

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT - Cooking and nutrition (Stew) Unit 3/4 Year: A Phase 2
NC/PoS:

- 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.
- Children know how to generate, develop, model and communicate their ideas through discussion and annotated sketches
- Children know how to select from and use utensils.
- Children know how to select from and use ingredients.
- Children know how to investigate and analyse existing food products

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- Children know how to evaluate their ideas and products against their own design criteria. - Children know how to understand and apply the principles of a healthy and varied diet
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: - Range of stew ingredients (vegetables, meats, lentils, fish) - Recipe books and online stew recipes - Child-safe utensils (knives, peelers, chopping boards) - Annotated sketch templates - Packaging samples of fresh vs processed ingredients - Posters or cards showing grown, reared, and caught food - Allergy and dietary requirement information sheets
Curriculum connections: Personal Development - LKS2 Year B – Healthy me – This unit of work builds on the learning of being healthy and making healthy food choices in personal development lessons. - Safety (knives, hot food, hot pans) - Hygiene (clean hands, knives, chopping boards) - Healthy lifestyle choices, individual dietary needs, food safety Science - Nutrition, food origins (grown, reared, caught), food processing - Reversible and irreversible Geography - Food sources, rivers (link to salmon), UK produce Maths - Creating bar charts for ingredient preferences English - Speaking and listening, following and writing instructions Art and Design - Annotated sketches, presentation of food ideas
Career Opportunities: • Chef • Nutritionist • Dietitian • Food Product Developer • Food Scientist • Agricultural/Fishery Worker
Session 1: Evaluate existing products - Evaluate existing stews that are available to buy from various shops (and recipes found online or in recipe books [ensure they have some reared, caught and grown ingredients in them. Use a stew with salmon in and link it to geography work on rivers, salmon is a fish caught in UK rivers]) and taste some. (Irish stew, beef stew, spicy lentil stew (vg) [asda]) - Discuss the taste and texture of the stews, are they sweet, sour, hot, spicy? - Discuss the vegetables used – which ones are more popular in the class? Represent this data in a bar chart. Which ones taste, smell and look the nicest/best appearance? Which are the healthiest?

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- Discuss if the ingredients used are grown, reared or caught. Discuss what each of these terms means. Grown: potatoes, carrots, peas. Reared: chicken, beef/cows. Caught: salmon, prawns, cod etc - 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) - Briefly discuss any potential allergies/intolerances/dietary requirements in relation to stew 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.. Vegetarian – use of meat alternatives, vegetables or lentils instead.
Vocab: taste, texture, sweet, sour, hot, spicy, appearance, grown, reared, caught, fresh, processed
Session 2: Practising skills - Practise the various preparation skills that are required to make the stew. - Practise slicing and chopping the various fillings they may use (potatoes, carrots, chicken, beef etc)
Vocab: slicing, chopping
Session 3: Designing - Problem/context: We are throwing a get together for a wide range of people, some are meat eaters, some are pescatarians and some are vegetarian. There needs to be a stew option for each of the different dietary requirements. - Children to design a stew by creating an annotated sketch to show what their stew will entail. - They should choose their meat/fish/meat alternative – chicken/beef/lentils/salmon/cod etc - They should also consider the vegetables they will use and their stock (beef, chicken, fish, vegetable) - Children to mention any dietary requirements they have considered on their plan. - Innovation: Have you considered how to make the stew different and better than others of the same kind? - Individual liberty – children are encouraged to make their stew different and unique.
Vocab: healthy diet, allergy, intolerance, dietary requirement
Session 4: Making - Children to make their stew by following their plan/a recipe 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 stew. - 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 5: Evaluating - Children to evaluate their stew based on the design criteria. - Children should consider if it is appealing, suitable for their target audience.

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- 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 3 mini food unit - loco.