

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	Spring	Food Focus
Prior knowledge Building on knowledge and skills		National Curriculum Focus
<ol style="list-style-type: none"> 1. Know some ways to prepare ingredients safely and hygienically. 2. Have some basic knowledge and understanding about healthy eating and The Eatwell Guide. 3. Have used some equipment and utensils and prepared and combined ingredients to make a product. 		<ul style="list-style-type: none"> • 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 healthy and varied sandwich snacks
Why?	To begin to understand the importance of a healthy and varied diet.

Key vocabulary			
Overview	Name of products, names of equipment, utensils, techniques and ingredients	Processes and Storage	hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet

Description of food	texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury.	Research & recording	planning, design criteria, purpose, user, annotated sketch, sensory evaluations
Appearance	– how the food looks to the eye.		
Texture	– how the product feels in the mouth.		
Sensory evaluation	– evaluating food products in terms of 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	
Can I explore and evaluate	<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, 	

a range of food.

food from a visit to a local shop. Link to the principles of a varied and healthy diet using *The Eatwell Guide* e.g. *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?*

- 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. *How do the sensory characteristics affect your liking for the food?*
- 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. *Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs*



Wraps

Pitta bread sandwich

Sandwich

Skills and techniques



Grating cheese



Spreading butter on bread



Cutting using the bridge technique



Cutting using the claw technique

	<p><i>come from? How and why are they processed?</i></p>	
<p>Can I explore the main stages of a recipe.</p>	<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. • 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> 	
<p>Can I design purposeful, functional, appealing products for themselves and other users</p>	<ul style="list-style-type: none"> • Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for. • 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</i> 	

<p>based on a design criteria</p>	<p><i>to consider making it part of a balanced diet? How do we select the ingredients? How could we make it appealing to eat?</i></p> <ul style="list-style-type: none"> • Ask children to generate a range of ideas encouraging realistic responses. • Using discussion, annotated sketches and information and communication technology if appropriate, ask the children to develop and communicate their ideas. 	
<p>To select from and use a range of equipment, and ingredients to make a product.</p>	<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. • 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. 	
<p>To evaluate their ideas and products</p>	<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 	

against a design criteria	criteria previously agreed. Consider what others think of the product when considering how the work might be improved.	
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Websites

- **Dips and Dippers**
- **Super Salads**
- **Sandwich Snacks**
- **Soups - Celebrating culture and seasonality**

Other useful web-based resources:

- **www.foodfactoflife.org.uk**
- **<http://www.nhs.uk/livewell/5aday/pages/5adayhome.aspx>**

Recommended Reads

		