

Medium Term Plan – Design Technology - Food – Healthy and varied diet

N.C POS:

- *Understand and apply the principles of a healthy and varied diet.*
- *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.*

Concept: celebrations, diversity, similarity and difference, decades, change, location, society, food.

Key Vocabulary: Utensils, ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, healthy/varied diet, planning, design criteria, purpose, user, sensory evaluations.

Prior Learning in Year 1: 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.

Future Learning in Year 4: 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.

Core Knowledge- non-negotiable

Explore

- Investigate a range of healthy food products that are currently available to buy in shops and supermarkets. Link the principles of a varied healthy diet using the eatwell plate. What ingredients have you used? Which food groups do they belong to? What substances are used in the products eg nutrients, water and fibre?
- Carry out sensory evaluations on the contents of the ingredients in the products. Record results in a table, using appropriate words to describe the taste/smell/texture/appearance. How do the sensory characteristics affect your liking of the food?
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Designing

- 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 child to eat in the school canteen.
- Design three healthy products and use annotated sketches to develop and communicate ideas.
- Examples for healthy products: *sandwiches, snack box, salads, toasties, wraps, rolls, rice cakes, snack bar, healthy lunch boxes.*

Making

- Select one of the three designs and plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.

Evaluating

- Invite parents in to taste test the products and vote for their favorite healthy product.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.
- Create a poster to show case the product to sell in the canteen.

Wider Influences

- Use information and communication technology, such as web-based recipes, to develop and communicate ideas.
- Record sensory evaluations in a range of ways (tables, simple graphs, questionnaires).
- Know where and how a variety of ingredients are grown, reared, caught and processed.
- Where and when are the ingredients grown? Where do different fish/cheese/eggs come from? How and why are they processed?
- Visits from Supermarkets (Tesco food to fork, Asda make a healthy pizza)
- Visits from bakeries to learn how to make bread (Warburtons and Roberts)
- Visits from Pat The Fun Food Chef – Can link to other topics
<https://www.funfoodchef.co.uk/>
- Stories linked to healthy eating: EYFS Oliver's vegetables KS1 Summer Supper, Green Eggs and Ham, KS2 To Market to Market, How food works.
- Picnics to show case new product
- Healthy eating week
- School fair Christmas to sell baked products
- Religious festival Chinese New Year
- Eco-fair/green days Packaging for products (recycled materials)
- Cultural focus day

Enduring Understanding

- Know how to use appropriate equipment and utensils to prepare and combine food.
- Know and use relevant technical and sensory vocabulary appropriately.