils to follow the same steps.

