REMOTE LEARNING MODULE

Subject: Food preparation and nutrition
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Subject:	Design and Technology			Teacher (if applicable):	NLO
Year:	Year 10			Ability/Class (if applicable):	All Groups
Module title:	Food term 1				
Duration:	2 weeks ☐	4 weeks ☐	6 weeks ☐	8 weeks ☐	Other:

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 module?
Providing students with key knowledge and skills they will need to allow them to develop healthy lifestyles This module covers foundation knowledge and prepares them with skills to develop over the KS4 curriculum.
Aims - what do you want pupils to be able to know and do by the time they finish this module?
To understand how to prepare meals following health, safety and hygiene procedures. To understand the nutritional content of foods To understand what is needed for a balanced diet
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?
Ambitious – students are encouraged to strive to produce products which are of the highest quality and push their creativity and skills. Brave – Students are required to be brave when undertaking tasks which require the use of new and interesting tools, equipment and processes. Kind – The end user of the product being designed is always considered and the impact on the wider community has to be taken into account.

Content – what is being covered, ensuring breadth & depth?	National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?
Given guidelines Eat well guide Nutritional content of food E.G. carbs, proteins Cooking methods and heat transfer	**AQA GCSE food preparation and nutrition spec** Use of a whole chicken in recipes **Theory** Nutritional content of foods and a balanced diet Level 2 Health and hygiene course to be completed by students. **Skills** 3.1.1General practical skills 3.1.2 Knife skills (meat & fish) 3.1.4 Use of the cooker 3.1.6 Cooking methods 3.1.9 Tenderise and marinate

	Theory 3.2.1Macronutrients 3.2.3 Nutritional needs and health 3.3.1Cooking and heat transfer methods
Powerful Knowledge - what powerful knowledge is included in this module? 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?	
To be able to apply the skills and knowledge learnt at home when preparing meals for themselves or their families. They will be able to produce dishes in a safe and hygienic way that will lead to a healthier life style.	

Implementation

KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	**Progression** – how will studying these key concepts support progression to the next academic year, or key stage?
To be able to understand the nutritional value of foods and government guidelines on how to achieve a balanced diet. To be able to prepare and cook food in a safe and hygienic way. Why ingredients behave in the way they do and why they are key to certain recipes and cooking methods.	Giving student's knowledge on nutritional content and diet in the first module enables them to use this knowledge consistently throughout KS4 when planning and evaluating. Food safety is highlighted throughout all practical activities and is key throughout KS4.
LEARNING	
Synchronous – what are the synchronous aspects of the module, including new material taught?	**Asynchronous** – what are the asynchronous aspects of the module, including deliberate practice?
New skills and knowledge is taught through a range of demonstrations etc.	Students applying the knowledge gained in a range of tasks, exam style questions and potential practical tasks.
ENGAGEMENT	
Accessibility – how are you going to ensure students without ICT can engage with this module?	**Disengagement** – how are you going to ensure students who are not engaging with this module are identified and supported?
These lessons have been planned so that students can receive printouts if necessary	Regular light feedback will highlight any students that are not fully engaging and appropriate contact can be made.

FEEDBACK		
End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	**Review Points** – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
End of term assessment covering all topics from that term (Short answer and multiple choice questions on a balanced diet and nutrients in the diet with along answer analysis question on a specific dietary need)	**2 Weeks**	The Eat well guide – It's sections and guidelines will be accessed using test
	4 Weeks	Test on heat transfer methods, Protein and Eat well guide
	6 Weeks	Exam style question based on protein – deep feedback
	8 Weeks	
	Other	

Delivery *(please note - a two week remote learning module may only take one lesson cycle)*

1		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study) ☒ Blended (live in classroom and remote as study) ☐	List food that they have eaten in one day	What: What makes up a balanced diet Why: To be able to plan meals that are part of a balanced diet How: By understanding how to use the eat well guide	
	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 on eat well guide New learning – extra guidelines such as percentages, portion size, dietary needs, and appropriate target group	Questioning Planning for errors	Template of eat well guide and print outs	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students to fill out the eat well guide with appropriate foods and labels Plan meal that is balanced	Light feedback from teacher touring room checking for errors and progress. Or over video images of student work shared on Microsoft Teams.	Students to answer the questions regarding the eat well guide	
2		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	

		Remote (live on MS Teams and remote as study)	☒	Look over results from Eat well test – self mark and correct using green pens	What: Investigating why food is cooked and explaining how heat is transferred in cooking Why: To be able to understand how food is cooked and use the appropriate method when cooking How: Investigating the different methods and where these methods take place	
		Blended (live in classroom and remote as 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)
		Recap cooking methods – convection, conduction and radiation New material – Reasons why foods are cooked. How different foods react when they are cooked with different methods		Reject self-report questioning Cold calling	Template sheets with filling in gaps	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		After teacher demonstration/ students cook Students are to answer questions about how the food has cooked and what they have learnt from the experiment		Light feedback from teacher touring room checking for errors and progress. Or over video images of student work shared on Microsoft Teams.	Exam based exit ticket set around heat transfer methods	
3		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	☒	Exit ticket improvement	What: To explain the function of protein within a healthy balanced diet Why: To be able to choose appropriate proteins in a diet to suit the user How: By looking at the different types of protein and their uses	
		Blended (live in classroom and remote as 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)
		Recap protein knowledge New material – HBV/LBV, protein complementation and amino acids		Questioning	Template sheet to be given, modelling and note sheets	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchro

		Students to complete; - meal based on proteins - test on Proteins	Light feedback from teacher touring room checking for errors and progress. Or over video images of student work shared on Microsoft Teams. Students self-marking – looking for positives/ errors	Exam style question based on protein	
4	2	1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study) ☒	Self-mark test – making changes in green pen	What: To be able to portion a chicken Why: To be able to utilise all types of meat from a chicken to make various dishes How: Portioning a chicken	
		Blended (live in classroom and remote as 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)
		Previous learning – basic knife skills New learning - Ability to fillet a chicken and use the whole thing in different dishes. Name different sections and what they can be used for	Questioning	Teacher demonstration/ video	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Potential – students to portion chicken. Students to complete work sheet about different cuts of chicken/ health and safety when working with raw meat	Light feedback from teacher touring room checking for errors and progress.	Small test to recap protein, cooking methods and Eat well guide	
5		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study) ☒	What do we know about carbohydrates already?	What: To explain the function of carbohydrates within a healthy balanced diet Why: To be able to choose appropriate Carbohydrates in a balanced diet How: By looking at the different types of carbohydrates and how they play a part in our diets.	
		Blended (live in classroom and remote as 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)
		Previous learning – Basic understanding of carbohydrates New learning - <u>Sugars</u> (monosaccharides and disaccharides) <u>Starches</u> (polysaccharides) <u>Fibre</u> (Non-starch Polysaccharide)	Questioning Reject self-report questioning	Teacher modelling of answer using break it down	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Students to complete analysis of the dish from discussion Students to complete analysis of dishes to identify the carbohydrates and their uses independently	Light feedback from teacher touring room checking for errors and progress. Or over video images of student work shared on Microsoft Teams.	Quiz/ mini test on carbohydrates	

6	2	1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study) ☒ Blended (live in classroom and remote as study) ☐	Marking quiz from last lesson – recapping information	What: To understand the chemical and functional properties of proteins Why: To understand how proteins can be used in a range of dishes How: Investigating the different functions of protein in different dishes	
	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)
		New material - Functional and chemical properties of proteins -Coagulation -Denaturisation	Questioning Reject self – report		
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)

7		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
		Remote (live on MS Teams and remote as study)	☒		What / Why / How
		Blended (live in classroom and remote as 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)
8		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
		Remote (live on MS Teams and remote as study)	☒		What / Why / How
		Blended (live in classroom and remote as 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)

9		1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	☒		What	
		Blended (live in classroom and remote as 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 (remote or blended)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Remote (live on MS Teams and remote as study)	☒		What	
		Blended (live in classroom and remote as 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)