

Year 4

Pasta Bolognaise

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| I Can…… | Image result for working towards smiley face | Image result for smiley face |  |
| Use a knife for chopping |  |  |  |
| Use the bridge & claw technique |
| Use a knife for cutting |
| Use a peeler |
| Use a greater |
| Spread with the back of a spoon |
| Mix ingredients together |
| Dice ingredients |
| Stir ingredients |
| Garnishing and decorating |
| Arranging ingredients |
| Use spoons / cups for measuring |
| Use scales for weighing |
| Use a jug for measuring liquid |
| Boil ingredients |
| Use a oven to bake |
| Understand that you can control cooking by controlling the temperature (simmering) |
| Fry ingredients |
| Drain ingredients |
|  |  |  |  |
|  | Image result for working towards smiley face | Image result for smiley face |  |
| Understand where food comes from |  |  |  |
| Can name different places we can get food from eg under the ground, plant or a bush, animal, sea, field- crops |
| Understand the principles of the Eat Well Guide & how it is important to a healthy diet |
| Understand how to make healthy choices & why it is important to have a healthy, balanced diet |
| Find & understand features on food labels, eg date, weight, colour coding & how they link to the Eat Well Guide |
| Understand why people don’t eat certain foods eg religion, allergies |  |  |  |
| Understand how foods can be substituted for healthier options/ choices |
| Understand the importance of portion control |
|  |  |  |  |
|  | Image result for working towards smiley face | Image result for smiley face |  |
| Can name different types of equipment & say what they are used for |  |  |  |
| Understand the importance of safe food preparation & storage |
| Understand that different foods need to be prepared on different coloured chopping boards (cross contamination) |
| Can name different ways we can cook eg grill, bbq toast boil |
| Understand that different ways of cooking can reduce calorie / fat intake |
| Can set the table |
| I can use a knife & fork for eating |
| Can wash & dry equipment |
| I |  |  |  |