



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

<b>Year Group:</b> 5	<b>Topic:</b> DT - Food: Pizzas	<b>Term:</b> Summer 1
<p><b>National Curriculum Links</b> (Ref: NC 2014)          As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. In KS2, pupils should:</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>		
Knowledge and Skills Objectives	Activity	Differentiation
<p><b>Week 1</b>  <b>LO:</b></p> <ul style="list-style-type: none"> <li>• I can categorise pizza ingredients on the Eatwell plate.</li> </ul>	<p><b>Starter</b> - Which is the odd one out and why? Children to suggest reasons as to why they think one of the food companies is the odd one out. (Looking for McDonald's as the answer - it is the only one that doesn't make and sell pizza).</p> <p><b>Main</b> - Introduce pizza topic and stimulate discussion about where pizza originally came from. Look at a brief history of pizza, including where the margherita pizza gets its name from. Ask children what their favourite pizza is and to create a tally chart as a class. Discuss the Eatwell plate and the name of the food groups. Recap the size of each section and what that represents.          Can children identify the specific ingredients on their</p>	<p>Categorise ingredients from their favourite pizza on the Eatwell plate.</p> <p><b>SEN</b> - Label the areas of the plate and cut and stick the ingredients to their food group.</p> <p><b>LA</b> - Draw pictures of their chosen ingredients on the Eatwell plate &amp; identify which food group is the most/least popular on their plate.</p> <p><b>MA</b> - Draw the Eatwell plate and label and draw on their ingredients. Identify the most and least popular food group and whether their pizza is a balanced meal.</p>



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	<p>favourite pizza and link it to areas of the Eatwell plate. How healthy is their favourite pizza? - How do they know? Draw an example of the Eatwell plate on the board and model some examples of which groups different ingredients would fit in - draw and label.</p> <p><b>Plenary</b> - Quiz on slides to recap learning today.</p>	<p><b>HA</b> - Same as MA but how could their favourite pizza be healthier?</p>
<p><b>Week 2</b> LO:</p> <ul style="list-style-type: none"><li>I know the important information on the packaging of pizza.</li></ul>	<p><b>Starter</b> - Children to list as many pizza ingredients and toppings they can. Share some ideas.</p> <p><b>Main</b> - Discuss the type of information that needs to be included on pizza packaging. Mind map some of the children's suggestions. Why may a consumer need to know this? Discuss the areas that companies need to be aware of.</p> <p>Have a look at an example of a pizza box. Ask children to identify the information they can see on there and why it is important. Can you add anymore to the class mindmap? Set chn off on their paired task.</p>	<p><b>SEN</b> - To match an image to each required section of information. To design/draw a pizza box and include all of this information.</p> <p>Working in mixed ability pairs, children will research the information needed on pizza packaging. <b>LA</b> - to be given a template to jot their research on.</p> <p><b>MA/HA</b> - Freely and creatively record the information they have researched on a separate piece of paper.</p> <p>Websites to guide children to: <a href="https://www.highspeedtraining.co.uk/hub/importance-of-food-labels/">https://www.highspeedtraining.co.uk/hub/importance-of-food-labels/</a> <a href="https://www.handylabels.co.uk/blog/5-reasons-why-food-labels-are-important/">https://www.handylabels.co.uk/blog/5-reasons-why-food-labels-are-important/</a> <a href="https://www.food.gov.uk/business-">https://www.food.gov.uk/business-</a></p>



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		<a href="#">guidance/packaging-and-labelling</a> <a href="https://www.nutrition.org.uk/nutritionscience/foodfacts/labelling.html?start=1">https://www.nutrition.org.uk/nutritionscience/foodfacts/labelling.html?start=1</a>
<p><b>Week 3</b> LO:</p> <ul style="list-style-type: none"><li>I can understand where our food comes from.</li></ul> <p>Children need access to Chromebooks/iPads for this lesson.</p>	<p><b>Starter</b> - What types of food do you/ your parents purchase from the shops? (TTYP) Do you know where it comes from/ was grown originally? Explain that on most food packaging it will detail where the item has come from.</p> <p><b>Main</b> - Introduce the term 'Food Miles' - what do you think this means? TTYP and discuss. Do we need to worry about them when we are buying food? Why? Can we buy food which was made/grown in the UK? Share some handouts of images of pizza toppings - package information. Can you find the country of origin with your partner? Are any from the UK? Introduce food mileage finding activity and model finding the food mileage of one item to Manchester using the website. Set children off in mixed ability pairs to complete their activity.</p> <p><b>Plenary</b> - Although we know there are disadvantages to importing food, what are the benefits? How can you use your knowledge from today when</p>	<p><b>ALL</b> - Children to work in mixed ability pairs to research the food miles on different types of food items used for a pizza.</p> <p><a href="https://www.doogal.co.uk/MeasureDistances.php">https://www.doogal.co.uk/MeasureDistances.php</a></p>



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	making your pizza?	
<p><b>Week 4</b> LO:</p> <ul style="list-style-type: none"><li>I can plan the process to make my pizza.</li></ul>	<p><b>Starter</b> - What different pizza bases can you think of?</p> <p><b>Main</b> - What is the process for making a pizza? Explain that we will be creating the dough first. Give children a sample of dough recipes. In pairs, they can highlight some information they find helpful and relevant to them.</p> <p>Video to show how to make pizza.</p> <p>Groups will be exploring using different ingredients. How many will they need? They will be making their pizza in pairs so need enough ingredients to feed two people from one pizza. How will they do this? Some will use yeast and others won't, they will explore the effect of different types of flour e.g. plain, strong white flour. Children to take on different ingredients or teacher to delegate. Encourage children to use the recipe examples to support their plans. They can use the iPads to search for alternative ideas too.</p>	<p>Working in mixed ability groups, children will plan and create the process for making their own pizzas. They need to include the ingredients they wish to use and the method of how they will prepare their dish (template to support).</p>
<p><b>Week 5</b> LO:</p> <ul style="list-style-type: none"><li>I can use my plan to design</li></ul>	<p><b>Starter</b> - Read over your plan from last week. What would a customer need to know about your pizza? (TTYP &amp; discuss)</p>	<p><b>PAIRS</b> - from their groups of 4, children need to split off into pairs to design a pizza box.</p>



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<p>a box for my pizza.</p>	<p><b>Main</b> - Share some examples of pizza boxes. What can you see on there? How would you include this information on your pizza box? TTYP &amp; share ideas. Explain that it is important to inform the customer of the essentials, but what else does the pizza box need to be? Guide the children down the path of making it appealing to the consumer so that they will want to purchase their pizza. Therefore, although it must be informative, it needs to be appealing too. Model using a plan from last week to design a pizza box. Set children off on task.</p> <p><b>Plenary</b> - Children to rotate to view other group's pizza boxes and provide feedback on how informative they are.</p>	
<p><b>Week 6 (Lesson a)</b> <b><u>(L A &amp; B Taught over two consecutive days)</u></b> LO: <ul style="list-style-type: none"><li>I can make my pizza dough base.</li></ul><p><b>*Ensure consent is gained from parents/carers before delivering this lesson.</b></p></p>	<p><b>Practical Lesson</b> <b>Starter</b> - Children to have a look over their plans from the last lesson to familiarise themselves with their recipes.</p> <p><b>Main</b> - In their groups, children will be split further into pairs and work together to create their pizza bases. Discuss the importance of hygiene before we start e.g. hair tied back, sleeves rolled and hands washed etc. Teacher to model making the dough using the recipe</p>	<p>In pairs, children will be making their dough. Once all the ingredients have been mixed together to form the dough ball, they will place this in a bowl covered with a wrap of clingfilm. They will be placed in the fridge to rise overnight.</p>



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	<p>example saved on the system. Demonstrate and discuss different techniques e.g. mixing, adding ingredients carefully, kneading and rolling. After they have watched the demo, children can have a go at this in their pairs.</p>	
<p><b><u>Week 6 (Lesson b)</u></b> LO:</p> <ul style="list-style-type: none"><li>I can create and evaluate my pizza.</li></ul> <p>*Adult supervision needed when using the ovens.</p>	<p><b><u>Starter</u></b> - Children to take their dough from the fridge and make observations. What has happened? Is there a difference?</p> <p><b><u>Main</u></b> - Teacher to demonstrate the next part of the process. Rolling the dough out into a flat shape, children to carefully observe rolling using a rolling pin. How thick should the dough be? Spread the puree across along with a range of pizza toppings. Allow children to do the same in their pairs and support children using the oven. Children can taste their pizzas and then evaluate them using the differentiated evaluation forms.</p>	<p><b><u>LA/SEN</u></b> - Draw an image of the final product and follow LA evaluation form.</p> <p><b><u>MA/HA</u></b> - Follow evaluation form template.</p> <p>Extension - Design a package to put their pizza in. <b><u>MA/HA</u></b> - Must include the important packaging information we looked at in lesson 2.</p>
<p><b><u>Cross Curricular Opportunities:</u></b></p> <ul style="list-style-type: none"><li>Maths - data collection and representing this on a tally chart (favourite pizza).</li></ul>		



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### Key Vocabulary

**Tier 2 - Pizza, Italy, cooking, baking, instructions, allergies.**

**Tier 3 - Queen Margharita, Eatwell plate, ingredients, nutrition, storage, food miles, sustainability, organic.**