

KS2 Cookery- Scones

Key Vocabulary

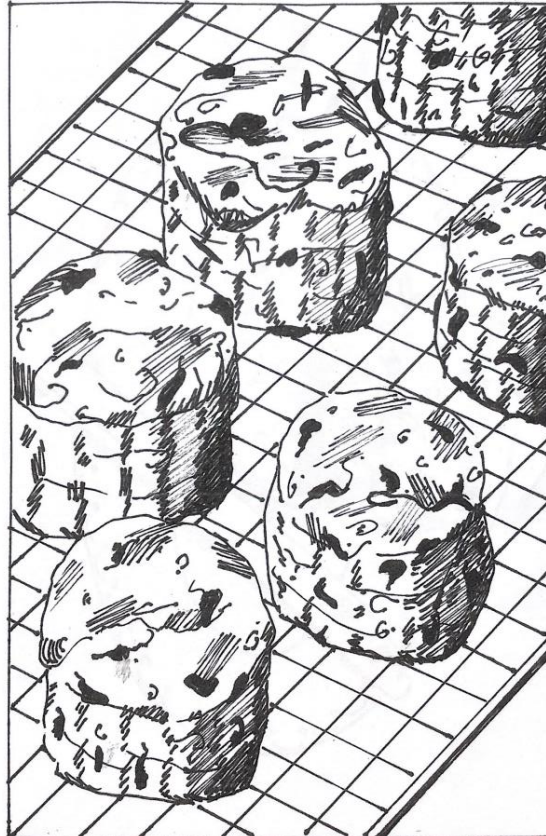
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|---------------------------|--|
| Hygiene | Practices that maintain health, especially through cleanliness. |
| Taste | Ingredients can complement each other to give a pleasant or contrast together and create an unpleasant taste. |
| Health benefits | How food helps the body in growth and development. |
| Aesthetic | Concerned with how good something looks or the appreciation of it. |
| Audience | Who the project is intended for. |
| Sensory evaluation | Evaluating food products in terms of the taste, smell, texture and appearance. |
| Preference test | Trying different foods and deciding which you like best. |
| Processed food | Ingredients that have been changed in some way to enable them to be eaten or used in food preparation and cooking. |

Research

| | |
|-----------------------------|---|
| Varieties of score | Savoury scones often have a variety of different cheeses added to the dough before baking. These range from vegetarian to mature cheddars. Sweet scones are known for having cherries or sultanas incorporated into the dough to add an element of sweetness. |
| Processed ingredient | 'Ultra-processed' food can increase the risk of health problems and a higher blood pressure. |
| Why Locally Sourced? | Ingredients that are in in season take less energy to produce e.g. Strawberries in October will have been produced in heated settings or have travelled long distances from hotter countries. Local produce is better for the environment as it reduces food miles — the distance food travels from farm to consumer. |

The Project

| | |
|---------------------------|--|
| Introduction | This project builds on your previous learning of food preparation and for you to think about creating highly nutritious and delicious scones. Evaluating them through a series of tests. |
| Purpose of Project | To design and make a scone to sell at a food fair, or for a picnic, using locally sourced foods. |

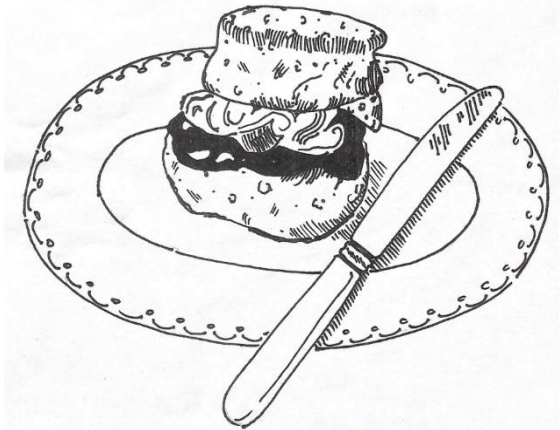


Design

Design a few simple recipes that include:

- Savoury and sweet ingredients.
- Understand what you need and how much you need of an ingredient.
- Why your ingredients are good for you (look at your knowledge organisers form year 1 and 2)y.
- Design at least 2 different types of scones.

Designing a scone with an informed recipe



Make

Method

Method

Sift powders



Knead on floured surface



Rub in margarine



Roll our 1.5cm thick



Add lumpy ingredients



Cut out



Add liquid ingredients



Brush with milk and bake



A little at a time

Rubbing in'

To 'rub in' is to coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs.

We rub the butter/margarine into the flour with our fingertips as this is the cool part of our hands.

Lift your hands as you rub in to allow more air into the mixture and make your scones lighter.




Shaking the bowl encourages large lumps of fat to come to the top and you still need to rub in.



Evaluate

Creating a Taste Test

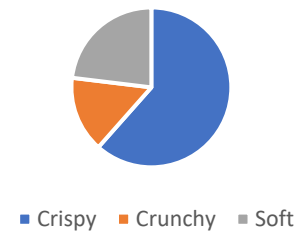
To give a greater accuracy and effective evaluation use a taste test that several children can complete that include a range of criteria. They must be clear so children can complete them quickly.

| Food | sweet | crunchy | juicy | bitter | Other description |
|---|-------|---------|-------|--------|-------------------|
| cheese  | | | | | |
| Glace Cherries  | | | | | |
| Sultana  | | | | | |

Display the results

To give a visual representation use a pie chart to help determine how many children liked the different scones as well as bar graphs to outline what was the common opinion on appearance, smell etc.

Opinion of My Score



Texture of my Score

