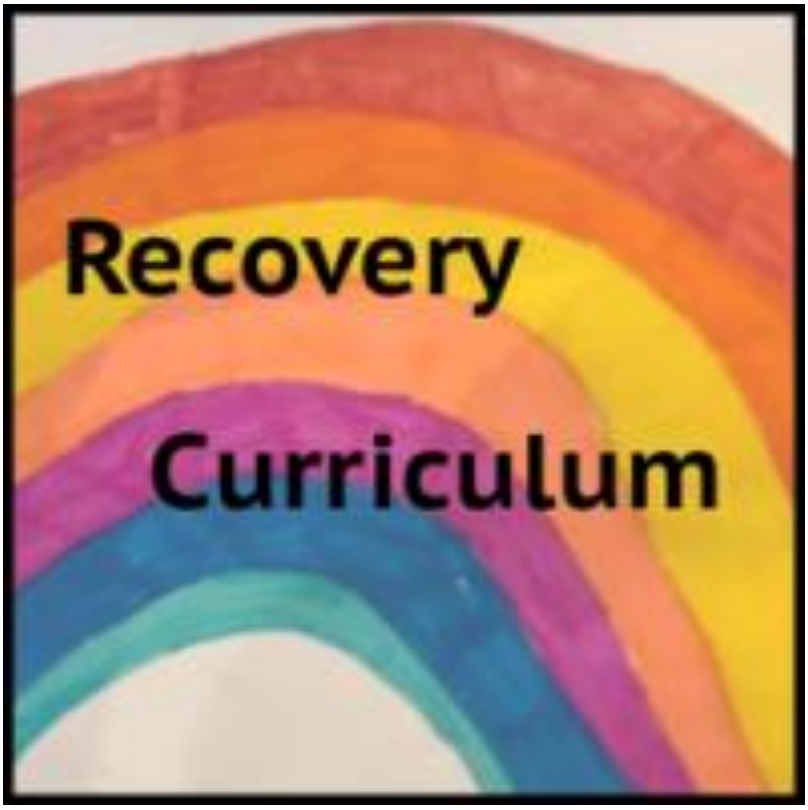
RECOVERY CURRICULUM

Subject: GCSE Food Preparation & Nutrition
Author: DJB
Created: 6/7/20
Updated:



Subject:	GCSE Food Preparation & Nutrition	Teacher:	NLO
Year:	10	Class:	10A/Tf1 & 10C/Tf1
Unit title:	Nutrition recap (recovery)		
Duration:	5 session		

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?
This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.
Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?
Understand and apply the details of a balanced diet and the functions of macro nutrients in our bodies.
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?
Students will be encouraged to be ambitious in their desire to get back to normal and embrace methods of getting back to practical activities. They will be encouraged to be brave and have a go at activities they have become unfamiliar with. Kindness will be shown in understanding that everyone ones has had to deal with their own issues during lockdown and to show understanding of other people's opinions.

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
Government guidelines on what constitutes a balanced diet. The function of the individual macronutrients in the body	Exam spec - 3.2.1Macronutrients & 3.2.3 Nutritional needs and health

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?
The ability to produce healthy/nutritious food so they can provide a healthy lifestyle for themselves and their families.

Implementation	
GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	**Triage** – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
Y9 project maps and rotations have been analysed to identify missing knowledge which is important to a successful start to the GCSE course	Detailed knowledge of the individual macro nutrients is vital to understanding the government guidelines so will be prioritised.
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	**Progression** – how will studying these key concepts support progression to the traditional curriculum that has been planned?
How a balanced diet can have a dramatic effect on future health.	Understanding of the macro nutrients and their function in the body enables students to move forwards with studying the in depth knowledge about nutrition needed for the GCSE
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	**Social and Emotional** – how will student social and emotional health be supported?
Discussion of their diet in lockdown and of any cooking they have practiced.	Any discussions will focus on student needs and take into account students different experiences of lockdown. Student experiences of lockdown will be used to influence the lesson content.
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	**Relationships** – how are you going to re-establish classroom relationships?
Routines will be recapped (D&T rooms can be different to general classrooms) Walkthroughs will be given in the practical rooms and demonstrations given on equipment use.	Seating plans will be based around known friendship groups Teachers will be sharing their experiences of lockdown to make students realise we have all experienced similar things
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	**Group** – what are the group work based opportunities (while still ensuring social distancing)?

Discussion of their diet in lockdown and of any cooking they have practiced.	Comparing analysis of diets

Delivery

1

Number of lessons in cycle: 1

1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
Classroom (whole sequence completed)	☐	Fill in the sections of the Eatwell guide	What	What impact does diet have on our long term future
Blended (live and remote as independent study)	X		Why	To be able to stay healthy
			How	By comparing lockdown diets to government guidelines

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Recap on previous learning – Eatwell guide	Share student DNA activities on visualizer or Teams page	Scaffold example of teacher's diet and how it fits the Eatwell guide.	Synchronous (live)
7) Deliberate Practice (guided/ independent)	**8) Feedback (light/deep)**	**9) Review (daily/monthly)**	Asynchronous (remote)
Students complete an Eatwell guide for their typical days diet	Student work reviewed on visualizer or presented on Teams and common errors identified. Students update their work	Eatwell guide will be revisited every session to discuss each individual macro nutrient and where it fits the Eatwell guide	

2

Number of lessons in cycle: 1

1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
Classroom (whole sequence completed)	☐	Write down what you believe makes a healthy balanced diet. What should we avoid and what should we eat a lot of?	What	What does our body do with the carbohydrates we eat
Blended (live and remote as independent study)	X		Why	To be able to plan balanced meals
			How	By studying government guidelines and comparing them to our diets

4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Recap for some students but new to others due to rotation of modules in Y9. Carbohydrates in the diet.	Targeted questioning.	Modelled example of analysis of carbohydrates in an individual recipe (live modelling if synchronous)	Synchronous (live)

		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students independently analyse a range of sweet and savoury dishes to identify the Carbs	Feedback through discussion of students work if live	End of module test to review knowledge	
3	1	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐	Describe the primary function of proteins in the diet.	What: What does our body do with the proteins we eat Why: To be able to plan balanced meals How: By studying government guidelines and comparing them to our diets	
		Blended (live and remote as independent study) X			
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		Recap for some students but new to others due to rotation of modules in Y9. Proteins in the diet.	Recap for some students but new to others due to rotation of modules in Y9. Proteins in the diet.	Modelled example of analysis of proteins in an individual recipe and identifying HBV& LBV proteins (live modelling if synchronous)	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students independently analyse a range of dishes to identify the protein	Feedback through discussion of students work if live	End of module test to review knowledge	
4	1	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐	Is eating fat bad for our bodies, why?	What: What does our body do with the fats we eat Why: To be able to plan balanced meals How: By studying government guidelines and comparing them to our diets	
		Blended (live and remote as independent study) X			
	N U	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchron

		Recap for some students but new to others due to rotation of modules in Y9. Proteins in the diet.	Recap for some students but new to others due to rotation of modules in Y9. Proteins in the diet.	Modelled example of analysis of fats in an individual recipe and identifying saturated & unsaturated fats (live modelling if synchronous)	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students independently analyse a range of dishes to identify the saturated and unsaturated fats	Feedback through discussion of students work if live	End of module test to review knowledge	
5	Number of lessons in cycle: 1	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐	End of module test	What: What impact does diet have on our long term future Why: To be able to stay healthy How: By comparing lockdown diets to government guidelines	
		Blended (live and remote as independent study) X			
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		NA	NA	NA	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students completing nutrition test. Short factual questions (can be done on Teams form if remote).	Test marked with class and corrections made	Nutrition will be reviewed constantly when recipes are analysed throughout the course.	
6		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐		What: Why: How:	
		Blended (live and remote as independent study) ☐			

	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
7		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐		What	
		Blended (live and remote as independent study) ☐		Why	
				How	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
8		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐		What	
		Blended (live and remote as independent study) ☐		Why	
				How	

	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
9		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐		What	
		Blended (live and remote as independent study) ☐		Why	
				How	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
10		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed) ☐		What	
		Blended (live and remote as independent study) ☐		Why	
				How	

	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)