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Introduction

This book has been designed to provide teachers with the tools to cook in the classroom. With relative ease, you can undertake a variety of healthy and fun food activities. We do not assume you have a teaching kitchen or even have access to an oven. We do however provide practical solutions, where possible, so that you feel in control of the experience and that all children can have access to the recipes. Above all cooking should be fun!

Cooking in the curriculum

The new national curriculum (from September 2014) calls for:

- ❖ Cooking for all children in KS1, KS2 (and KS3) to build a repertoire of recipes of healthy recipes and skills for children to take into their adult lives.
- ❖ The majority of the recipes should be savoury, to encourage a healthy and varied diet. For this reason we have developed three savoury and two sweet recipes for each key stage with tips to skill up or down.
- ❖ The recipes should be low fat, low salt and well balanced to support the nutritional guidelines followed in the school dining room. Giving children an opportunity to handle and taste foods is likely to lead them to develop an acceptance of the foods in their day-to-day choices, whether at home or at school.

The simple recipes in this book are supplied with detailed notes to enable non-specialist teachers at Key Stages 1 and 2 to feel confident to teach practical cooking.

The new curriculum guidelines can be summarised as follows:

- ❖ The key goals for KS1 are for pupils to learn and apply the basic principles of healthy and varied diet, to prepare dishes and to understand where food comes from. They should be able to sort foods into the five main food groups and understand in simple terms the role different food and drink has as part of a healthy diet. They should learn to prepare a range of dishes, without a heat source.
- ❖ The key messages for KS2 are for the children to apply what they know about a healthy and varied diet and progress to the use of other cooking techniques and variety of heat sources. Children can be introduced to the idea of seasonality and how food is grown, reared, caught and processed before we eat it.

See The D&T Association website for further up-to-date guidance (www.data.org.uk).

About the authors

Sally Brown and Kate Morris are established Children's Cooking Consultants who are passionate about getting children cooking and have advised councils, cooking equipment companies and devised the 'I Can Cook' series for CBeebies in their efforts to excite children about trying new foods.

Sally and Kate have over 11 years experience teaching children from as young as 2 to cook at their cook school in Buckinghamshire and at several Buckinghamshire schools as well as delivering teacher training to staff required to teach cooking. This expertise, along with an in depth understanding of the new curriculum for cooking, means they are uniquely qualified to create the recipes in this book. This book will help you easily deliver the curriculum and support your school as you work to comply with The School Food Plan.

How to Use this Book

This book has been designed to help you meet the new criteria. It provides:

- ❖ A step-by-step approach specifically following the National Curriculum targets for cooking
- ❖ Development of skills in food handling
- ❖ Understanding of the part food plays in the world around us
- ❖ A range of cross-curricular links.

All the recipes have been created to enable children to develop food preparation skills as they progress through the school, whether you cook every week and use these as a foundation to get you started or whether you cook once a term. The recipes are easily adapted and amended to introduce a wider range of ingredients. They can be redesigned to incorporate different nutritional requirements. This means you will be able to respond to requests from the catering team to introduce an unfamiliar food, or include ingredients familiar to your children.

We have based the development of skills for each Key Stage (as listed below) on a combination of the progression framework published by The D&T Association and the recently updated UK Core Food Competences (see www.nutrition.org.uk/).

Key Stage 1 (5–7 years)

Skills you can look to develop include: pull, juice, peel, spread, shape, rolling pin, mix and stir, whisk, rub-in, spoon, measure with spoons, use simple fractions, cut-out (with cutter or knife), grate soft foods, snip, thread, cutting low resistance foods with table knife, follow simple recipes.



Dips (3 different ones to make)



Wrap Sandwich (Design Your Own)



Tomato and Cheese Scones



Highland Pudding (Cranachan)



Ginger and Pineapple Cheesecake

Lower Key Stage 2 (7–9 years)

Reinforce skills from Key Stage 1 and look to develop the following: using a garlic press, swivel peeler, shaping and moulding, mixing with hand mixer, two spoon method, measuring jug, digital scales, using cutters, grating foods, snipping, threading, cutting medium resistance foods, claw grip (ie cutting tomatoes/cooked potatoes), blender, toaster and hob.



Potato Omelette (Frittata)



Savoury Bread and Butter Pudding



Saucy Fish Pie



Fruit Crumble (Design Your Own)



Peach and Cherry Upside-down Cake

How to Use this Book (cont)

Upper Key Stage 2 (9–11 years)

Reinforce skills from Key Stage 2 (7–9 years) and look to introduce the following: mixing and stirring carefully/fold, equal spoon measures, measuring jug, digital scales add and weigh, zester, cutting high resistance foods, claw and bridge hold, carrying out changes to recipe, analogue scales, kettle, grill, oven.



Macaroni Cheese



Quick Yeast Bread
Rolls



Couscous Salad
(Design Your Own)



Pear Tear and Share



Carrot Cake

Each recipe is made as an individual mixture so children make and see their own achievements. The results are designed to go home with the child to share and demonstrate their new skills to siblings, parents, relations and friends. This can provide an excellent opportunity for celebrating achievement and lead to discussion about new foods and flavours at home.

How recipes are structured

Each recipe is made up of three parts:

- ❖ A written version to follow in class and to photocopy and give to the children to take home. The language used includes new words that may be food or recipe specific or words that have more than one meaning to extend the children's knowledge. Some of these are highlighted in the teachers notes.
- ❖ A visual flow chart version, with pictorial illustrations of the different ingredients in the order they are used. We find this very useful with younger children or those struggling with reading or English, especially if introducing lots of new vocabulary, as they are able to use the visual clues. You may like to add numbers where applicable eg 3 or (3 dots) for the number of spoons of an ingredient needed. For some recipes, the charts have been broken down into sections to make them easier to follow. Children can focus on each element of the recipe.
- ❖ A teacher's version with notes and photos to help you to take the children through the recipe step by step. We have included hints and tips, such as which ingredients can be put out in large sharing bowls to pass round or pre-weighed or measured to maintain or increase the momentum of the recipe. Pre-weighing or preparation (such as grating) by you in advance will speed up the whole process of the recipe, but will reduce the skill experience for the children. The notes also include suggestions for allergy replacements and religious/lifestyle considerations.

The teacher's notes also offer suggestions of both how to increase the skill demand of the recipe and how to make it easier, meaning that you can use the recipes through the whole age range of the school.

How to Use this Book (cont)

Step-by-step photographs show how little the children need to have in front of them for each of the stages. This reduces the risk of over zealous or premature additions of ingredients and optimises the chances of great results! Have everything set out ready on a separate table close to hand so you can add and remove ingredients and equipment as they are needed. And we always recommend you have spare equipment and ingredients, where possible, of everything for that 'just in case' moment. There's even a photograph of the finished dish so you can see what you are aiming for.

For each recipe we have identified an additional D&T task along with ideas for linking it to two additional curriculum areas, to bring the cooking activity into more of the children's learning. We are sure you will have a huge range of ideas too.

Introducing new ingredients

The children you are teaching may never have seen some of the ingredients you introduce them to, or have no idea of what goes into the food they eat. This is an opportunity to amaze them with the magic of cooking.

You can use their individual work mat as a tasting plate, placing small samples of the ingredients for them to handle and taste as they add them to the recipe.

Lead by example

As teachers, why do we suggest making your own mixture with the children?

1. You should lead by example
2. Some children learn better by following/copying rather than by instruction
3. If a child drops their mixture you can offer to replace it with yours
4. You will have a version to taste together and discuss.

You could also make one before the lesson (store appropriately) to show what it should look like. Or you can show the photograph of the finished dish provided at the bottom of each recipe sheet.

