



# Nutrition & Cooking Disciplinary Literacy Framework

## *Synthesise like a Chef.*

<u>Reading</u>	<u>Writing</u>	<u>Speaking and Listening</u>
<p>Read recipes and follow a sequence of actions.</p> <p>Research and study skills including the effective use of the D&amp;T revision guide: skimming, use of index and glossary.</p> <p>To summarise key information as clear, organised notes (cheat sheets) which can be used to support memory recall.</p>	<p>Create a time plan demonstrating logic and the ability to summarise key stages in practical processes.</p> <p>Written responses demonstrating understanding of concepts and use effective sentence structure.</p> <p>Evaluate and compare different cooking methods on nutritional value, taste and texture.</p> <p>Secure the correct spellings of keywords and define and deploy these with precision.</p> <p>Summarise research findings demonstrating effective interpretation of data and other findings to draw conclusions.</p>	<p>Use talk as a tool for clarifying ideas.</p> <p>Identify and report the main points arising from a discussion. Recognise and build on other contributions.</p> <p>Ask questions to clarify and refine ideas.</p> <p>Use talk to question, hypothesise, speculate, and evaluate.</p> <p>Communicate clearly to others in the kitchen to create collaborative recipes and fulfil specific roles within a team.</p>

### ***Strategies/pedagogy to support...***

<p>Dual Coding.</p> <p>Comprehension questions to check for understanding.</p> <p>Bedrock mapper sequenced to pre-teach vocabulary.</p> <p>Guided Reading.</p>	<p>Expert modelling.</p> <p>Sentence starters and making lists using mini white boards to relieve cognitive load.</p> <p>Warm up the words (pre teaching key vocabulary).</p> <p>Bedrock mapper sequenced to pre-teach vocabulary.</p> <p>Teacher led writing frames and examples (I do, you do, we do).</p>	<p>Planned Questioning.</p> <p>Teacher modelling how to build on a response and targeting questioning to develop response from all students.</p> <p>Talk for writing, including group discussions.</p>
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	Memory recall practice and self-assessment (flipped learning homework and lesson activities)  Talk for writing.	
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**Curriculum opportunities (Year 9)**

HT1	HT2	HT3	HT4	HT5	HT6
<p>Extended written responses demonstrating understanding of Macro and Micronutrients and their role in a well-balanced diet, and dietary needs at different life stages.</p> <p>Make cheat sheets for flipped learning tests (weekly) to summarise key information and practice memory recall.</p> <p>Bedrock lesson 1 booked into computer room (to be arranged)</p> <p>Read recipes and follow a sequence of actions.</p>	<p>Compare special dietary requirements for different groups, making analytical judgements and present this as a well structure written response.</p> <p>Evaluate and compare different cooking methods on nutritional value, taste and texture.</p> <p>Extended written responses demonstrating understanding of food related causes of ill health, preventative control measures and food safety.</p>	<p>Extended written responses demonstrating understanding of the environmental impact of the food we eat.</p> <p>Secure the correct spellings of keywords and define and deploy these with precision including “seasonal produce, Food Miles and local produce”.</p> <p>Evaluate the effectiveness of their own cooking skills and performance in the kitchen. Using a sensory analysis to generate data to draw well-reasoned conclusions.</p>	<p>Bedrock lesson 2 booked into computer room (to be arranged)</p> <p>Compare meat alternatives and evaluate the nutritional content of these substitutes.</p> <p>Make a meal plan for a specific dietary group, justifying decisions and demonstrating secure use of disciplinary literacy.</p> <p>Create a time plan demonstrating logic and the ability to summarise key stages in practical processes.</p> <p>Extended written responses demonstrating understanding of the effect of diet on health.</p>	<p>Discuss the different types of meat and cuts and the variations in nutritional content, taste/texture and required cooking methods.</p> <p>Secure the correct spellings of keywords and define and deploy these with precision including the names of different cuts and associ</p>	<p>Bedrock lesson 3 booked into computer room (to be arranged)</p> <p>Understand common strategies used in marketing to persuade consumers and the effect this can have on food choices for different target groups.</p> <p>Write a letter addressed from the Environmental Health Officer detailing changes to be made after a failed premises inspection. Writing to inform.</p>