



SAMPLE PACK

Primary Schools Cooking Guidance



If you would like to order the full copy of this guidance book for £28.00 (incl. p&p), please contact Hayley Harkins on 020 7527 3139 or hayley.harkins@islington.gov.uk



Contents

Introduction	3
<ul style="list-style-type: none"> • Good food education – making a difference 	3
<ul style="list-style-type: none"> • Islington Healthy Schools 	4
Getting your school ready to cook!	5
<ul style="list-style-type: none"> • Cooking on the timetable - where do we fit it in? <ul style="list-style-type: none"> ○ Table showing different models of teaching (half class, small group, whole group) 	6
<ul style="list-style-type: none"> • Practical organisation <ul style="list-style-type: none"> ○ The room ○ Room layout ○ Food waste ○ Health and safety ○ Organising equipment and resources ○ Organising ingredients ○ Management of resources and equipment: Staff responsibilities ○ Budgeting and costs 	7
Planning your curriculum to ensure effective learning and skill development	11
<ul style="list-style-type: none"> • Teaching cooking and food skills at the appropriate level <ul style="list-style-type: none"> ○ Choosing recipes ○ Teaching about healthy eating ○ Teaching about consumer awareness ○ Cooking and food skills and the national curriculum ○ Topic or subject based – planned scheme of work 	11
Teaching and learning	15
<ul style="list-style-type: none"> • Planning for different age groups <ul style="list-style-type: none"> ○ Early Years ○ Key Stage 1 ○ Lower Key Stage 2 ○ Upper Key Stage 2 	15
<ul style="list-style-type: none"> • Be Prepared! <ul style="list-style-type: none"> ○ Home school liaison ○ Planning ahead: choosing a recipe ○ Planning ahead: teacher preparation ○ Something I prepared earlier... ○ Preparing the room 	17
<ul style="list-style-type: none"> • The Lesson <ul style="list-style-type: none"> ○ Kitchen safety and food hygiene - getting pupils ready to cook ○ During the lesson ○ Managing clearing up 	20
<ul style="list-style-type: none"> • Planning a cooking skills lesson <ul style="list-style-type: none"> ○ Learning intentions and outcomes ○ Cross curricular links ○ Prior learning ○ Timing ○ Advance preparation ○ Organisation and setting up ○ Warm up / starter / introductory activity ○ Demonstration ○ Main activity ○ Clearing up ○ Plenary / closing activity / evaluation 	22

Appendices	25
<ul style="list-style-type: none"> • Risk assessment – cooking skills lessons <ul style="list-style-type: none"> ○ Example of how to manage risk when using sharp knives and other food preparation equipment ○ Example of how to manage risk when using cookers / hobs and handling hot food ○ Sample risk assessment: dips – Early Years ○ Sample risk assessment: cinnamon toast Key Stage 1 ○ Sample Risk Assessment: soup – Upper KS2 ○ Blank cooking skills lesson risk assessment form 	26
<ul style="list-style-type: none"> • Cooking equipment and furniture <ul style="list-style-type: none"> ○ Break down and set up costs for equipment: <ul style="list-style-type: none"> ▪ Food preparation ▪ Weighing and measuring ▪ Saucepans ▪ Bowls ▪ Baking equipment ▪ Electrical equipment ▪ Other equipment ▪ Furniture ▪ Cooking equipment and starter packs 	37
<ul style="list-style-type: none"> • Annual costs for cooking skills lessons <ul style="list-style-type: none"> ○ Summary of annual costs for cooking skills lessons ○ Store cupboard ingredients breakdown and costs ○ Ingredient breakdown and costs for suggested recipes ○ Other consumables ○ Replacing equipment 	41
<ul style="list-style-type: none"> • Cooking and food skills for primary pupils 	50
<ul style="list-style-type: none"> • Cooking and food skills and the national curriculum 	55
<ul style="list-style-type: none"> • Cooking and food skills resource list 	58
<ul style="list-style-type: none"> • Suggested recipes for each key stage <ul style="list-style-type: none"> ○ Early Years ○ Key Stage 1 ○ Lower Key Stage 2 ○ Upper Key Stage 2 	60
<ul style="list-style-type: none"> • Sample lesson plans <ul style="list-style-type: none"> ○ Year 1: Getting ready to cook ○ Year 2: Smart snacks - Spring rolls ○ Year 2: Muffins ○ Year 6: Veggie pasta 	75
<ul style="list-style-type: none"> • Sample cooking consent letter 	91
<ul style="list-style-type: none"> • Additional recipes <ul style="list-style-type: none"> ○ Early Years: No eat salt dough ○ Early Years: Sandwich wraps ○ KS1 :Seasonal apple salad ○ KS1: Potato and beetroot salad (FFLP) ○ Pitta pockets (FaFol) ○ Lower KS2: Yoghurt and banana biscuits ○ Lower KS2: Fish cakes ○ Upper KS2: Spicy veggie pasta 	93
<ul style="list-style-type: none"> • Blank cooking and food skills recipe planners 	101

Introduction

Cooking is the centre of good food education where children have the opportunity to explore food and create something good to eat.

This guidance aims to inspire and encourage primary school staff to teach all children to cook within the curriculum. It includes clear advice on:

- Getting your primary school ready to cook
 - Cooking on the timetable – how to fit it in
 - Practical organisation and health and safety
- Planning your curriculum to ensure effective learning and skill development.
- Teaching and learning
- Risk assessment
- Cooking and food skills by age

Plus, sample lesson plans, recommended resources and suggested recipes which cover all the cooking and food skills

Using this guidance will help primary schools ensure that by the end of Year 6 pupils can cook a simple meal, having had a **minimum of three cooking and food opportunities each year** to develop their knowledge and skills.

Good food education – making a difference

Teaching children about cooking and food can make a real difference to the quality of their lives; it equips them with the confidence to make healthy food choices as well as teaching them how to enjoy their food. Learning to cook from an early age can contribute to maintaining a healthy weight, improving oral health and general health and wellbeing.

Cooking is also a perfect tool for teachers to captivate and stimulate children's interest and enjoyment of food as well as building their self-confidence so they are always proud of the dishes they have made.

In primary schools food education, including cooking and food skills, is a statutory part of the primary curriculum within design and technology and science. Elements of healthy eating, especially the social aspects, should also be taught within PSHE. National curriculum links are found in appendix 5

Cooking and food can be taught through particular topics, be a topic itself, provide a focus for literacy, numeracy and link to growing. Learning cooking and food skills also prepares pupils for transition to secondary school where they will be taught more formal food technology with opportunities to further develop their skills.

Teaching and Learning

Planning for different age groups – different things to consider

Early Years pupils

Grouping:

At this stage children will need a lot support and we recommend that you plan cooking activities for small groups of 3 or 4.

Recipes:

Choose simple recipes that are quick and easy to make, and enable pupils to prepare food with their hands as well as utensils.
See appendix 7.1 for suggested recipes for the foundation stage

Healthy eating

Children should learn how eating food is needed for growth and to be healthy and how food can be enjoyed with others. Pupils should also be taught the importance of drinking water and brushing their teeth

Equipment:

There should be appropriate equipment for the children to use: they have much smaller hands and are developing fine motor skills, which means they may find general cooking equipment too difficult to use. This is especially important for utensils such as knives; we suggest using small serrated paring knives with an 8-9cm blade. Do not use plastic, disposable picnic knives. The children should be shown clearly how to use knives safely and be continually closely supervised and supported.

Teachers can plan to use other cutting tools where children will not come into contact with a blade before they are introduced to using a sharp knife: egg slicers are great for cutting soft fruit such as strawberries and food choppers are good for chopping vegetables. Children can be supervised and supported to put small pieces of food in to the blender.

Key Stage 1 pupils

Grouping:

Plan how the pupils will be grouped to cook. At this stage it is better for pupils to cook in small groups of 4 or 5 per table. This will encourage them to support each other and develop team skills when taking turns and dividing up the cooking tasks.

It is advisable to have all the equipment and ingredients laid out on trays on each table in advance to save time and minimise children moving around in what might be a small space or room.

Cooking with a whole class is not advised unless there are sufficient adults to support the children (ideally four)

Recipes:

Choose recipes that are simple to make but require pupils to develop particular cooking skills such as mastering using a peeler or grater, practicing using a sharp knife or learning simple cooking methods such as rubbing in (when making rock buns). Pupils should learn to follow simple recipe instructions with either pictures or simple sentences

See appendix 7.2 for suggested recipes for Key Stage 1

Healthy eating

Children build on what they have learnt in the foundation stage and should be taught about a balanced diet, eating sociably with others, looking after their teeth and introduced to the eatwell plate and the importance of eating regular meals and healthy snacks

Equipment:

Children should be taught how to use cutting tools safely such as sharp knives, graters, peelers, melon ballers (used instead of a corer). Pupils can now use an 11-12cm blade

Organise the room so that the cooker is placed in a safe place away from where the children are cooking but at the same time is easy to demonstrate how food is put in and taken out of the oven or how food is cooked on the hob. At this stage children should not use the hob or oven. Electric stockpots are very safe to use as all the hot food is contained; they can be used as a substitute saucepan, for making porridge for instance, if an electric ring or baby belling is not appropriate.

Annual costs for cooking skills lessons

Once a food room, or equipment for use in the classroom, is set up there will be annual costs for store cupboard and individual recipe ingredients, cleaning materials and to replace broken equipment. The cooking skills curriculum will therefore need to be allocated an annual budget.

Summary of annual costs for cooking skills lessons (based on one-form entry school)

	Cost
Ingredients	
• Store cupboard – set up and first 6 months	£129.95
• Store cupboard – replenishing after 6 months	£18.44
• Nursery	£10.75
• Reception class	£27.07
• Year 1	£22.84
• Year 2	£21.77
• Year 3	£20.61
• Year 4	£47.40
• Year 5	£47.45
• Year 6	£56.29
Other consumables	
• Take-away containers – replenish once a term (£6.34 x 3)	£19.02
• Cooking area and cleaning up – replenish once a term (51.09 x 3)	£153.27
Replacing equipment	£64.24
Total	£639.10

The breakdown for these costs is shown in the following pages.

You will also notice that cooking in each year gets progressively more expensive; this is because older pupils are more likely to be cooking in smaller groups / pairs and be using more advanced recipes to develop their cooking and food skills. Cooking dips and cold food in the Early Years and Key Stage 1 will be much cheaper.

We have also included a recipe using meat. This lesson is the most expensive for cooking with a whole class and schools should ensure that the meat can be stored correctly before use so it will be safe to use. We advise schools to generally choose vegetarian recipes as they will be less costly, some children may not eat meat because of religious or cultural beliefs and the food is much easier to store and presents relatively lower risks than meat and fish. However we would encourage schools to give older pupils the opportunity to learn how to cook with fish and meat.

Appendix 4

Cooking and Food Skills for Primary Pupils

This guidance represents the skills and knowledge that pupils need to develop to learn how to choose, prepare, cook and eat healthily. The skills are progressive and have been written to support teachers to plan effective cooking skills lessons; ensuring that pupils learn useful and relevant skills and knowledge at the appropriate age through a well-planned curriculum.

The skills and knowledge in these tables have been taken and adapted from a number of sources; FSA (Food Standards Agency) Food Core Competences, The European Food Framework, Food for Life Partnership (cooking at school) and the Let's Get Cooking skills charts.

SAMPLE

Lower Key Stage 2

Healthy Eating	Consumer Awareness	Food Safety and Hygiene	Recipes and Ingredients	Weighing Measuring	Cutting and Knife Skills	Mixing	Shaping Assembling	Heating	Serving Garnishing
<p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active</p> <p>Are able to use the eatwell plate</p> <p>Understand the value of eating sociably</p> <p>Understand the importance of keeping hydrated</p> <p>Begin to understand appropriate portion sizes for regular meals and healthy snacks</p> <p>Know the importance of a healthy breakfast</p> <p>Understand how to keep teeth healthy</p>	<p>Understand that food is caught or farmed and changed to make it safe and palatable / tasty to eat</p> <p>Understand that people have different views on how food is produced and that this influences the food they buy</p> <p>Begin to be able to read and understand food labels</p> <p>Understand that there are a variety of influences on the food we choose to eat (eg who we are with, season, health, occasion)</p> <p>Know the importance of, and be able to, recycle food-related waste</p>	<p>Know and can follow basic food safety rules</p> <p>Understand how bacteria in food can cause food poisoning or food to go mouldy</p> <p>Know how to get ready to cook:</p> <ul style="list-style-type: none"> • Tie back long hair • Put on a clean apron • Wash and dry hands <p>With guidance follow procedures for clearing up such as washing and drying utensils, clearing and cleaning tables, sweeping the floor, disposing of rubbish, putting equipment away</p> <p>Understand how a variety of foods are stored differently to ensure they are safe to eat (eg fridge or freezer)</p>	<p>Recognise and name a broad range of ingredients (eg cereals, meat, fish)</p> <p>Use simple food descriptors relating to flavour, texture and appearance</p> <p>Identify what they would do differently next time to improve what they have made</p> <p>Read and follow a simple recipe</p>	<p>Begin to use a jug to measure liquids</p> <p>Begin to use weighing scales</p>	<p>With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot)</p> <p>With supervision, begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion)</p> <p>With supervision, use a masher to mash hot food to a fairly smooth texture</p> <p>With supervision, begin to peel harder food (eg apple, potato)</p> <p>With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese)</p> <p>With supervision, crush garlic using a garlic press</p> <p>With supervision, grate harder food using a grater (eg apples, carrots)</p>	<p>Sieve flour, raising agents and spices together in to a bowl</p> <p>Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough)</p> <p>Crack an egg and beat with balloon whisk</p> <p>Use hands to rub fat into flour (eg scones, apple crumble)</p> <p>Cream fat and sugar together using a mixing spoon</p>	<p>Knead and shape dough in to evenly sized shapes</p> <p>Use a rolling pin to flatten and roll out dough (eg scones)</p> <p>With supervision, use biscuit cutters</p> <p>Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled egg on toast)</p> <p>Coat food with egg and breadcrumbs (eg fish cakes)</p>	<p>With help and supervision, begin to use a toaster or microwave (e.g beans on toast)</p> <p>With very close supervision, and physical guidance when necessary, handle hot food safely; once adults have removed food from the hob or oven use oven gloves and a fish slice to remove scones from the baking tray</p> <p>Although pupils will not be cooking food on the hob or in the oven, pupils should understand how to use them safely by observing adults cooking on the hob and putting in and removing food from the oven</p>	<p>Begin to recognise appropriate ingredients to garnish hot and cold food</p> <p>With supervision, sprinkle garnish on hot dishes (eg grated cheese on pasta)</p> <p>Use spoons or jugs to serve equal portions of food or drinks in to cups, plates or bowls</p> <p>Begin to understand appropriate portion sizes when serving food</p> <p>Begin to understand what types of food can be served together to make a balanced meal</p>

Suggested recipes and cooking skills for lower Key Stage 2

This table shows the cooking and food skills that children at lower Key Stage 2 should be learning. We have given some suggestions of recipes that help to develop these skills; showing which recipes develop which skills. We have left some columns for teachers to use for their own recipes.

If, during Year 3 and Year 4, children learn to cook the six recipes in **red** they will have had the opportunity to practise all the cooking skills for lower Key Stage 2. Recipes labelled with (FFF) are referred to Islington Healthy Schools Fun, Food and Fitness teaching resource

Teachers should try to plan their cooking skills lessons and recipes used to ensure that all the cooking skills are covered.

Most of the recipes are from Islington Healthy Schools' Get Cooking Recipe Book, where indicated others are from Food for Life Partnership (FFLP), Food a Fact of Life (FaFoL), or new ones included in this guidance

		Muesli p28, 2 hats	Cous cous with fruit and Veggies P38, 1 hat	Lentil soup p50 , 2 hats	Fish cakes (new recipe), 2 hats	Pasta salad p65 , 2 hats	African vegetable stew P90, 2 hats (FFF)	Chilli bread p111, 2hats (FFF)	Carrot and banana muffins p108, 2 hats (FFF)	Scones p125 or p126 , 2 hats (FFF)	Stuff baked apples p149, 2 hats (FFF)	Quick bread rolls p122, 2 hats (FFF)	Spicy oven chips p68, 2 hats	Pea and potato curry p97, 2 hats	Turkish apricots p150, 2 hats (FFF)	Salad Nicoise p76, 2 hats	Apple crumble p138, 2 hats	Banana and date bread p106, 2 hats (FFF)	Scrambled eggs p33, 2 hats (FFF)	Yoghurt and banana biscuits (new recipe), 2 hats	
Cooking skills																					
Weighing and Measuring	Begin to use a jug to measure liquids		✓	✓			✓	✓		✓	✓				✓				✓		
	Begin to use weighing scales	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	
Cutting and Knife Skills	With supervision, begin to use the claw grip to cut harder foods using a serrated vegetable knife (eg carrot)			✓	✓		✓	✓					✓	✓				✓			
	With supervision ,begin to use both the bridge hold and claw grip to cut the same food using a serrated vegetable knife (eg onion)	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓		✓	✓	✓		✓	
	With supervision, use a masher to mash hot food to a fairly smooth texture				✓																✓
	With supervision, begin to peel harder food (eg apple, potato)			✓	✓		✓		✓					✓				✓			
	With supervision, cut foods into evenly sized strips or cubes (eg peppers, cheese)		✓	✓			✓	✓					✓	✓				✓			

		Muesli p28, 2 hats	Cous cous with fruit and Veggies P38, 1 hat	Lentil soup p50 , 2 hats	Fish cakes (new recipe), 2 hats	Pasta salad p65 , 2 hats	African vegetable stew P90, 2 hats (FFF)	Chilli bread p111, 2hats (FFF)	Carrot and banana muffins p108, 2 hats (FFF)	Scones p125 or p126 ,2 hats (FFF)	Stuff baked apples p149, 2 hats (FFF)	Quick bread rolls p122, 2 hats (FFF)	Spicy oven chips p68, 2 hats	Pea and potato curry p97, 2 hats	Turkish apricots p150, 2 hats (FFF)	Salad Nicoise p76, 2 hats	Apple crumble p138, 2 hats	Banana and date bread p106, 2 hats (FFF)	Scrambled eggs p33, 2 hats (FFF)	Yoghurt and banana biscuits (new recipe), 2 hats	
	With supervision, crush garlic using a garlic press			✓		✓	✓														
	With supervision, grate harder food using a grater (eg apples, carrots)							✓	✓	✓											
Mixing	Sieve four, raising agents and spices together in to a bowl							✓	✓	✓		✓							✓		✓
	Crack an egg and beat with balloon whisk							✓	✓	✓									✓	✓	✓
	Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough)							✓	✓	✓		✓							✓		✓
	Use hands to rub fat into flour (eg scones, apple crumble)									✓							✓				
	Cream fat and sugar together using a mixing spoon																				✓
Shaping and Assembling	Knead and shape dough in to evenly sized shapes											✓									
	Use a rolling pin to flatten and roll out dough (eg scones)									✓		✓									✓
	With supervision, use biscuit cutters									✓											✓
	Assemble and arrange ingredients for simple dishes (eg apple crumble, scrambled eggs on toast)																✓		✓		
	Coat food with egg and breadcrumbs (eg fish cakes)				✓																
	With help and supervision, begin to use a toaster or microwave (eg scrambled eggs)														✓				✓		

Sample Lesson Plan 1:

Year 1: Getting ready to cook

Grouping:

Whole class working in groups of 4 (with a teacher, one teaching assistant and two parent volunteers)

Learning Intention

- To learn simple cooking skills to a prepare a vegetable dip (Tzatziki)

Learning Outcomes

Pupils:

- Can follow basic food safety rules when preparing and cooking food
- Can use the claw grip to cut food
- Can recognise a range of familiar ingredients

Cross curricular links:

Mediterranean food / ingredients

Prior learning: *pupils may have:*

- Seen, learnt about and / or handled familiar vegetables
- Listened to stories about vegetables
- An awareness of food hygiene from experience of working with food in the Early Years and at home

Timing: 90 minutes (approximately)

Before the lesson

Advance preparation

- Check cooking equipment: 14 chopping boards, 7 trays, 7 table cloths, blue towel, 15 sharp knives, 15 small bowls, 7 graters, 7 peelers, 4 lemon squeezers, plastic aprons, spoons (2 washing up bowls if no access to toilets or separate hand-washing sink)
- Buy ingredients enough for the whole class (6 x recipe)
- What pre-preparation of ingredients do they need to do??
- Get teaching materials ready: 15 laminated copies of Tzatziki recipe, 1 x safety and hygiene rules poster, laminated cutting techniques, hygiene activity sheets
- Read through “getting ready to cook” PowerPoint from the food a fact of life website (see appendix 6 for resources)

Organisation and setting up:

- Pre-cut the cucumber, pitta bread, peppers, carrots in to medium size pieces
- Cut the lemons in half - put in small bowls
- Organise the room
- Put plastic cloths on the tables and / or wipe tables with anti bacterial spray
- Set up 7 sets of equipment on trays (1 for each group) groups will have share the lemon squeezers
- Organise “getting ready to cook” PowerPoint from the food a fact of life website on whiteboard
- Fill 2 washing up bowls with hot soapy for pupils to wash their hands (if no access to toilets or separate hand washing sink) and paper towels for drying hands

The lesson

Warm Up / introductory activity: (15 minutes)

- Introduce the lesson and learning intentions and explain that pupils will be learning how to get ready to cook and the skills to prepare a dip
- Go through the expectations about cooking in a classroom, highlight safety and hygiene rules, stick the rules on the board
- Question? Now that we understand the rules, what do we need to do to get ready to cook? Ask one pupil to come to the front and model someone who is ready to cook:(go through this using the getting ready to cook PowerPoint)
 - Hands washed
 - Long hair tied back
 - Jewellery / watches removed
 - Aprons on

Demonstration: (15 minutes)

- Teacher demonstrates the claw grip using a sharp knife to cut fruit and vegetables and how to safely use the peeler and grater.
- Briefly go through the recipe teachers could also describe the dip and explain the countries it is mostly eaten. ie Greece , Turkey,
- Highlight food safety expectations – they will need to wash the cucumber and mint before use
- How to hold the knife safely
- Putting peelings and waste in to a bowl
- Explain that you will be showing them two safe ways of using a knife – these are called the bridge hold and the claw grip.
- Use a piece of the cucumber to demonstrate the bridge hold. Cut in half length - wise then show them how to scoop out the seeds with a spoon.
- Demonstrate how to chop the cucumber in to small chunks using the claw grip.
- Demonstrate how cut the lemon in half using the bridge hold technique and show them how to use a lemon squeezer to remove juice from a lemon.
- Show the pupils how to cut the mint up using the claw grip but it might be easier for pupils to tear the mint up in to small pieces instead
- Check that the pupils understand the cutting and peeling and other food preparation techniques. If not, go over it again and support them at their tables.

Get pupils ready to cook – one table at a time washes their hands, ties back long hair, puts on aprons

Main activity: (35 minutes)

Pupils make the Tzatziki dip. Each table will be given a tray with a recipe, equipment and ingredients.

Teacher and teaching assistants / adult helpers circulate and supervise pupils during the activity and take photos if possible.

Clearing up: (20 minutes)

Pupils are assigned various jobs by the teacher such as; clearing tables, collecting rubbish and stacking up dirty equipment neatly on the table. The teaching assistant and adult helpers collect equipment and choose 6 pupils to assist with washing and dry up

Plenary - taster session (10 minutes):

Pupils will be given an opportunity to taste and evaluate what each table has made.

- Adults go to each table and give each pupil a small plastic cup or bowl and help pupils to serve a little of the dip they have made in each cup / bowl. Pupils will also be given some accompaniments to eat with the dip, strips of pitta bread slices of pepper and carrot
- Teachers ask the pupils what they like / dislike about the dip

Closing activity (5 minutes)

- What did you most enjoy?
- What did you least enjoy?
- What were the 2 cutting techniques you learnt today?
- Describe the two techniques
- What would like to cook next time?

Additional / Follow up activities

- Naming and finding out the function of basic cooking equipment : chopping boards, grater, measuring spoons, jugs , bowl,
- Exploring how to store food safely and writing a checklist using key words

SAMPLE