

Year 10- Food Preparation and Nutrition (Learning Intentions 24-25)

| Lesson 1<br>Learning Intentions  | Lesson 2<br>Learning Intentions  | Lesson 3<br>Learning Intentions  |
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| <ul style="list-style-type: none"> <li>To understand the content and expectations of the course.</li> <li>To look at NEA component 1 and NEA component 2.</li> <li>To recap practical expectations.</li> <li>Review hazards and knife safety.</li> </ul> | <ul style="list-style-type: none"> <li>Introduction into the first commodity – fruits and vegetables including potatoes.</li> <li>To understand and demonstrate good hygiene when handling fruits and vegetables.</li> <li>The importance of fruit and vegetables in the diet.</li> <li>To understand the different classifications of fruits and vegetables.</li> </ul> | <ul style="list-style-type: none"> <li>Understand the concept of provenance and how this commodity is grown.</li> <li>To understand the correct storage of fruits and vegetables.</li> <li>How storage of fruits and vegetables can affect the nutritional values of fruits and vegetables.</li> </ul>                             |
|  | <b><i>HW- GCSE Pod- Preparing Fruits &amp; Vegetables</i></b>  | <b><i>AR- Storage of fruits and vegetables</i></b>   |
| Lesson 4<br>Learning Intentions  | Lesson 5<br>Learning Intentions  | Lesson 6<br>Learning Intentions  |
| <p><b>Practical lesson – Vegetable soup (skills developed – 1, 2, 5, 6, 8, 9, 19, 20)</b></p>  | <ul style="list-style-type: none"> <li>To investigate the seasonality of fruit and vegetables.</li> <li>To look at the benefits of shopping for seasonal and local foods.</li> <li>To complete a seasonality calendar for fruits and vegetables.</li> </ul>  | <ul style="list-style-type: none"> <li>Understand the different methods of processing fruits and vegetables.</li> <li>To recognise the different methods of preparing fruit and vegetables.</li> <li>To discuss the different methods of cooking vegetables and the changes that take place during the cooking process.</li> </ul> |
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| Lesson 7<br>Learning Intentions  | Lesson 8<br>Learning Intentions  | Lesson 9<br>Learning Intentions  |
| <p><b>Practical lesson – Pineapple upside-down cake (skills developed – 1, 5, 6, 7, 8, 12, 15, 16, 19, 20)</b></p>   | <ul style="list-style-type: none"> <li>To understand the importance of fruits and vegetables in the diet.</li> <li>To understand the benefits of eating fruits and vegetables.</li> </ul>  | <ul style="list-style-type: none"> <li>To identify the nutritional value of fruit and vegetables.</li> <li>To understand the dietary considerations including</li> </ul>   |

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|  |  | vegetarianism, Bone health and Healthy blood.  |
|  | <b>AR- Vegetarianism</b>   | <b>HW- GCSE Pod- The signs of food spoilage (enzymic browning)</b>   |
| Lesson 10<br>Learning Intentions   | Lesson 11<br>Learning Intentions   | Lesson 12<br>Learning Intentions   |
| <ul style="list-style-type: none"> <li>To understand the key knowledge on enzymic browning and oxidation.</li> <li>Undertake a simple experiment into enzymic browning and oxidisation.</li> </ul> | <ul style="list-style-type: none"> <li>To write up the results from the enzymic browning experiment.</li> <li>To look at exam style questions linked to fruit and vegetables.</li> </ul> | <b>Practical lesson – Apple Crumble (skills developed- 1, 2, 5, 6, 9, 12, 19, 20)</b>  |
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| Lesson 13<br>Learning Intentions   | Lesson 14<br>Learning Intentions   | Lesson 15<br>Learning Intentions   |
| Conduct an enzymic browning experiment – Can enzymic browning be slowed down or stopped? Does the way in which fruits and vegetables are cut affect their enzymic browning?                        | <ul style="list-style-type: none"> <li>NEA Focus and assessment.</li> <li>Introduce a written brief - to understand the interpretation of what is required.</li> </ul>                   | <ul style="list-style-type: none"> <li>Write up of experiment – Understand the focus of NEA Assessment 1 write up. Focus RESEARCH METHODS</li> </ul> |
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| Lesson 16<br>Learning Intentions   | Lesson 17<br>Learning Intentions   | Lesson 18<br>Learning Intentions   |
| <ul style="list-style-type: none"> <li>Write up of experiment – Understand the focus of NEA Assessment 1 write up. Focus: ANALYSING RESULTS and DRAWING CONCLUSIONS</li> </ul>                     | <ul style="list-style-type: none"> <li>NEA 2 focus<br/>Plan a dish suitable for a diabetic (Cheesecake or carrot cake muffins)</li> </ul>  | <ul style="list-style-type: none"> <li>NEA 2 focus<br/>Undertake the making of the dish previously planned</li> </ul>                                |
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| Lesson 19<br>Learning Intentions   | Lesson 20<br>Learning Intentions   |  |
| <ul style="list-style-type: none"> <li>NEA 2 focus</li> </ul>  | <i>PAZ LESSON</i>  |  |

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| Understand the use of a nutritional analysis program to calculate nutrients and analyse data |  |  |
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