

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT – Food – celebrating culture and seasonality Unit 2/4 Year: A – Phase 3
NC/PoS:

- To 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]
- To understand the source, seasonality and characteristics of a broad range of ingredients
- To 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.
- To generate, develop, model and communicate their ideas through discussion and annotated sketches.
- 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.

Prior Learning (what pupils already know and can do)

- Children know that food and ingredients can be grown, reared, caught and processed.
- to season dishes and combine ingredients; adapting and using their own recipes]
- 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
- 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

End points (what pupils MUST know and remember)

- Children know that a healthy and varied diet is made up of fruits, vegetables, carbohydrates, meats/fish, dairy, fats and sugar.
- Children know how to make a savoury dish - bread
- Children know how to make bread using kneading techniques, know the importance of the use of yeast in bread and how know how the heat effects the dough and turns it to bread.

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<ul style="list-style-type: none">- Children know that different fruits and vegetables are best in terms of flavour or harvest in different seasons and can name some: Cherries—July, Strawberries— June, July, August and September, New potatoes—April, May, June and July, Turnips—January, February, October, November and December.- Children know how to create a design criterion, design and write a recipe for an appealing bread dish aimed at a specific user and purpose.- Children know that climate conditions affect when food is produced in the UK so food may be grown elsewhere and sent to the UK.- Children know how to use yeast's functional properties to make bread.- Children know the difference between a variety of breads, dairy free bread and gluten free bread and can discuss the difference in taste and flavours.- Children know if their bread is suitable for the intended user and purpose. They can offer a way to improve their bread.
<p>Key Vocabulary</p> <p>Organic, seasonal, dairy, gluten, knead, rub, beat, mix, dough, yeast, intolerance, sweet, savoury, evaluation</p>
<p>Recommended Resources:</p> <ul style="list-style-type: none">- Ingredients (seasonal vegetables, cheese, tomato sauce, dough ingredients, herbs)- Baking tools (mixing bowls, spoons, rolling pins, chopping boards, measuring jugs, weighing scales)- Oven and baking trays- Recipe books and online pizza recipes- Annotated sketch templates and recipe planners- Food packaging showing seasonality and origin- Charts for recording pizza topping preferences (bar and pie charts)
<p>Curriculum connections:</p> <p>Personal Development</p> <ul style="list-style-type: none">- 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. <p>Geography</p> <ul style="list-style-type: none">- UKS2 Year A – North America – This unit of work builds on the learning they do in geography about the North American culture and the different foods they eat. <p>Science</p> <ul style="list-style-type: none">- Healthy diets, food properties,- Food changes with heat, reversible and irreversible- Food groups (carbohydrates, proteins, fats, etc.) <p>Maths</p> <ul style="list-style-type: none">- Measuring quantities, interpreting bar charts/graphs- Time durations- Temperature of the oven <p>English</p> <ul style="list-style-type: none">- Annotated sketches, , evaluating outcomes when providing feedback for each other's product- Writing recipes – organisational structures (bullet points, numbers, paragraphs, italics, bold, indenting) <p>History/Culture</p> <ul style="list-style-type: none">- Raffaele Esposito and the invention of pizza, food in cultural celebrations <p>Art and Design</p> <ul style="list-style-type: none">- Presentation and decoration of food, visual appeal of final product
<p>Career Opportunities:</p> <ul style="list-style-type: none">- Chef- Food Stylist

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- Food blogger
- Dietitian
- Food Product Developer
- Food Producer
- Hospitality Manager

Session 1:

Evaluating existing products

- Using research (first hand and secondary sources) of existing pizza products talk about: personal/cultural preferences, key ingredients, nutritional value, whether a product is locally sourced/seasonal/organic.
- Carry out research to find out the favourite pizza toppings of the targeted audience. Present this data in a pie chart and use it to inform design choices.
- Use correct technical/sensory vocabulary (following sensory evaluations) to describe food ingredients and products. Discussions could include: What ingredients help to make the product spicy/crisp/crunchy etc? What is the impact of added ingredients/finishes/shapes on the finished product?
- Nutrition: Why are certain foods eaten at certain times of the year? Why do different cultures have different food to us?
- Discuss potential job opportunities associated with this unit of work: chef, food stylist, dietician, food producer, healthcare, hospitality
- Cultural – children are taught about food in different cultures. Look at the inventor of pizza - Raffaele Esposito and the culture surrounding pizza.
- Respect and tolerance - the children are taught about some differences regarding food in different cultures.
- Teach honesty and responsibility by talking about where food is grown and the journey it takes to get from the farm to our homes. Also discuss how healthy we are with the foods we consume.

Vocab: organic, seasonal, dairy, gluten, intolerance, dough, yeast

Session 2:

Practising skills

- Learn how to use utensils to prepare and cook food.
- Learn how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.
- Learn how to use appropriate utensils and equipment safely and hygienically: mixing spoon, bowl, chopping board, knife
- Practise techniques for following a basic recipe to prepare and cook a savoury food product by looking at a range of recipes.
- Using a basic dough recipe, explore making different shapes to change the appearance of the food product e.g. Which shape is most appealing and why?

Vocab: savoury, knead, rub, beat, mix

Session 3:

Designing

- Through research and discussion with peers and adults develop a design criterion, this should consider: Who is the intended recipient (themselves, a younger child, someone with dietary requirements) and what is the purpose of the food item (celebration, festival, special event)? What ingredients will you use (are they in season)? What techniques will be used? How will it be shaped? How will it be decorated?
- Present the data found in a bar chart.

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- Link to work on North America (geography). Pose the problem that the pizza they design should have a North American feel to it to appeal to a guest that is visiting this country.
- Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose.
- Use annotated sketches to develop and communicate ideas of how their savoury dish will look.
- Consider which type of base they will make: white or wholemeal?
- Consider which sauce they will use: tomato, BBQ or cream?
- Consider the toppings they will use: meat, vegetables.
- Create a recipe that will be followed to make the savoury dish – pizza. Consider ingredients, amounts, length of time to cook, equipment and utensils.
- Design: Can you design a savoury dish suited to or linked to another culture – North America? Can you consider all the equipment required to make the meal?
- Innovation: Have you considered how to make the project different and better than others of the same kind?

Vocab: savoury

Session 4:

Making

- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Effectively use the required techniques such as kneading, mixing or rubbing in.
- Make, decorate and present the food product appropriately for the intended user and purpose identified in the design criteria.
- Resilience – during the entire making process, we discuss keeping on trying and never giving up even if the task gets tricky.

Vocab: savoury, knead, mix, rub

Session 5:

Evaluating

- Evaluate the final product with reference back to the design criteria, taking into account the views of others when identifying improvements.
- Evaluate: How is the savoury dish suited to the different cultures/seasons? What are the areas of strength and improvement?
- Functionality: Is the dish suitable for the intended purpose and compare well with the design specification? Is the dish appealing to the eye?
- 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:

KS3 – Food technology