

Food

Teaching aids to demonstrate food processing skills



Food processing equipment			
Utensil	food	effect	mouth feel
juicer	orange	makes juice	liquid
peeler	apple	unpeeled apple	crunchy
knife	carrot	thin rings	crispy hard

Hygiene - some key pointers

- Jewellery is removed
- Hair is tied back
- Sleeves are rolled up
- Aprons are on
- Hands are washed
- Cuts are covered with blue waterproof dressing

Further information from www.foodsafetys.org.uk

KS1 (Year 1/2) Preparing Fruit and Veg

- Hygiene considerations- washing hands, tying hair back, sleeves rolled up, surfaces wiped down.
- Different food skills- cutting, grating, slicing, peeling, juicing, squeezing.
- Fruit and veg based foods.



Investigating and Evaluating Activities
Children can analyse existing products related to their project using sensory evaluations and record their results in a table. Explain that tasting is not the same as eating. Provide kitchen towel as children can spit out Food they do not like. Provide water to cleanse palette between testing products.

Filling	Analysing existing products						
	Appearance	Smell	Flavour/Taste	Texture	Dislike	Neither	Like
1							
2							
3							
4							
Word bank	Colourful Dark/pale Greasy Moist	Fruity Meaty Sour Oily Gutty Fatty	Salty Herby Spicy Fatty Sour	Crispy Crunchy Soft Chewy Sticky Smooth Hard			

Early KS2 (Year 3/4) Healthy and Varied Diet

- Evaluating current foods on the market- taste tests, smell, appearance, texture.
- Refining food skills- cutting with a bridge technique, cutting with a claw technique, spreading butter.

- Healthy foods- bread, wraps, fruit and veg, cheese, spreads.

- Early stages of discussing healthy and balanced diet.

Possible products



Biscuits Savory scones Savory muffins

Possible techniques that children could use



Mixing to combine ingredients if making savory muffins or scones Rubbing in to mix fat and flour if making a yeast based product Kneading a bread dough

Sensory evaluation
When carrying out sensory evaluations of products and/or separate ingredients, begin with a whole class activity then use group work to develop ideas.

Example of a recording table:

Type of cultural/seasonal food product	Appearance	Smell	Texture	Taste
Savory scone	Golden/rough	Fresh/baked	Crumbly	Cheesy

Children can also use simple ranking and rating tables as well as star diagrams.

Use packaging and/or the internet to find out about the nutritional content of the food products and the ingredients. Link this to the principles of a healthy and varied diet.

Edible plants grown in the school grounds can also be evaluated and considered as potential ingredients for products the children will later design, make and evaluate. The benefits/difficulties of selecting seasonal, organic and/or locally sourced ingredients can be discussed here.

Late KS2 (Year 5/6) Celebrating Culture and Seasonality

- More in depth analysis of foods currently on the market- taste tests, smells, texture, appearance.
- Use packaging or internet to find out about nutritional content of food products.
- Using foods sourced locally or seasonal foods/ingredients.
- Discussing positives and negatives behind using locally sourced or seasonal foods/ingredients.
- Expanding foods skills- kneading, mixing, rubbing.
- Wider choice of healthy foods- biscuits, scones, muffins.