

Recipes & Evaluation



A collection of recipes, skills
and tips to get you cooking in
school and at home.



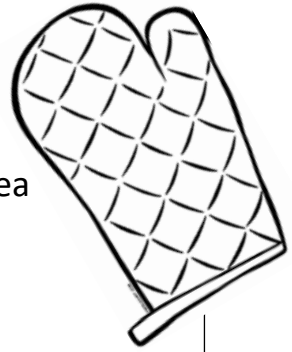
Name: _____

Form: _____

Cooking Group: _____



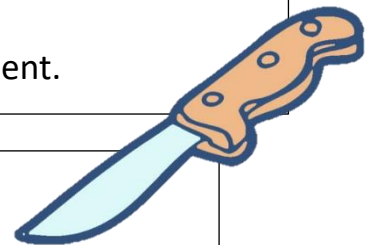
Health and Safety in the Food Room



- Remove coats/jackets and bags and place away from the cooking area
- Always listen and follow instructions
- Do not carry sharp knives or pass to someone using the blade end.
- Carry sharp knives by the handle down by your side with the blade pointing to the floor.
- Never put sharp equipment into the washing up bowl. Hold the equipment and wash thoroughly then place to be dried.
- Always put sharp knives into the sharp knife box at the end of the lesson.
- Always use oven gloves to get hot food out of the oven.
- Hold the oven door open to help others get food out of the oven to avoid the door closing on bare arms.
- Be very careful when cooking on the hob and do not reach over hot pans to avoid steam burns
- Always run a burn under the cold tap for around 10 minutes.
- Report any injury or burn straight away to the teacher or the food technician.
- Report any breakages to the teacher straight away and do not place into the bin.
- Keep meat in the fridge as soon as you bring it into the food room.
- Store cooled cooked rice and meat in the fridge until you take it home.
- Never run around the food room.
- Always warn others when you are carrying hot food or equipment.



Be prepared for cooking lessons:



- Tie long hair back in a low ponytail or bun.
- Wear an apron
- Remove jewellery and watches.
- Wash hands thoroughly in hot soapy water.
- Do not put ingredient bags on the kitchen bench – remove ingredients by hand onto your work station.



Week 1 – Bread

Activity: To follow a step by step process, using a recipe and teacher demonstration, to make bread. To be able to discuss function of ingredients.

Learning Outcomes:

I can **identify** the functions of ingredients in making bread.

I can **demonstrate** how to follow safe and hygienic practices in the food room.

I can **evaluate** my bread by using different describing words from the key words board.

Ingredients: Provided by school.

- 200g strong bread flour
- Sachet of yeast



Method:

1. Preheat the oven to 220C/425F/Gas 7.
2. Place the flour, salt, yeast, olive oil and 150ml of the water into a large bowl. Gently stir with your hand or a wooden spoon to form a dough then knead the dough in the bowl for five minutes, gradually adding the remaining water.
3. Tip the dough onto an oiled work surface and continue kneading for five more minutes.
4. Line a baking tray with baking paper. Tip the dough out of the bowl and flatten onto a baking sheet.

Week 2 – Independent Work – Homemade Pizza

Activity: To follow a step by step process, using a recipe and teacher demonstration, to make my own pizza using a variety of toppings to my taste.

Learning Outcomes:

I can **follow** a step by step process to make my own pizza.

I can **demonstrate** safe use of the bridge and claw techniques to chop and slice my toppings.

I **evaluate** my pizza by relating it to the Eat Well plate and discussing which ingredients come under each food group.



Ingredients:

- 200g strong bread flour
- Sachet of yeast
- Jar of pasta sauce/tomato puree
- Pack mature cheddar cheese
- Toppings – choose your own: ham, pepperoni, mushrooms, peppers, onions, sweetcorn, cooked chicken, tomatoes and olives.

Method:

1. Mix flour, yeast, salt and tepid water together to make a dough.
2. Leave to rise while you prepare the toppings:
3. Grate cheese. Chop/slice chosen toppings.
4. Flour the bench. Tip out the dough and sprinkle the top with flour.
5. Roll out to make a thin pizza base and lift onto pizza tray.
6. Spread on the puree using the back of a spoon.
7. Add toppings and cheese and any herbs/spices of choice.
8. Bake in a 200 degree oven until cheese is bubbling and dough is golden brown.

Skills required:
Using a sharp knife
Kneading dough
Using the oven

Week 3 – Independent Work – Curry

Activity: To follow a step by step process, using a recipe and teacher demonstration, to make a curry.

Learning Outcomes:

I can **follow** a process to make curry.

I can **demonstrate** safe use of the bridge and claw techniques.

I can **articulate and demonstrate** my understanding of how to store and handle raw meat correctly and the potential repercussions of not doing this properly.



Ingredients:

- Meat – e.g. Chicken, beef, lamb, prawns **OR** meat substitute e.g. Quorn
- 1 onion
- 1 Red, green or yellow pepper
- 1 handful green beans
- 1 sweet potato
- 1 tin of chopped tomatoes
- 1/4 jar of Indian **curry paste** eg Korma (mild), Tikka (medium) or Thai curry paste.
- Tin of coconut milk (optional for a creamier/milder curry)
- **Secure container to take home in.**

Method:

1. Peel and chop onions and add to a pan with some oil. Cook on a low heat (3)
2. Take chicken out of packaging with a fork and cut straight into the pan using scissors. Fry with onions until browned all over.
3. Prepare all other vegetables (peel, chop into chunks) and add to the pan.
4. Mix in seasoning and curry paste. Cook for 5 minutes.
5. Add tin of tomatoes and coconut milk.
6. Cook for 1/2 hour and transfer to your container.
7. Simmer at home for another 1/2 hour for taste.

Try changing up your curry paste or using different meats to experiment with taste!

Week 4 – Independent Work – Fajitas

Activity: To follow a step by step process, using a recipe and teacher demonstration, to make fajitas.

Learning Outcomes:

I can **recall** how to handle raw and cooked chicken safely to avoid cross contamination and food poisoning.

I can **demonstrate** use of a pan to stir fry my chicken correctly.

I can **articulate and demonstrate** my understanding of how to store and handle raw meat correctly and the potential repercussions of not doing this properly.



Ingredients:

- Clove of garlic
- Onion
- 2 chicken breasts
- Green and red pepper
- Cheddar cheese (grate at home)
- **Spices:** 2tsp smoked paprika, 2tsp ground coriander, 1tsp cumin and ½ tsp cayenne pepper
- Salt & pepper to season
- 1 tortilla wrap
- Sour cream

Skills required:

Using a sharp knife
Using the bridge and claw methods
Using the hob
Stir frying

Method:

1. Peel and chop the garlic and onion then fry in the pan with oil.
2. Cut the chicken into pieces straight into the pan using a fork and scissors and fry in the pan with garlic and onions until browned.
3. Slice the pepper and add to the pan.
4. Add all spices and salt and pepper to taste. Stir through.
5. Warm the tortillas in microwave oven for 20 seconds and lay flat on a plate.
6. Spread a little chicken in the centre of the tortilla and add the ingredients, grated cheese and sour cream then roll up and eat!

Week 5 – Independent Work – Chilli

Activity: To follow a step by step process, using a recipe and teacher demonstration, to make a chilli.

Learning Outcomes:

I can **follow** a step by step process to make my own chilli.

I can **demonstrate** safe use of the bridge and claw techniques to chop all of my vegetables.

I can **articulate** my knowledge of which section of the Eat Well plate each ingredient comes under and **evaluate** which foods would be best to serve my chilli with to create a balanced meal.



Ingredients:

- 1 tbsp. oil (school will provide)
- 500g minced beef or lamb
- 1 tin chopped tomatoes
- 2 tbsp. tomato puree
- 1 clove garlic
- 1 onion
- 1 red pepper
- 1 -2 tsp chilli powder (to your taste)
- 1 tin kidney beans (in chilli sauce)

You can add celery, grated carrot and other vegetables to make this a more nutritious dish. Serve with rice or a jacket potato to add **carbohydrates for energy**.

Method:

1. Finely chop the onion and garlic and put into pan with oil and start cooking on hob 4 until it starts to sizzle.
2. Add the mince to the pan and stir until brown.
3. Chop up the pepper and add to the pan.
4. Add the tin of tomatoes to pan with chilli spices.
5. Add tin of kidney beans and leave to simmer while cleaning up.
6. If chilli becomes too thick, add 1-2 tbsp. of water.

Week 6 – Independent Work – Bolognese Sauce

Activity: To follow a step by step process, using a recipe and teacher demonstration, to make a spaghetti bolognese sauce.

Learning Outcomes:

I can **follow** a step by step process to make my own spaghetti bolognese sauce.

I can **analyse** both the chilli and bolognese recipes to identify similarities and differences between the two.

I can **explain** which sections of the Eat Well plate all of my ingredients come under and how this provides a nutritious and balanced meal.



Ingredients:

- Pack of beef mince (veggie – red and green pepper)
- Onion
- Carrot
- 1-2 celery sticks
- Tin of chopped tomatoes
- Tomato puree
- 2 cloves of garlic
- Vegetable stock cube
- Mixed herbs

Similar to last week's chilli, you can add grated carrot and other vegetables, such as red peppers, to make this a more nutritious dish. Serve with your choice of pasta at home to add **carbohydrates for energy** and top with parmesan cheese (**dairy**) to add taste dairy.

Method:

1. Chop the onion and garlic and fry in the pan on a low heat for 2 minutes
2. Add the mince and cook until browned
3. Meanwhile, chop the carrot and celery then add to the browned mince
4. Add the tin of chopped tomatoes, 1 tbs of tomato puree, vegetable stock cube and salt to taste.
5. Add in 1tsp of mixed herbs
6. Simmer whilst cleaning equipment
7. When home, cook up your choice of pasta and serve with parmesan cheese! Bon Appetite.

Week 7 – Independent Work – Cheesecake

Activity: To follow a step by step process, using a recipe and teacher demonstration, to make a chocolate cheesecake.

Learning Outcomes:

I can **follow** a step by step process to make my own cheesecake.

I can **demonstrate** safe use of an electric whisk.

I am able to use presentation of my cheesecake to give it visual appeal and **compare** it to my peers.



Ingredients:

- 150 g digestive biscuits,
- 50 g butter, melted
- 200 ml whipping (double) cream
- Bar of chocolate/lemon and fruits of choice
- 200g cream cheese

You could use some leftover melted chocolate to drizzle over the top of your cheesecake like the picture above! This would give it more visual appeal! You could also grate chocolate flakes on top of this!

Method:

1. Crush the biscuits in a bag with a rolling pin. Melt the butter in a small bowl in the microwave (approx. 1 minute)
2. Mix the biscuits with the butter. Press into a cake tin and set to one side.
3. Break up the chocolate in a small bowl and melt in the microwave for 1 minute only. Take out and stir. Put back for 30 seconds, take out and stir. If still lumpy, continue until all melted. **Do not overheat as chocolate burns easily in the microwave.**
4. Whip the cream with the electric whisk until soft peaks form. Add the cooled melted chocolate and the cream cheese and beat together.
5. Spread the mixture on top of the crushed biscuits. Refrigerate for at least an hour to set, then serve.

Week 8 - Independent work – Cottage Pie

Activity: to follow a step by step recipe to create a cottage pie for the whole family.

I can **follow** the steps for making my own cottage pie.

I can **demonstrate** the bridge and claw techniques to safely chop and slice the veg for my cottage pie.

I have **evaluated** my cottage pie using key words and know how to finish the cooking at home.



Ingredients

- 250g beef mince
- 1 onion
- 1 carrot
- 1 tin of garden peas
- 1 garlic clove
- 3 beef oxo cubes
 - For the mash:
- 2-3 large potatoes, (boiled at home and bring in)
- A splash of milk
- 25g butter
- 150g strong cheddar, grated

Skills required:

- Using a sharp knife
- Using the hob
- Preparing vegetables
- Mashing potatoes

Method

1. Heat 1 tbsp olive oil in a saucepan and fry beef mince until browned.
2. Finely chop the onions and add to the pan with the mince. Finely chop and add the garlic.
3. Add the carrots and peas to the pan, including the water, and stir in.
4. Add your 3 OXO cubes and stir in. Simmer until it thickens.
5. Meanwhile, make the mash using the boiled potatoes – mash in a bowl with some milk and butter – put in the microwave for 1 min to help mash.
6. Spoon the meat into an ovenproof dish or foil trays. Spoon on the mash to cover. Sprinkle on the grated cheese.
7. Take home then heat oven to 220C/200C fan/gas 7 and cook for 25-30 mins, or until the topping is golden.
8. Serve with vegetables and extra gravy if required.

Week 9 - Independent work – Spicy Bean Stew

Activity: to follow a step by step recipe to create a spicy bean stew.

Learning Outcomes:

I can **follow** a step by step recipe to make a spicy bean stew.

To **demonstrate** safe preparation of vegetables and use of the hob.

I can **evaluate** my spicy bean stew using the key words from the key word board.



Ingredients:

- 1 large onion
- chilli flakes
- 1 teaspoon ground cumin
- 1 Red pepper
- 1 x 400g tin tomatoes
- 1 tin of Cannellini beans
- 1 tin of kidney beans in chilli sauce
- 150g baby spinach
- salt and pepper

Skills required:

- Using a sharp knife
- Using the hob
- Preparing vegetables

Method:

1. Chop onion and add into the pan with oil and fry on a 4 heat.
2. Add chilli flakes and ground cumin. Mix together.
3. Chop up the pepper and add into the pan with the chopped tomatoes.
4. Open both cans of beans, drain the cannellini beans and add to the pan. Add the kidney beans straight to the pan if in a chilli sauce. Drain and rinse if in water.
5. Add the spinach and cook for around 5 minutes until soft.
6. Add seasoning to taste.

Week 10 – Independent Work – Chow Mein

Activity: To follow a step by step process, using a recipe and teacher demonstration, to make a vegetable chow mein.

Learning Outcomes:

I can **follow** a step by step recipe to make a chow mein.

I can **demonstrate** the bridge and claw techniques to chop and slice the veg in my chow mein.

I can **evaluate** my chow mien and discuss what could be added to give a protein source to the meal.



Ingredients:

- 1 pack of ready cooked noodles
- Clove of garlic
- Small piece fresh ginger
- 2 spring onions
- 4 mushrooms
- 4 broccoli florets
- 50g bean sprouts
- Soy sauce

Skills Required:

- Using a sharp knife
- Using the bridge and the claw method
- Measuring
- Using the hob
- Stir frying

Method:

1. Peel and chop the garlic, ginger and spring onions and fry on number 2 on the hob in some oil.
2. Slice the mushrooms and broccoli and add to pan and cook for a further 2-3 minutes.
3. Stir in the bean sprouts and cook for 2 minutes
4. Add the noodles and add to the pan
5. Stir in the soy sauce, cook for 2 minutes then serve

Try adding chicken, beef or prawns to the chow mein to add a protein source!

You could also add extra vegetables such as peas, sweetcorn or red pepper.

Week 11 - Independent work – Bruschetta starter

Activity: to follow a step by step recipe to create a bruschetta starter for the whole family.

Learning Outcomes:

I can **follow** a step by step recipe to make a bruschetta starter for the whole family.

To **demonstrate** the bridge and claw techniques to both roughly and finely chop ingredients.

I can **evaluate** my bruschetta starter using the key words from the key word board.



Ingredients:

- 1 small red onion
- 6 medium tomatoes (big not cherry)
- 3 cloves of garlic
- Fresh basil
- Balsamic vinegar or glaze (sweeter)
- Olive oil 50-80ml. (if you bring in bottle just remember to take home again)
- Crusty bread (sourdough/slices of French stick) to toast and taste with.

Method:

1. Roughly chop all of the tomatoes and add to the bowl.
2. Finely chop both the garlic and onion and add in with the tomatoes.
3. Take the basil and chop up roughly into small pieces and add to the bowl.
4. Add in around 50ml of olive oil and 30ml balsamic vinegar and mix together.
5. Leave to marinate/chill in fridge if possible.
6. Take your baguette and slice diagonally
7. Put bread under the grill to toast
8. Once toasted, be careful not to burn it, add 2 spoonsful of the bruschetta to the bread, drizzle with balsamic glaze and enjoy.

Week 12 - Independent work – Garlic Bread starter

Activity: to follow a step by step recipe to create a garlic bread starter for the whole family.

Learning Outcomes:

I can **follow** the steps for making my own garlic bread starter.

I can **demonstrate** the skills needed to make my own garlic butter and bread.

I can **evaluate** my garlic bread using the key words board and decide what I would change if I made it again.



Ingredients:

- 200g strong bread flour
- Sachet of yeast
- 150g salted butter (**do not** put in the fridge)
- Fresh parsley
- 1 bulb of garlic – around 8 cloves.

Skills required:

Using kitchen equipment
Kneading dough
Using the oven

Method:

1. Mix flour, yeast, salt and tepid water together to make a dough.
2. Leave to rise and prepare the garlic butter.
3. Peel and chop finely (with the onion choppers) the garlic and put into a bowl with the butter.
4. Chop up the parsley and add to the bowl.
5. Mix together with a fork the garlic, butter and parsley until all in mixed in evenly and makes a paste.
6. Get dough out of the bowl, shape into a flat bread and add the butter mixture to the top.
7. Bake at 200 degrees until the bread browns.

Week 13 – Independent Work – Burgers

Activity: To follow a step by step process, using a recipe and teacher demonstration, to make two burgers.

Learning Outcomes:

I can **follow** a step by step recipe to make healthy burgers.

I can **demonstrate** safe use of a grill to cook my burgers.

I can **evaluate** my burger by using different describing words from the key words board.



Ingredients:

- Small onion
- Garlic clove
- 225g low fat minced beef/chicken/turkey
- 1 egg
- Dash of Worcester sauce (school provides)

Method:

1. Peel and chop onion and garlic into small pieces using the onion choppers.
2. Add all the ingredients into a bowl and using your hands, bring the mixture together
3. Shape into a pattie and fry in the frying pan, browning the burger on both sides.
4. Serve in a roll with salad and dressings.

You could add other toppings to your burger such as cheese and sauces.

Why not try adding a little sprinkle of chilli flakes to your mince meat for that extra bit of flavour?

Week 14 - Independent work - Flapjack

Activity: to follow a step by step recipe to create flapjacks.

Learning Outcomes:

To follow a basic recipe and demonstration to make flapjacks.

To demonstrate I can use a hob safely to melt together ingredients.

I can **evaluate** my flapjacks and compare to my peers who have added a different healthy option.



Ingredients:

100g salted butter

100g golden syrup

100g light brown sugar

160g oats

Choice of nuts/seeds/dry fruits

Method:

1. Preheat the oven to 200°C/ 180°C fan/ gas mark 6/ 400°F
2. Weigh the butter, sugar and syrup into a large saucepan. Heat the mixture on a low heat, stirring often, until the butter is melted
3. Remove from the heat and stir in the oats
4. Turn the mixture into the prepared baking tray. Spread evenly and firm down with the back of a spoon
5. Cook for about 20 minutes until a light golden colour for a soft flapjack.

Try adding chopped nuts,
or dried fruits to your
flapjack to add different
flavours and added
nutritional value.

My 2 Course Meal Menu

I can **create** my own two course meal menu based on recipes I have made.

I can **adapt** recipes to cater for my families dietary needs and my own taste.

I have **evaluated** my menu by ensuring it looks professional and that there is sufficient time to produce each meal in lesson time.

Glue printed 2 course meal here.

Teacher Assessment Summer Term

Grade	Success Criteria
1-3	<p>I can create my own two course meal menu.</p> <p>I can follow a method to make my courses independently.</p>
4-6	<p>I can ensure I keep a clean and hygienic work area, throwing away rubbish straight away and adhering to hygiene protocols.</p> <p>I can adapt a recipe I have already used to my taste based on the evaluation from a previous lesson.</p> <p>I can produce a well-balanced meal that covers the main aspects of the Eatwell Plate – protein, carbohydrates and fruit/vegetables.</p>
7-9	<p>I can combine both previous lesson experience and timings written on other recipes to ensure I can produce my chosen courses in one lesson (per course).</p> <p>I can present my chosen dish in an aesthetically pleasing way.</p> <p>I can evaluate mine and my peers finished meals using the key words on the board suggesting improvements for next time.</p>
Next Steps:	<p>To improve your meal you need to:</p> <p>Ensure you have selected two courses that go well together</p> <p>Ensure you are meeting your families dietary requirements through recipe adaptation (i.e. dairy free/taking into account any allergies).</p> <p>You have not included all of the main aspects of the Eatwell plate in your recipe. How could you adapt your recipe to include the highlighted area below:</p> <ul style="list-style-type: none"> • Protein • Carbohydrates • Fruit & Vegetables <p>Ensure your menu looks professional by suggesting edits/improvements on the:</p> <ul style="list-style-type: none"> • Font • Layout • Colours used <p>By comparing to other professional menus.</p> <p>Work on the presentation of your dish – ensure the serving plate is clean around the food and that the food is placed in an aesthetically pleasing way.</p>

Photographs of my work: