

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT – Mini food – Hot sandwich NC/PoS:	Unit 2/4	Year: A Phase 2
- 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 accurately - Select from and use a wider range of materials and components, including 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 - Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet - Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] - Understand the source, seasonality and characteristics of a broad range of ingredients		
Prior Learning (what pupils already know and can do) - Children know how to design a healthy snack and can explain the user and purpose. For example: a sandwich and a soup. - Children know how to draw an annotated sketch of their sandwich and soup and can label it with ingredients. - Children know how to select from a variety of ingredients to create their sandwich and soup, considering the taste, colour and general appeal of the ingredients. - Children know how to select from knives, graters, peelers and juices to prepare common fruits and vegetables (leeks, potatoes, carrots, sweet potatoes, onions, celery, cucumber, tomatoes, lettuce, avocado) discussing why some preparation methods may not be suitable for some of the fruits/vegetables - e.g. you wouldn't grate a tomato as it just turns mushy. - Children discuss different, existing sandwiches and soups and evaluate their appeal, potential purpose and user. - Children evaluate their own sandwiches and soups considering the intended user, purpose and its overall appeal as well as considering its effectiveness of being a healthy snack. - Children know that food comes from different countries and can be grown.		
End points (what pupils MUST know and remember) - Children know how to research and design a healthy snack/dish that is innovative, functional and appealing - Children know how to generate, develop, model and communicate their ideas through discussion and annotated sketches - Children know how to select from and use a wider range of utensils to perform practical tasks accurately		

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- Children know how to select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities. - Children know how to investigate and analyse a range of existing food products - Children know how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - Children know how to understand and apply the principles of a healthy and varied diet - Children know how to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet - Children become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] - Children understand the source, seasonality and characteristics of a broad range of ingredients
Key Vocabulary texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, savoury, grown, reared, caught, processed, seasonal, healthy/varied diet, slicing, peeling, grating, chopping, allergy, intolerance, dietary requirement, appeal, evaluation
Recommended Resources: - Variety of breads (white, brown, seeded, paninis, bagels, baguettes, ciabatta) - Range of fillings (ham, chicken, tuna, sausage, cheese, salad items) - Utensils (knives, graters, peelers, chopping boards) - Heating equipment (toaster, sandwich press, oven, grill) - Eatwell Plate posters and dietary guides - Food packaging showing ingredient origins (grown, reared, caught) - Allergy/dietary needs reference cards - Annotated sketch templates
Curriculum connections: Personal Development - KS1 Year B – Healthy me – This unit of work builds on the learning of being healthy and making healthy food choices in personal development lessons. Science - Nutrition, healthy eating, food changes when heated - Food sources and food groups Geography - Where ingredients come from (grown, reared, caught) Maths - Measuring ingredients (tea spoon of sauce), sorting preferences English - Speaking and listening, food descriptions, evaluating outcomes when providing feedback for each other's product - Imperative verbs and time adverbials for instructions History - John Montagu, 4th Earl of Sandwich – history of the sandwich - History of ciabatta (Arnaldo Cavallari) - History of tin can (Peter Durand - preserving food - tuna) Art and Design - Presentation of food, planning and drawing designs/pencil skills
Career Opportunities: - Chef - Nutritionist

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- Dietitian
- Food Product Developer
- Food Scientist
- Agricultural/Fishery Worker
- Farmer
- Allotment gardener
- Market stall (fish market, green grocer, butcher)

Session 1:

Evaluating existing products

- Explore existing sandwiches that are available to buy from various shops and taste some. Ensure there are a range of fillings and breads/wraps etc to explore as well as cold and hot sandwiches.
- Discuss the taste and texture of the sandwiches, are they sweet, sour, hot, spicy?
- Discuss the type of bread that is used – which is the healthier option? Which goes better with the filling?
- Discuss the fillings available – which ones are more popular in the class? Which ones last longer? Which ones taste, smell and look the nicest/best appearance? Which are the healthiest?
- Discuss if the ingredients used are grown, reared or caught. Discuss what each of these terms means.
- Are the ingredients fresh or processed? Discuss these terms.
- Are they currently in season? (light touch on this as it is covered in detail in UKS2)
- Are they hot or cold sandwiches? Would any taste better/ be more appealing if it was hot/cold?
- Briefly discuss any potential allergies/intolerances/dietary requirements in relation to sandwiches e.g. dairy free, non-gluten containing, vegetarian, vegan etc consider their audience and if any of these apply and how they can overcome them e.g. dairy free – dairy free bread (Warburtons is good for not using milk in their bread), dairy free/plant based butter etc. Vegetarian – use of meat alternatives, egg or cheese instead etc.
- Briefly recap the inventor of the sandwich taught in KS1, John Montague, the 4th Earl of Sandwich.

Vocab: taste, texture, sweet, sour, hot, spicy, appearance, grown, reared, caught, fresh, processed

Session 2:

Designing

- Children to design a healthy, hot sandwich by creating an annotated sketch to show what their sandwich will entail.
- They should choose their type of bread – bread (white, brown, 50/50, seeded), bagel, baguette, panini, ciabatta. Discuss the difference between white and brown bread and emphasis that brown bread is the healthier option and they should choose this option if possible.
- They should choose their filling – ham/chicken/sausage/tuna/cheese etc
- They should also consider any salad or sauces they require. They should consider the fruits and vegetables they have used in KS1 and apply this knowledge deciding which ones are appropriate for a sandwich: leeks, potatoes, carrots, sweet potatoes, onions, celery, cucumber, tomatoes, lettuce, avocado
- The children need to ensure they are considering the Eatwell plate to ensure their sandwich is healthy – Have they got carbohydrates? Dairy? Fruit or veg (salad)? Meat or other protein?
- Children to mention any dietary requirements they have considered on their plan.
- Children to consider preparation styles required – chopping, slicing, grating, peeling

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- Children to consider how to heat up their sandwich: oven, toastie maker, grill.
- Innovation: Have you considered how to make the sandwich different and better than others of the same kind?
- Individual liberty – children are encouraged to make their sandwiches different and unique.

Vocab: healthy diet, allergy, intolerance, dietary requirement

Session 3:

Making

- Children to make their sandwiches by following their plan and evaluating as it they go along to make necessary changes.
- Children need to follow basic hygiene standards – hands washed, hair up, jewelry off, aprons on (if available), work spaces cleared and using plates or chopping boards if available/ necessary.
- Children to consider the appeal of their sandwich, how will they present it? Cut in half, cut in triangles, stacked on top of each other etc.
- Children to be involved in the cooking/heating process. They should identify the changes that happen when exposed to heat.
- Resilience – during the entire making process, we discuss keeping on trying and never giving up even if the task gets tricky.

Vocab: evaluate, appeal

Session 4:

Evaluating

- Children to evaluate their sandwich based on the design criteria.
- Children should consider if it is appealing, suitable for their target audience and a healthy snack.
- Children should consider if they have changed anything and if so why?
- Honesty – during the evaluation stages discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work.

Vocab: evaluation

Future learning this content supports:

Phase 2 food – stew

Phase 3 food – celebrating seasonality and culture – Pizzas

Phase 3 mini food - locro