



Design Technology – Food Technology Progression

Design technology – Food – Healthy Wraps (Yr1)	
After an introduction to a range of fruits and vegetables in EYFS, our pupils begin their food technology journey with a unit based on healthy wraps. Building on discussions about healthy lifestyles in both PSHE and Science, our pupils use a range of vegetables grown on the school site in a healthy and colourful wrap. Our pupils acquire and practice the basic skills of food preparation (peeling, grating, slicing and chopping) and combine this with knowledge of a balanced diet to design and then produce a wrap.	
End of Unit Outcome: Design, make and evaluate a healthy wrap	
Purpose and Audience: Miss Fielden because she always has a ham sandwich and is bored of it.	Opportunities for writing, oracy and mathematics: Write a set of instructions Talk partners – especially for because, but, so
Considerations Food allergies: wheat (wrap)- Free From wraps, allergies to fruits and vegetables. Dietary requirements: Vegan/Vegetarian-consider protein options Hand washing location	Equipment Chopping board, knife, grater, peeler, bowl, plate, spoon, Clingfilm/sandwich bag (taste half and take half home)
What knowledge must the children acquire in order to achieve the end of unit outcome? Know that good food hygiene makes sure the food we make and eat is safe and will not make us poorly. Know that good food hygiene includes: wash your hands before cooking or eating; wash fruits and vegetables; using clean apparatus; using colour coded boards for different types of food; never put something that has touched your mouth into your cooking Know that food gives us energy, helps us grow and helps us heal. Know that it is important that we eat a healthy diet so that we live a healthy life. Know that a healthy diet includes eating at least five portions of fruits and vegetables per day. Know that it also includes eating carbohydrates, dairy and protein. Know that before we can cook or assemble foods into dishes or meals we have to prepare them. Know that we can prepare fruits and vegetables by peeling, chopping, slicing and chopping.	

Know that:

- To grate food you rub it against a grater.
- To peel food you remove the outside layer with a peeler.
- To slice food you cut it into slices.
- To chop food you cut it into pieces.

Know that there are five main food groups.

Know that each food group does a different job in the body.

Know that:

- Protein (meat, fish, eggs and beans) help muscles grow.
- Vitamins and Minerals (fruits and vegetables) help keep your skin strong and your organs working.
- Dairy (milk and cheese) helps give your bones, teeth and nails strong.
- Carbohydrates (bread, pasta, potato) give you energy throughout the day
- Sugar (sweets and cakes) gives you energy quickly and fats (oils and butter) keep you warm but you only need a small amount of both of these.

	Recap	New Knowledge: WHAT	HOW? I do, We do, You do
1	What makes a healthy lifestyle? Which foods are healthy? examples and non-examples	Know that good food hygiene makes sure the food we make and eat is safe and will not make us poorly. Know that good food hygiene includes: wash your hands before cooking or eating; wash fruits and vegetables; using clean apparatus; using colour coded boards for different types of food; never put something that has touched your mouth into your cooking	I do Define food hygiene. Introduce the five features of good food hygiene in small steps (dual code on flipchart) Explain why each feature is important We do Show children a variety of images for them to sort into good hygiene or not You do Children draw an image to represent three of the five features in booklet. <i>It is important to wash your hands when handling food and before eating because...</i>
2	What are the features of good food hygiene? – examples and non-examples.	Know that food gives us energy, helps us grow and helps us heal. Know that it is important that we eat a healthy diet so that we live a healthy life. Know that a healthy diet includes eating at least five portions of fruits and vegetables per day. Know that it also includes eating carbohydrates, dairy and protein.	I do Watch Staying healthy and eating well - KS1 - Science - Home Learning with Bitesize - BBC Bitesize in chunks We do Discuss what food does and why a balanced diet is important You do

			<p>Children label a diagram naming the identified food groups (all), giving examples and any other information they gained about them (some) Word Bank</p> <p>Talk Partners: What is the job for each food group?</p>
3	<p>Talk Partners: How do you ensure good food hygiene.</p>	<p>Know that before we can cook or assemble foods into dishes or meals we have to prepare them.</p> <p>Know that we can prepare fruits and vegetables by peeling, chopping, slicing and chopping.</p> <p>Know that:</p> <ul style="list-style-type: none"> • To grate food you rub it against a grater. • To peel food you remove the outside layer with a peeler. • To slice food you cut it into slices. • To chop food you cut it into pieces. <p>Knife safety: Kid Eats: Kitchen Knife Skills for Kids - Bing video</p>	<p>I do</p> <p>Define prepare/preparation</p> <p>Introduce the four ways foods can be prepared (dual code on flipchart)</p> <p>Explain why we need different types of preparation (I do)</p> <p>We do</p> <p>Complete cloze procedure to define modes of preparation</p> <p>I do</p> <p>Model peeling, grating, slicing and chopping discussing safe use of the knife</p> <p>We do/ You do</p> <p>In small groups, children peel, grate, slice and chop a variety of fruits and vegetables – each child needs to practise each skill. Aim is to create a fruit/veg platter.</p> <p>Children taste a variety of fruits and vegetables and record the foods they have tried.</p> <p>Talk Partners: Which foods did you like? Which foods did you not like?</p>
4	<p>Talk Partners: How do you peel, grate, slice and chop?</p> <p>Visual prompts.</p>	<p>Know that there are five main food groups.</p> <p>Know that each food group does a different job in the body.</p> <p>Know that:</p> <ul style="list-style-type: none"> • Protein (meat, fish, eggs and beans) help muscles grow. • Vitamins and Minerals (fruits and vegetables) help keep your skin strong and your organs working. • Dairy (milk and cheese) helps give your bones, teeth and nails strong. • Carbohydrates (bread, pasta, potato) give you energy throughout the day • Sugar (sweets and cakes) gives you energy quickly and fats (oils 	<p>I do</p> <p>Watch Keeping my body healthy - BBC Teach in chunks</p> <p>Recap the information in the video dual coding where appropriate</p> <p>We do</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What job does protein do in the body? 2. Where do we get vitamins and minerals from? 3. What helps to keep our bones, teeth and nails strong? 4. Should you eat lots of sugar? Why? 5. What food group releases energy slowly throughout the day? 6. Why is a balanced diet important?

		and butter) keep you warm but you only need a small amount of both of these.	You do Children then draw/name a variety of fruits and vegetables in their booklets – word bank/picture prompts
5	Talk Partners: How do you chop and slice safely?		Design Challenge: Miss Fielden is fed up of having the same ham sandwich every day for lunch. Design her a healthy and colourful wrap. The wrap is a carbohydrate so will release energy slowly. Make sure your design includes fruits and vegetables and protein. You do Children design their wrap by selecting 3-4 vegetables/fruits and 1/2 protein(s) Children draw their wrap identifying how they will prepare their ingredients
6	What are the features of good food hygiene? – examples and non-examples.		End of unit outcome Making a healthy wrap 1. Check your design from last lesson. 2. Food hygiene. 3. Gather the ingredients. 4. Prepare the ingredients. 5. Assemble the wrap. This session will probably work best in small groups or by doing one section of preparation of foods in groups and one section of assembly of the wraps as a class. Children taste their wrap and evaluate it by answering the questions: What did you like best about your wrap? What would you change?
6 cont.			Writing opportunity In your English books, write a set of instructions to tell Miss Fielden how to make your wrap. Remember to tell her how to prepare the fruits, vegetables and protein. Assessment Healthy Wraps End of unit quiz Talk Partners: Prepare and practise your because, but and so responses. Remember to look back at your learning and your

			evaluations to help you. I liked my healthy wrap because... I liked my healthy wrap but... I liked my healthy wrap so...
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Design technology – Food – Soup (Yr2)	
Building on from the Healthy Wrap unit in Year 1, our Year 2 pupils move from methods of preparation to also incorporate methods of cooking (frying and simmering) in this soup unit. Again, utilising produce grown in school as part of their science learning, our pupils taste test a variety of vegetables and discussion their preferences with their peers. The pupils then combine their preferred vegetables with stock to produce a balanced and healthy vegetable soup. Taste testing of soups within the unit also allows the pupils to think about texture and decide whether to produce a smooth, blended soup or a textured, chunky soup.	
End of Unit Outcome: Design, make and evaluate a vegetable soup	
Purpose and Audience: Mrs Harman has had a bumper crop of vegetables this year and needs some ideas as to how to use them. She is bored of salad but does like soup.	Opportunities for writing, oracy and mathematics: Write a set of instructions Talk partners – especially for because, but, so Reading simple scales for measuring
Considerations Food allergies: Dairy/gluten for soup tasting Dietary requirements: Check specific allergies Use low sodium stock cubes Hand washing location	Equipment Chopping board, knife, peeler, saucepan, wooden spoon, measuring jug, kettle
What knowledge must the children acquire in order to achieve the end of unit outcome? Know what good food hygiene means – Know how to safely prepare food. Recap Yr1 Healthy eating – Know what makes a balanced diet. Recap Yr1 Know that soup is a popular liquid dish made by cooking meat, fish or vegetables in stock or water. Know that stock can be made in different ways and from different things Know that we need to eat at least 5 portions of fruits and vegetables per day. Know that fruits and vegetables give your body vitamins and minerals which help to keep the whole body healthy. Know that vitamins and minerals help to keep your skin strong and ready to grow as you get bigger. They also help to keep your organs working. Know a range of vegetables Taste a range of vegetable soups. Know that before we can cook or assemble foods into dishes or meals we have to prepare them.	

Know that we can prepare fruits and vegetables by peeling, chopping and slicing.

Know that:

- To peel food you remove the outside layer with a peeler.
- To slice food you cut it into slices.
- To chop food you cut it into pieces.

Know that once food has been prepared it can be cooked either by frying, simmering, boiling or poaching in a pan or by roasting, baking, grilling or cooking in an oven.

Know that:

- To fry food you cook it in hot fat or oil (usually in a shallow pan)
- To simmer food you cook it just below boiling point so that is bubbles gently.

	Recap	New Knowledge: WHAT	HOW? I do, We do, You do
1	<p>What makes a balanced diet?</p> <p>How do we safely prepare food?</p>	<p>Know that soup is a popular liquid dish made by cooking meat, fish or vegetables in stock or water.</p> <p>Know that stock can be made in different ways and from different things</p>	<p>I do Explain what a soup is Explain what stock is Show children a stock cube/pot and a tub of pre-made stock Demo turning a stock cube into stock</p> <p>We do Use the senses to evaluate the stock – Use plastic cups and spoons from DT resources</p> <p>You do Children write 3 instructions for how to turn a stock cube into stock (You do)</p>
2	<p>What are the features of good food hygiene? – examples and non-examples.</p> <p>What is soup?</p>	<p>Know that we need to eat at least 5 portions of fruits and vegetables per day.</p> <p>Know that fruits and vegetables give your body vitamins and minerals which help to keep the whole body healthy.</p> <p>Know that vitamins and minerals help to keep your skin strong and ready to grow as you get bigger. They also help to keep your organs working.</p> <p>Know a range of vegetables</p> <p>Taste a range of vegetable soups.</p>	<p>I do Watch Staying healthy and eating well - KS1 - Science - Home Learning with Bitesize - BBC Bitesize Explain the function of fruits and vegetables</p> <p>We do Discuss examples of fruits and vegetables Sort the discussed fruits and vegetables into savoury and sweet</p> <p>You do Children taste three different vegetable soups and record their evaluations Talk Partners: Which of the three soups did you like best? Why did you like it best? Which did you like least? Why did you like it least?</p>

3	Talk Partners: What makes a balanced diet?	<p>Know that before we can cook or assemble foods into dishes or meals we have to prepare them.</p> <p>Know that we can prepare fruits and vegetables by peeling, chopping and slicing.</p> <p>Know that:</p> <ul style="list-style-type: none"> • To peel food you remove the outside layer with a peeler. • To slice food you cut it into slices. • To chop food you cut it into pieces. <p>Knife safety: Kid Eats: Kitchen Knife Skills for Kids - Bing video</p>	<p>I do</p> <p>Recap the three ways foods can be prepared (dual code on flipchart)</p> <p>Explain why we need different types of preparation</p> <p>Model peeling, slicing and chopping discussing safe use of the knife</p> <p>You do</p> <p>In small groups, children peel, slice and chop a variety of fruits and vegetables – each child needs to practise each skill.</p> <p>Children taste a variety of the prepared vegetables and record their evaluations</p> <p>Talk Partners: Which vegetables did you like? Which vegetables did you not like?</p>
4	Talk Partners: Why is it important to eat at least 5 portions of fruits and vegetables per day?	<p>Know that once food has been prepared it can be cooked either by frying, simmering, boiling or poaching in a pan or by roasting, baking, grilling or cooking in an oven.</p> <p>Know that:</p> <ul style="list-style-type: none"> • To fry food you cook it in hot fat or oil (usually in a shallow pan) • To simmer food you cook it just below boiling point so that is bubbles gently. 	<p>I do</p> <p>Explain what frying and simmering is</p> <p>Model frying</p> <p>Model adding liquid and simmering</p> <p>We do</p> <p>Create a class soup by frying and simmering</p> <p>You do</p> <p>Complete cloze procedure about methods of cooking</p>
5	Talk Partners: How do you chop and slice safely?		<p>Design Challenge: Mrs Harman has a bumper crop of fruits and vegetables in her allotment and in the raised beds at school. She has grown board of salad but really likes soup. She is looking for some new soup recipes to try using her vegetables.</p> <p>You do</p> <p>Make sure your design includes a range of at least 4 vegetables. In groups, children design their soup by selecting 4 or 5 vegetables</p> <p>Children draw their soup ingredients identifying how they will prepare their ingredients</p>
6	What are the features of good food hygiene? –	**Considerations – request additional adult support from DBS-ed volunteers to work with the small groups during the soup cooking**	<p>End of unit outcome</p> <p>Making a soup</p> <p>1. Check your group design from last lesson.</p>

	examples and non-examples.		<p>2. Food hygiene. 3. Gather the ingredients. 4. Prepare the ingredients. 5. Cook the ingredients. 6. (If needed) Blend the cooked soup to the appropriate consistency. This session will work best in small groups (at least for the cooking). It may be appropriate to work as a class to prepare all of the required vegetables and then work as individual groups to prepare the different soups. Children taste their soup and evaluate it by answering the questions: What did you like best about your soup? What would you change?</p>
6 cont.			<p>Writing opportunity In your English books, write a set of instructions to tell Mrs Harman how to make your soup. Remember to tell her how to prepare and cook the vegetables.</p> <p>Assessment Soups End of unit quiz Talk Partners: Prepare and practise your because, but and so responses. Remember to look back at your learning and apply this to your History learning: I think the Vikings ate soup because... I think the Vikings ate soup but... I think the Vikings ate soup so...</p>

Design technology – Food – Pizza (Yr3)

After a focus on foods made using mainly fruits and vegetables in key stage one, the children in year 3 prepare and make a dough to make a pizza base. The children explore different modes of cooking by cooking pizza bases in an electric oven and then cooking their final product in a wood fired pizza oven.

End of Unit Outcome:

Design, make and evaluate a pizza

Purpose and Audience: Godmanchester Plant Nursery have an outdoor, wood-fire pizza oven which they want to be better used by the local community. They have challenged you to design and create a pizza which could be used in advertisements in the local community.		Opportunities for writing, oracy and mathematics: Write a set of instructions Record an advert/presentation about how to cook using an outdoor pizza oven. Reading simple scales for measuring	
Considerations Food allergies: gluten/dairy Dietary requirements: Check specific allergies/preference – vegan/vegetarian Booking the outdoor classroom and wood-fire oven at the plant nursery. Defrosting bought pizza dough ahead of final product making		Equipment Chopping board, knife, frying pan, saucepan, wooden spoons, bowls, rolling pins, measuring jugs, baking sheets	
What knowledge must the children acquire in order to achieve the end of unit outcome? Know what good hygiene means– how do we safely prepare food? Recap Year 1/2 Healthy eating – Know what makes a balanced diet? Recap Year 1/2 Know food groups and their function – why are healthy foods important? Recap Year 1/2 Know how vegetables/dairy and proteins can be prepared – peel, chop, slice, grate Recap Year 1/2 Know that a pizza is an Italian dish which is usually a round base (made from dough) topped with tomatoes, cheese and other ingredients. Know that pizzas are cooked at high temperatures which make them a quick meal to prepare. Know that traditionally, Italians use a wood-fired oven Know a range of vegetables, proteins and dairy Taste a range of toppings – vegetables, protein, dairy Know that dough is made from wheat flour (all dietary of alterative) and is a carbohydrate Know how to prepare pizza dough – yeast activation, kneading, proving			
	Recap	New Knowledge: WHAT	HOW? I do, We do, You do
1	What makes a balanced diet? How do we safely prepare food?	Know that the food groups have different functions Recap Know why healthy foods are important; what is the effect of an unhealthy diet	I do Explain the function of the different food groups (recap) Show a variety of foods that belong to each food group. Explain the benefits of a healthy diet. Explain the negative effects of an unhealthy diet We do Sort a variety of diets into those which are healthy and those with are not You do

			Children sort a variety of foods into a Venn (healthy, unhealthy, both healthy and unhealthy – moderation)
2	Food groups and their function	<p>Know that a pizza is an Italian dish which is usually a round base (made from dough) topped with tomatoes, cheese and other ingredients.</p> <p>Know that pizzas are cooked at high temperatures which make them a quick meal to prepare.</p> <p>Know that traditionally, Italians use a wood-fired oven</p>	<p>I do Show a pizza and explain what it is, where it comes from and the ingredients it contains Explain how pizzas are cooked</p> <p>We do Taste pizzas and evaluate the flavours</p> <p>You do Children label a pizza with the ingredients and the methods of preparation and cooking</p>
3	Talk Partners: Why is home-made pizza a healthy choice than takeaway?	<p>Know a range of vegetables, proteins and dairy</p> <p>Know ways to prepare vegetables/proteins/dairy – peel, chop, slice, grate Recap Year 1/2</p> <p>Taste a range of toppings – vegetables, protein, dairy</p>	<p>I do Look at a variety of popular pizza toppings and decide which are the most balanced Model preparing vegetables, proteins and dairy</p> <p>We do In groups children prepare vegetables, proteins and dairy</p> <p>You do Children taste the prepared vegetables and evaluate them identifying their preferred toppings and sorting them into the food groups.</p>
4	Labelling Eat Well Plate and give examples	<p>Know that dough is made from wheat flour (all dietary of alternative) and is a carbohydrate</p> <p>Know how to prepare pizza dough – yeast activation, kneading, proving</p>	<p>I do Explain the ingredients needed to make pizza dough. Model making pizza dough</p> <p>We do Step by step preparation of pizza dough – every child must be involved and every child should receive their own portion to knead</p> <p>You do Children create simple instructions for making a pizza dough</p> <p>The dough should be shaped, cooked and tasted</p>
5	Healthy vs unhealthy foods –		Design Challenge: Godmanchester Plant Nursery have an outdoor, wood-fire pizza oven which they want to be better used by the

	why is a balanced diet important?		<p>local community. They have challenged you to design and create a balanced and healthy pizza which could be used in advertisements in the local community.</p> <p>Make sure your design is balanced by including vegetables/fruits, protein and dairy. The base will be provide the carbohydrate.</p> <p>You do</p> <p>Children draw their pizza topping ingredients identifying how they will prepare their ingredients</p>
6	Talk Partner: What are the features of good food hygiene?	**Considerations – request additional adult support from DBS-ed volunteers to work with the small groups during the soup cooking**	<p>End of unit outcome (split over two sessions)</p> <p>Making a pizza base</p> <ol style="list-style-type: none"> 1. Food hygiene 2. Gather ingredients 3. Make the dough 4. Leave the prove 5. Shape the dough <p>Making a pizza</p> <ol style="list-style-type: none"> 1. Check your individual design from last lesson. 2. Food hygiene. 3. Gather the ingredients. 4. Prepare the ingredients (toppings) 5. Assemble the pizza (using passata as tomato sauce) 6. Cook the pizza <p>This session will take place at the plant nursery. The classroom will be used for the preparation and assembly. The wood-fired oven will be used for cooking.</p> <p>Children taste their pizza and evaluate it by answering the questions: What did you like best about your pizza? What would you change? What advice would you have for current year 2s who are going to make pizzas next year?</p>
6 cont.			<p>Oracy opportunity</p> <p>Prepare a presentation/advert to help the Plant Nursery promote</p>

			<p>the use of the wood-fired pizza ovens. Your presentation should be no more than 2 minutes.</p> <p>Assessment</p> <p>Essay writing: Using your planning from Session 5, write your because, but, so response</p> <p>Pizza can be balanced and healthy because...</p> <p>Pizza can be balanced and healthy but...</p> <p>Pizza can be balanced and healthy so...</p>
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Design technology – Food – Potatoes (Yr4)	
End of Unit Outcome: Design, make and evaluate a potato-based meal	
Purpose and Audience: The potatoes that were planted in school last Summer are ready to harvest. How can we use them within a balanced meal? Using either mashed potato or a baked potato design a meal that another Year 4 child could make at home for their family.	Opportunities for writing, oracy and mathematics: Essay writing: because, but, so Presentation about why the potato is versatile Talk Partners
Considerations Food allergies: gluten/dairy Dietary requirements: Check specific allergies/preference – vegan/vegetarian Booking the outdoor classroom and wood-fire oven at the plant nursery. Defrosting bought pizza dough ahead of final product making	Equipment Chopping board, knife, frying pan, saucepan, wooden spoons, bowls, rolling pins, measuring jugs, baking sheets
What knowledge must the children acquire in order to achieve the end of unit outcome? Know what good food hygiene means – Know how to safely prepare food? Recap Year 1 Healthy eating – Know what makes a balanced diet? Recap Year 1 Know the food groups and their function – Know why are healthy foods important? Recap Year 3 Know how to prepare vegetables/proteins/dairy – peel, chop, slice, grate Recap Year 1/2 Know a range of vegetables, proteins, and dairy Recap Year 3 Know that there are different methods of cooking- fry, simmer (Recap Year 2) Know that potatoes are a vegetable but because of their starch content they are considered a carbohydrate Know that we add flavour to foods by seasoning it with salt, pepper, herbs and spice Know a range of herbs Taste a range of herbs	

<p>Know that there are different methods of cooking- fry, simmer (Recap Year 2), boil, bake/oven cook</p> <p>Know that mashing food means breaking it down into small pieces by pounding it with a masher or passing it through a sieve.</p>			
	Recap	New Knowledge: WHAT	HOW? I do, We do, You do
1	<p>What makes a balanced diet?</p> <p>How do we safely prepare food?</p> <p>Food groups and their functions</p>	<p>Know that potatoes are a vegetable but because of their starch content they are considered a carbohydrate</p>	<p>I do Show a variety of different potatoes. Explain that they are considered a carbohydrate because of their starch content. Explain how potatoes grow</p> <p>We do Using images explain how potatoes are grown</p> <p>You do Children list meals or food types they eat which contain potatoes. The children then sort these meals and food types into healthy and unhealthy</p>
2	<p>Labelling Eat Well Plate and give examples</p>	<p>Know that we add flavour to foods by seasoning it with salt, pepper, herbs and spice</p> <p>Know a range of herbs</p> <p>Taste a range of herbs</p>	<p>I do Explain that we add flavour by seasoning foods. Introduce children to some seasonings, herbs and spices</p> <p>We do Taste a variety of herbs, spices and seasonings added to mashed potato</p> <p>You do Children describe each of the different seasonings, herbs or spices they have tasted.</p>
3	<p>Talk Partners: Why are potatoes described as versatile?</p>	<p>Know how to prepare vegetables/proteins/dairy – peel, chop, slice, grate Recap Year 1/2</p> <p>Know a range of vegetables, proteins and dairy Recap Year 3</p>	<p>I do We reference to session one, explain some of the ingredients needed in addition to potato in some potato based meals – e.g., fish cakes, loaded potatoes</p> <p>We do Model preparing vegetables, fruits, proteins and dairy</p> <p>You do Children prepare a variety of foods to add to a mash potato base or a jacket potato as a class model.</p>

4	What are the features of good food hygiene?	Know that there are different methods of cooking- fry, simmer (Recap Year 2), boil, bake/oven cook Know that mashing food means breaking it down into small pieces by pounding it with a masher or passing it through a sieve.	<p>I do Explain how different types of potato are prepared and model preparing them</p> <p>We do In groups and with adult support the children prepare new potatoes to boil, peel, chopped potatoes to boil and mash and a baked potato to cook in the oven</p> <p>You do Children taste the three prepared potatoes and evaluate.</p>
5	Healthy vs unhealthy foods – why is a balanced diet important?		<p>Design Challenge: The potatoes that were planted in school last Summer are ready to harvest. How can we use them within a balanced meal? Using either mashed potato or a baked potato design a meal that another Year 4 child could make at home for their family.</p> <p>Make sure your design is balanced by including the different food groups.</p> <p>You do Children identify the ingredients they wish to add to their potato base and identify methods of preparation and cooking</p>
6	Talk Partner: Why are potatoes not considered a vegetable?	**Considerations – split the class in two groups depending on if they intend to use the mash potato base or the baked potato base.	<p>End of unit outcome Making a potato-based meal (You do)</p> <ol style="list-style-type: none"> 1. Check your individual design from last lesson. 2. Food hygiene. 3. Gather the ingredients. 4. Prepare the ingredients 5. Combine ingredients with the potato base 6. If necessary, cook <p>Children taste their potato based meal and evaluate it by answering the questions: What did you like best about your meal? What would you change? What advice would you have for anyone planning on recreating your meal?</p>

6 cont.			Assessment End of Unit Quiz Essay writing: Using your planning from Session 5, write your because, but, so response Potatoes area versatile food because... Potatoes area versatile food but... Potatoes area versatile food so...
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Design technology – Food – Indian Cuisine (Yr5) <i>Accompanying booklet needs editing and updating</i>			
End of Unit Outcome: Design, make and evaluate an Indian meal (curry)			
Purpose and Audience: Explore the spices which originate or are popular in Indian cuisine and undertake market research to decide which are the most popular amongst year 5 pupils. Adapt a healthy curry recipe to include these spices.		Opportunities for writing, oracy and mathematics: Write a set of instructions for either a healthy baked samosa or a healthy slow-cooker curry Prepare a persuasive presentation to convince other year 5 pupils to use your favourite spice in their recipe. Scaling up recipe for a party/banquet	
Considerations Food allergies: gluten Dietary requirements: Check specific allergies/preference – vegan/vegetarian		Equipment Chopping board, knife, frying pan, wooden spoons, bowl, pastry brush, baking tray, measuring jug, slow cooker	
What knowledge must the children acquire in order to achieve the end of unit outcome? <ul style="list-style-type: none">• Know what good food hygiene means – how do we safely prepare food? Recap Year 1• Healthy eating – Know what makes a balanced diet? Recap Year 1• Know that there are food groups and the have different functions – Know why are healthy foods important? Recap Year 3• Know how to prepare vegetables/proteins/dairy – peel, chop, slice, grate Recap Year 1/2• Know a range of vegetables, proteins and dairy Recap Year 3• Know that there are different methods of cooking- fry, simmer, boil, bake/oven cook Recap Year 3• Know that we add flavour to foods by seasoning it with salt, pepper, herbs and spice Recap Year 4• Know a range of herbs Recap Year 4• 			
	Recap	New Knowledge: WHAT	HOW? I do, We do, You do

1	<p>What makes a balanced diet?</p> <p>How do we safely prepare food?</p> <p>Food groups and their functions</p>	<p>Know that Indian food is very popular around the world because it is full of flavour</p> <p>Know that we add flavour to foods by seasoning it with salt, pepper, herbs and spice Recap Year 4</p> <p>Know a range of herbs Recap Year 4</p>	<p>I do</p> <p>Explain the popularity of Indian food and the types of foods typical of this cuisine.</p> <p>Explain how flavour is important in Indian food and this is usually added through herbs and spices</p> <p>Remind the children of some of the herbs and spices they used and tasted in Year 4</p> <p>We do</p> <p>Taste (in yoghurt) and evaluate a range of herbs and spices</p> <p>You do</p> <p>Children rank the herbs and spices they tasted</p>
2	<p>Methods of preparation and cooking</p>	<p>Know a range of spices</p> <p>Know that a curry is an Indian dish of meat or vegetables in a sauce of spices usually served with rice.</p> <p>Know that curries can range in their spiciness</p>	<p>I do</p> <p>Recap some of the spices from last week.</p> <p>Explain what a curry is and why it has become a popular dish</p> <p>Show children a recipe for a simple curry (slow cooker)</p> <p>We do</p> <p>Discuss and annotate the recipe with techniques and ingredients the children are familiar with and research those that they are not (dual code)</p> <p>You do</p> <p>Children annotate a similar recipe in their booklet</p>
3	<p>Labelling Eat Well Plate and give examples</p>	<p>Know that product research is the process of getting information about the desired characteristics of a product usually before its launch</p> <p>Know that it is important to match the product to your main audiences' tastes</p>	<p>I do</p> <p>Explain what market research is and why it is important.</p> <p>Explain that today the class will be conducting market research linked to the last two weeks of learning</p> <p>Show a variety of spices and explain how each of these will be added to a basic tomato based or coconut-based sauce and then taste tested.</p> <p>We do</p> <p>Alongside the children, model adding spices to a base sauce (tomato or coconut) and then tasting. Model how to evaluate effectively</p> <p>You do</p>

			In groups, children add a chosen spice to their base sauce. As a class, each group tastes the differing sauce options and then conduct a vote as to which spices tasted the nicest.
4	Talk Partners: how do we safely prepare food?	Know how to prepare vegetables/proteins/dairy – peel, chop, slice, grate Recap Year 1/2	<p>I do Explain how today the children will be making a model curry as a class. This will include recapping their chopping, slicing, peeling and grating from previous years.</p> <p>We do Model chopping, slicing, peeling and grating and practise alongside.</p> <p>You do The class all contribute to the preparation of the curry ingredients.</p> <p>We do The class all work with the teacher to fry the ingredients and then add sauce ingredients and simmer.</p>
5	Healthy vs unhealthy foods – why is a balanced diet important?		<p>Design Challenge: Explore the spices which originate or are popular in Indian cuisine and undertake market research to decide which are the most popular amongst year 5 pupils. Adapt a healthy samosa and curry recipe to include these spices.</p> <p>Samosa recipe can be created in groups of 6</p> <p>Curry recipe must be agreed as a class – which spices were the favourite in the market research?</p> <p>Make sure your design is balanced by including different food groups.</p> <p>Children adapt the given recipe and add their chosen spices/herbs</p>
6	Talk Partner: What are the features of good food hygiene?	**Considerations – request additional adult support from DBS-ed volunteers to work with the small groups during the soup cooking**	<p>End of unit outcome Making a curry</p> <ol style="list-style-type: none"> 1. Check your class/group design from last lesson. 2. Food hygiene. 3. Gather the ingredients 4. Prepare the ingredients

			<p>5. Cook the ingredients</p> <p>Tasting will have to happen once the curry has had an opportunity to cook.</p> <p>Children taste their meal and evaluate it by answering the questions: What did you like best about your curry? What would you change? What advice would you have for someone planning on recreating your recipe?</p>
6 cont.			<p>Writing opportunity In your English books, write a set of instructions for your curry recipe. Remember to include the methods of preparation, seasoning and cooking.</p> <p>Assessment</p> <p>Oracy Opportunity: Using your planning from Session 5, prepare a presentation based on your because, but, so question</p> <p>Spices can transform a meal because...</p> <p>Spices can transform a meal but...</p> <p>Spices can transform a meal so...</p>