

GET STARTED

A 'masterchef', as the name suggests, is someone who is very good at their job, is able to run a kitchen and a team of chefs. A masterchef has in depth understanding of different kinds of food, knows about ingredients, can present food so that it looks appetising and understands the science of food (what happens to cause changes).

Importantly, a masterchef knows about and is in charge of safety in the kitchen (preventing cuts, scalds, burns, slips) and makes sure that hygiene is of the highest standard.

LET'S THINK LIKE SCIENTISTS

Use these questions to develop research skills and speaking and listening:

- What if a chef had dirty hands when he/she was cooking?
- What would happen to some food if you did not have a fridge?
- What do you think would happen if you only ate pizzas?

ACTIVITIES

1 WHAT DO WE NEED TO SURVIVE?

L.O. Find out about, and describe the basic needs of animals, including humans, for survival (water, food and air).

- Using a working wall children could work in pairs or groups to contribute to answering the question 'What do humans need to survive?'
- Children will probably come to water and food quite quickly but might not appreciate that we need air to survive and without it we would die. Help children link their statement to the idea that they are animals, and other animals like reptiles, birds, fish, amphibians, invertebrates and mammals all need water, food and air to live.
- Children might suggest things like friends, family etc. and whilst biologically these are not essentials for life, they are very important, help children to discuss the difference.

ASSESSMENT

Subject Knowledge

- Em. Children can say that they need food and water to survive but might require help with the idea of air.
- Exp. Children can say that they need food, water and air to survive.
- Exc. Children know that humans (and therefore themselves) are animals and share the same basic needs for survival.

2 WHAT IS A MASTERCHEF?

L.O. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

- Ask children to share what they know about chefs, and then ask them to think about what 'masterchef' means. Show children PowerPoint Slides 5–6 and talk about the kitchen utensils that cooks use. Encourage children to think of not only cooking but health, healthy foods, hygiene, leading and working in a team.
- For this activity, children's ideas could be written onto large chef hats.

YOU WILL NEED

- PowerPoint Slides 5–6
- Examples of kitchen utensils
- Chef's hats (see activity 4)

ASSESSMENT

Subject Knowledge

- Em. Children can say that a chef cooks and needs support with linking a chef to healthy food and washing hands etc.

- Explain to children that they are going to become ‘little masterchefs’ and learn about food, how to present food and how to be safe and hygienic, so that they can prepare food for their own special masterchef picnic.

- Exp. Children know that a cook needs to think about healthy foods and be hygienic.
- Exc. Children can explain what might happen if a chef does not follow hygiene rules.

3 HEALTH AND SAFETY

L.O. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

- For this activity the class are going to think about a set of rules for working with food in the kitchen. Use PowerPoint Slide 7 to support discussion and remind them of their cooking rules from Year 1 (see Year 1 Activity Resources). Ask children if they can think of any others to add. You could also remind them of the hand washing rules they created in Topic 1: Healthy Me. Are they happy with these rules or do they think that there is something else they need to add or something that they need to change? The children then adopt these rules in their roles as ‘masterchefs’.

YOU WILL NEED

- PowerPoint Slide 7

ASSESSMENT

Subject Knowledge

- Em. Children needs support to describe what they would do to stay safe and be hygienic when cooking.
- Exp. Children can create a set of basic rules for working with food in the kitchen.
- Exc. Children use personal knowledge of, e.g. germs, burns, cuts to explain why hygiene and working safely is important.

4 MAKE AND WEAR A CHEF’S HAT

L.O. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

- Activity Resource 6.1 helps children to design and make their chef’s hat.
- Ask children to think about why chefs wear hats while preparing food (to prevent hair falling into food). Originally, the height of the hat represented the rank of the chef. The taller the hat, the more important the chef.
- Show children PowerPoint Slide 6 and talk about the materials children could use to make a hat e.g. white card and paper or crepe. Encourage the children to think about what the chef’s hat looks like and how they think it has been made. If children need support then there are online videos that could support this activity. Once made, children should use them when preparing and cooking food along with their cookery aprons, and so follow their own health and safety guidelines for making sure they work safely and hygienically.

YOU WILL NEED

- Activity Resource 6.1
- Paper and card
- Glue
- PowerPoint Slide 6

ASSESSMENT

Subject Knowledge

- Em. Children can say that a chef wears a hat.
- Exp. Children know that a chef wears a hat to keep hair out of food.
- Exc. Children can explain wearing a hat to prevent hair falling into food and spreading germs.

5 WHAT ARE KITCHEN UTENSILS MADE FROM?

L.O. Identify and classify. Identify and classify. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

- This is a good opportunity for children to revise and apply previous knowledge about materials and find out how secure children are in their ideas. Use PowerPoint Slide 8 as a starting point and then give children a wide range of utensils and ask them how many different ways they can sort them.
- Suggestions for utensils may include: biscuit cutters, chopping boards, colanders, forks, graters, mashers, measuring jugs, measuring spoons, mixing bowls, rolling pins, sieves, spoons, tea towels, trays, whisks, oven gloves, pastry brushes.
- Encourage children to make their own choices. E.g., they might think about, material, forces used, job they do, size, shape, colour. You could add some categories if children do not include them, e.g. wood, metal, plastic or chop, whisk, pour, and squash, twist.

YOU WILL NEED

- Wide range of kitchen utensils
- PowerPoint Slide 8

ASSESSMENT

Subject Knowledge

- Em. Children can sort objects e.g. colour, materials. They require support explaining how they have sorted items.
- Exp. Children sort according to a variety of criteria.
- Exc. Children sort according to multiple criteria e.g. wooden and spoon.

Working Scientifically

- Em. Children have help to identify what objects are made from.
- Exp. Children identify and classify materials and record their observations.
- Exc. Children identify materials and link to subject knowledge about properties of materials.

6 SORT THE SHOPPING – KEEPING FOOD FRESH AND SAFE

L.O. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

- Explain to children that you have had food delivered from the supermarket and it needs putting away in the right place. Where possible use real food, although obviously some will have to be empty containers or fake food.
The selection could include a range of food which represents the local community, e.g.: apples, noodles, okra, pasta, broccoli, cheese, rice, tomato sauce.
- You could create a 'pretend' freezer, fridge and cupboard for children to put the food into, or sort and place on large pictures of each. Use PowerPoint Slide 9 as a starting point for discussion.
- Ask children why different foods are placed in different places, especially the fridge or freezer. The focus should be to develop children's understanding that some food needs to be kept cool or frozen to keep the food fresh and so that it does not begin to 'go off' which if eaten could make someone ill. Ask children if they have seen food that has started to 'go off' or rot, e.g. mouldy cheese, meat where the colour has changed or it smells bad. You could also use the interactive activity at his point.

YOU WILL NEED

- Range of different foods and food containers to represent typical regular shop
- PowerPoint Slide 9

ASSESSMENT

Subject Knowledge

- Em. Children can put food in different places but need help in say why.
- Exp. Children can say why they have put items in different places.
- Ex. Children can suggest new foods that could be put in the different areas and explain why relating to how the food might change and their health.

Working Scientifically

- Em. Children have help to identify what objects are made from.
- Exp. Children identify and classify materials and record their observations.
- Exc. Children identify materials and link to subject knowledge about properties of materials.

- Depending on what is in the shopping bags, you might need to include items such as a bread bin, banana tree or fruit bowl, since not all fresh food benefits from being placed in a cupboard, fridge or freezer.
- Discuss with children their choices, asking them to explain their reasons and helping them to think about whether a food has been put in the wrong place.

7 SORT THE SHOPPING – EATING AND DRINKING WELL

L.O. Identify and classify. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

- In this activity the term 'balanced diet' is replaced by 'eating and drinking well'. This term helps children to understand that we all need to eat foods that help us to grow and stay healthy. They are foods that:
 - give us energy. We can eat lots of bread, rice, pasta, cereals and potatoes, but not so much of chocolate, cakes and crisps.
 - help the body to grow and mend itself, such as meat, fish, nuts and eggs
 - help the body to grow and keep bones strong. Examples are milk, cheese and yoghurt
 - are good for our eyes, blood and helps us to digest food and go to the toilet. Examples are fruit and vegetables.
- Ask children why they need to drink water. It will be interesting to know what they think and if they understand that, like all animals, we need water to stay alive. This is because:
 - our blood is mainly water
 - water gets rid of waste products out of our kidneys and livers
 - it lubricates (oils) our joints
 - it keeps our eyes, mouths and nose tissues moist
 - it helps to keep our temperature the same.
- What children should know is that as soon as they feel thirsty, it means that they are already beginning to dehydrate (dry out) and they should have a drink as soon as possible.
- This activity uses the shopping again from the previous activity. Working in pairs ask the children to sort the shopping but this time into food groups, using the following labels (see above for definitions and examples) – 'Give us energy', 'Help the body to grow and mend itself', 'Help the body to grow and keep bones strong', 'Good for eyes, blood and helps us digest food and go to the toilet'.
- Discuss with children how they have classified the different items from the shopping bags and ask them to think about which types of food they eat a lot of and which foods they should eat more to help them stay healthy.
- In the following activities refer children back to different food groups in relation to the food that they cook.

ASSESSMENT

Subject Knowledge

- Em. Children can put food in different groups but need help in say why.
- Exp. Children can say why they have put items in different groups.
- Ex. Children can suggest new foods that could be put in the different areas and explain why relating to how the food might change and their health.

Working Scientifically

- Em. Children have help sorting foods.
- Exp. Children classify foods according to given criteria.
- Exc. Children classify foods and add to given criteria.