

Year Group: 3		Unit: Preparing food
National Curriculum Aims The national curriculum for design and technology aims to ensure that all pupils: <ul style="list-style-type: none"> ➤ understand and apply the principles of nutrition and learn how to cook 	Cooking and Nutrition <ul style="list-style-type: none"> ➤ Know how to use appropriate equipment and utensils to prepare and combine food. ➤ Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared, or caught. ➤ Know and use relevant technical and sensory vocabulary appropriately. 	
	Product Outcome Design and prepare a healthy bread-based sandwich that would appeal to a younger child	
Prior Learning: Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and The Eatwell plate. Have used some equipment and utensils and prepared and combined ingredients to make a product.		
Curriculum	Learning Intention/possible activities	Knowledge and Key Vocabulary
Evaluate <ul style="list-style-type: none"> ➤ investigate and analyse a range of existing products 	<p>What is a balanced diet? How essential is it? Understand and apply the principles of a healthy and varied diet Sort a selection of foods into categories Draw on Science Curriculum and elaborate as to what a balanced snack might be.</p> <p>How appealing are existing products? Ask the children to evaluate a range of 4 types of bought sandwiches, recording opinions on appearance, smell, taste, and texture. Record this information on a database to find the most popular choice. Log how many food groups each contain to ascertain they are representative of a balanced snack. Explain how particular parts of their products work</p>	Knowledge: <ul style="list-style-type: none"> - Appearance is how the food looks to the eye. - Texture is how the product feels in the mouth. - Sensory evaluation is evaluating food products in terms of the taste, smell, texture, and appearance. - Preference test is 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 - Design criteria must contain foods from at least 3 of the foods groups referring to the Eat well plate. Challenge the children to design a sandwich which had foods from four groups. - To state the importance of hygienic food preparation and storage.

		<ul style="list-style-type: none"> - To describe why and how tools can be used safely and effectively - To explain why combinations of ingredients, preparation and cooking can affect the product.
<p>Design</p> <ul style="list-style-type: none"> ➤ Generate and clarify ideas through 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. ➤ Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. 	<p>What ingredients could my design contain? How will I make sure it looks appealing as well as tastes and smells good?</p> <p>Complete a taste test of possible bread products and fillings Annotate illustrations/photographs of different possibilities.</p> <p>Can a design criterion be generated? List all the features required to create such a product for a younger child.</p> <p>Can I design a healthy bread-based snack? Generate realistic ideas, focusing on the needs of the user and make design decisions that take account of the availability of resources. Plan the order the main stages of manufacture.</p>	<p>Vocabulary: texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>
<p>Make</p> <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. 	<p>Can I follow my design and create my product?</p> <p>Select tools and equipment suitable for the task and explain their choice in relation to the skills and techniques they will be using Follow procedures for safety and hygiene Assemble, join, and combine materials and components with some accuracy Apply a range of finishing techniques</p>	

<p>Evaluate</p> <ul style="list-style-type: none"> ➤ Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g., tables and simple graphs. ➤ Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 	<p>Has the snack met the needs of the user and achieved its purpose?</p> <p>Children evaluate:</p> <ul style="list-style-type: none"> how well products have been designed and how well products have been made why materials have been chosen and what methods of construction have been used how well products work and how well products achieve their purposes how well products meet user needs and wants 	
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Thinking Deeper: How might a design for a healthy bread- based snack be adjusted for a different audience?

Links to other subjects:

- Subject Specific links- Science – food and nutrition
- Personal Development – Know maintaining a healthy balanced diet contributes to wellbeing.
- SMSC – social – Show that they have worked safely and hygienically in their preparation and finishing to ensure a quality product
- Cultural Capital – The food we eat reflects the diversity of the population. Multicultural influences have changed the supply and demand of foodstuffs home grown and imported into the UK.
- Careers – Understand food production involves chefs, dietitians, quality control
- British Values – Respecting others healthy choices.
- Equality – Everyone should pursue healthy diets.