Design and Technology – Year 3

Content- Food- Healthy and Varied Diet

Big Question: Why are senses important when creating a recipe?

NC objectives - **areas of study**	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the create expressions of human creativity. 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. Pupils should be taught to: Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominately-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. Use research to develop design criteria to inform designs 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	**Food** Children will be able to identify a range of food products linking to their own experiences. E.g, sandwiches etc. Children can identify claw and bridge technique when chopping ingredients. They will be able to understand where food comes from and begin to identify how it comes to their plate- from the shop, grown, harvested, reared or caught. They will be able to select utensils and a range of techniques that are appropriate to prepare their products hygienically- mixing, slicing, grating, peeling, chopping and spreading. Children will be able to combine a variety of ingredients using a range of these techniques following a given recipe. They will be able to describe what a balanced diet is using their knowledge of The Eatwell Plate. They will begin to develop their understanding of which food contributes to staying healthy. Children will continue to build upon why it is important to follow basic hygiene procedures and begin to understand the importance of following certain instructions to reduce risk. Significance- **Jamie Oliver (Positive impact on healthy dinners for school children)** Children will be able to explore the impact of Jamie Oliver on school dinners and make links to their healthy food product.	smell, appearance, ingredients, spread, taste, smell.	Texture, savoury, prepare, hygienic, preference, balanced, claw, bridge.	Healthy diet, nutrient, vitamins, minerals, protein, carbohydrate, dairy, fat, sugar, utensils.

diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wide range of 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 how key events and individuals in design and technology have helped shape the world.				

Knowledge

Substantive Knowledge

Food- concepts- Authenticity and Significance

Lesson 1-

LO: To know the significance of the chef Jamie Oliver and how he had a positive impact on children's lunches in school.

Vocabulary: healthy diet, protein, carbohydrate, fat, sugar, dairy

(Retrieval from year 1 and 2 opportunities- Children to know foods that are grown in Lincolnshire- strawberries, blueberries, potatoes, broccoli etc)

Children to learn about the impact Jamie Oliver had on school dinners.

Children to think about St Thomas' lunches and whether they are meeting the needs of the children and whether they are balanced and healthy.

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 *The Eatwell plate* e.g. *What ingredients have been used? Which food groups*

Disciplinary Knowledge

Each lesson: Tell chn- Explain to the children that today we are going to market researchers and explore our school lunches. Children are to analyse research, listen to consumers preference and explore healthy savoury food options inside and outside school to help them design and make a healthy savoury food option that children can eat in school. This could include a type of sandwich or healthy dip. Research may include talking to other children in school, interviewing class teachers and parents about what they look for in school dinners. This may also include perhaps working alongside Willoughby Foods. Children to make links to impact Jamie Oliver had on school lunches inn 2012.

Children to draw upon other subject disciples to support the making of this authentic product.

E.g. Mathematics- Weighing out ingredient's g/kg

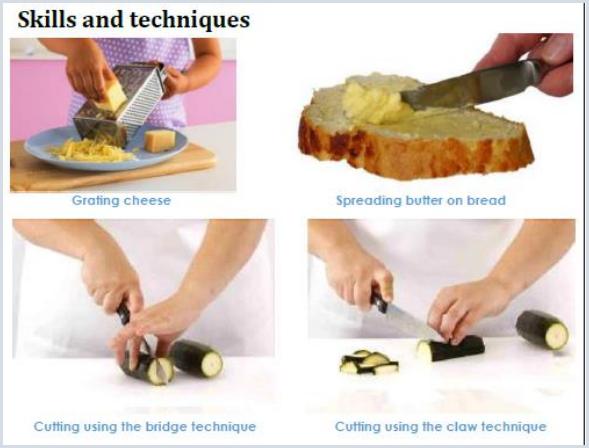
Science and PSHE- Links to Eatwell Plate and the importance of making healthy choices.

do they belong to? What substances are used in the products e.g. nutrients, water and fibre? **Lesson 2:** **LO: To understand the importance of a healthy and balanced diet.** **LO: To know how market research can help make an authentic food product.** **(Introduce concept authentic and its meaning throughout session and lesson.)** **Vocabulary: smell, taste, texture, balanced, preference.** (Retrieval year 2- Children know the different parts of the Eatwell Plate and why it is important that all meals include these elements.) Children to research sandwiches that are using by Willoughby Foods in the packed lunch selection. (Hot deli sandwiches, wraps, sandwiches, picnic boxes) Children to use sensory evaluation to taste the products and discuss whether they include elements of the Eatwell Plate. Ensure the children know which ingredients are the specific parts of the Eatwell Plate E.g. cheese is dairy, bread is carbohydrate, ham is protein). Encourage children to draw upon senses to describe products- taste, appeal, texture, smell etc. Research to be conducted by the children. This could include questionnaire sent to KS1 children to complete to find out their preferences for sandwiches and their opinions on the current packed lunch selection at lunch times. Encourage children to discuss whether wholemeal bread products change the taste or how this will provide additional fibre. **Lesson 3:** **LO: To know how to use the claw and bridge technique to prepare food.** **Vocabulary: claw, bridge, hygiene, prepare, spread** (Retrieval from year 2- What health and safety procedures should we be following when preparing food? E.g. washing hands, hair tied back, jewellery removed)	Children to follow the four aspects of Design and Technology- research, design, make and evaluate whilst building upon technical knowledge to make their finished product.

Children to be given opportunity to develop skills learnt from year 1 and two. Food processing skills from year 1 and 2 include- peeling, chopping, slicing and grating.

Children to know how to use the claw and bridge technique when cutting food and understand how this technique helps them to secure items so they can cut safely.

Children will also be given opportunity to practice spreading butter/margarine/ketchup/mayonnaise etc onto bread.



Lesson 4:

LO: To know how to design an authentic food product and understand the making stages.

Vocabulary: balanced, healthy diet, appearance

Children to develop and agree on design criteria to create an authentic and meaningful product. This can include criteria relating to healthy eating and a varied diet e.g. *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?* 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. 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.

Encourage children to think about the type of bread product they may create-

Acknowledge the respect the rights of others and their own opinions and choices.

Lesson 5:

LO: To know how to make a healthy sandwich for children.

Vocabulary: nutrient, vitamins, ingredients, utensils,

Children to create their healthy sandwich following their design ideas and knowledge of how to prepare the ingredients using cutting techniques practiced throughout KS1 and 3. Ensure children know the utensils they will need to use and that they follow the health and safety procedures.

Enjoying and celebrating personal creativity.

Lesson 6:

LO: To understand how to evaluate the finished product and know how to link back to design criteria.

Vocabulary: recap all

Children to evaluate 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. Can they invite children to taste their product and use sensory evaluation?

Could Willoughby Food use one of the final products in the packed lunch option one week to create authentic for the children.

Concepts			
Functionality	**Authenticity** • Carry out projects that are real and meaningful to them and others. • Work within a range of relevant contexts, ranging from domestic to industrial. • Work towards realistic and credible outcomes that can be evaluated in use. • Engage in activity that mirrors design and technology in the wider world. • Create products with a genuine purpose and for a real user. • Create products which need to work in some way in order to be successful.	**Innovation**	**Significance**

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.