

Curriculum Intent:

To use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values and to be able to evaluate past and present design technology, its uses and effectiveness.




Subject	Term	Unit
DT	Autumn	Healthy food - soup

Prior knowledge Building on knowledge and skills	National Curriculum Focus
<ul style="list-style-type: none"> • Know some ways to prepare ingredients safely and hygienically. • Have some basic knowledge and understanding about healthy eating and <i>The Eatwell Guide</i>. • Have used some equipment and utensils and prepared and combined ingredients to make a product. 	<ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
What?	Designing, making, and evaluating soup,

Why?	To understand how to select ingredients, tools and equipment suitable for a purpose.
How?	To deepen understanding of healthy foods and to make appropriate choices.

Key vocabulary			
Appearance	How the food looks to the eye	Texture	How the product feels in the mouth
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
Strawberry huller	tool to remove the stalk and leaves from a strawberry.	Processed food	ingredients that have been changed in some way to enable them to be eaten or used in food preparation and cooking.

Key learning			
Objective	Learning	Skills and techniques	
To explore and evaluate a range of existing products	<ul style="list-style-type: none"> Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet using <i>The Eatwell Guide</i> e.g. <i>What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre?</i> Carry out sensory evaluations on the contents of the food from e.g. a variety of bought food products such as a range of wraps or sandwiches. Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. <i>How do the sensory characteristics affect your liking for the food?</i> 	 <p>Grating cheese</p> <p>Spreading butter on bread</p> <p>Cutting using the bridge technique</p> <p>Cutting using the claw technique</p>	

	<ul style="list-style-type: none"> • Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet. • Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed e.g. <i>Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed?</i> 	
To explore a variety of utensils and food handling techniques	<ul style="list-style-type: none"> • Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. • Food preparation and cooking techniques could be practised by making a food product using an existing recipe. 	
To understand the health and safety practises involved in food preparation	<ul style="list-style-type: none"> • Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. <i>What should we do before we work with food? Why is following instructions important?</i> 	
To use research and develop design criteria to inform the design of innovative, functional, appealing	<ul style="list-style-type: none"> • Develop and agree on design criteria with the children within a context that is authentic and meaningful. This can include criteria relating to healthy eating and a varied diet e.g. <i>What do you need to consider to make it part of a balanced diet? How do we select the ingredients? How could we make it appealing to eat?</i> • Generate and clarify ideas through 	

products that are fit for purpose, aimed at particular individuals or groups	<p>discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</p> <ul style="list-style-type: none"> • Using discussion, annotated sketches and information and communication technology if appropriate, ask the children to develop and communicate their ideas. • Ask children to consider the main stages in making the food product, before preparing/cooking the product including the ingredients and utensils they will need. 	
To select from and use a wider range of tools and equipment to perform practical tasks following a design or plan	<ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 	
To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<ul style="list-style-type: none"> • Evaluate as the assignment proceeds and the final product against the intended purpose and user, reflecting on the design criteria previously agreed. Consider what others think of the product when considering how the work might be improved. • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. 	

Websites

- https://www.bbc.co.uk/food/collections/healthy_soup_recipes
- [Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. - Food A Fact Of Life](#)
- [5 A Day: what counts? - NHS \(www.nhs.uk\)](#)

Recommended Reads



Experience Day (Trip / visitor)

- Trip to restaurant
- Chef in school
- School kitchen experience