


Learning journey	Design Technology	Food – salads	Year 4 – Autumn 2	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>In Year 3, children learned to:</p> <p><b>Design:</b> 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 particular user and purpose.</p> <p><b>Making:</b> Plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p><b>Evaluating:</b> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</p> <p><b>Technical skills:</b> Know how to use appropriate equipment and utensils to prepare and combine food.</p>	<p><b>The pupils will know:</b> How to safely prepare simple salad ingredients and how cuisine can be influenced by the country, climate and culture.</p> <p><b>The pupils will study:</b> Where food are grown why / how they are suited to the country / climate.</p> <p><b>They will learn:</b> How to prepare fruits and vegetables through: peeling, chopping, grating and mixing.</p> <p><b>They will investigate:</b> The flavours and textures of different ingredients to consider which they, and their peers, like / dislike the most.</p> <p><b>They will study:</b> How combinations of ingredients can help to create an interesting salad.</p>	<p>In Year 5, children will learn to:</p> <p><b>Design:</b> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> <p><b>Making:</b> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> <p><b>Evaluating:</b> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> <p><b>Technical skills:</b> Know how to use utensils and equipment including heat sources to prepare and cook food.</p>	<p>Key vocabulary that the children will be taught / use during the unit:</p> <p>fruit and vegetable names</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> <p>flesh, skin, seed, pip, core</p>	<p>healthy diet, choosing, ingredients,</p> <p>planning, investigating, tasting, arranging, popular, design, evaluate, criteria</p> <p>names of equipment and utensils</p> <p>slicing, peeling, cutting, squeezing,</p>

## NC coverage and HWJS skills development

### National curriculum coverage for Design and Technology

Pupils should be taught to:

#### Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

#### Key stage 2

- 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
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

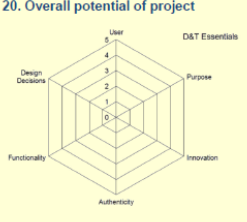
Details of the national curriculum links that relate to the unit being taught

### HWJS skills development

Design:

## Knowledge organisers

This contains the key knowledge that the children will be taught during the unit of work – this should match up with the knowledge organiser overview

<p><b>1. Year Groups</b> <b>Years 1/2</b></p>	<p><b>2. Aspect of D&amp;T</b> <b>Food</b></p> <p><b>Focus</b> <b>Preparing fruit and vegetables</b></p>	<p><b>4. What could children design, make and evaluate?</b> fruit salads fruit yogurt fruit drinks fruit jelly fruit smoothies vegetable salads fruit and vegetable kebabs other – specify</p>	<p><b>5. Intended users</b> themselves parents siblings grandparents friends peers at school younger/older children visitors other – specify</p>	<p><b>6. Purpose of products</b> picnic celebration party school event sports day pleasure café corner other – specify</p>	<p><b>16. Possible resources</b> range of fresh fruit and vegetables  chopping boards, knives, peelers, graters, skewers, juicers, spoons, jugs, plates, bowls, aprons, plastic table covers, hand washing and washing-up facilities  yogurt making machine or blender, if appropriate</p>	<p><b>17. Key vocabulary</b> fruit and vegetable names, names of equipment and utensils  sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard  flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria</p>
<p><b>3. Key learning in design and technology</b></p> <p><b>Prior learning</b></p> <ul style="list-style-type: none"> <li>• Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</li> <li>• Experience of cutting soft fruit and vegetables using appropriate utensils.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>• Communicate these ideas through talk and drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	<p><b>7. Links to topics and themes</b> Healthy Eating Festivals and Celebrations Teddy Bear Picnic Food and Farming Ourselves Senses Growing other – specify</p>	<p><b>10. Investigative and Evaluative Activities (IEAs)</b></p> <ul style="list-style-type: none"> <li>• Children examine a range of fruit/vegetables. Use questions to develop children's understanding e.g. <i>What is this called? Who has eaten this fruit/vegetable before? Where is it grown? When can it be harvested? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called?</i></li> <li>• Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. e.g. <i>What words can we use to describe the shape, colour, feel, taste?</i></li> <li>• Evaluate existing products to determine what the children like best, provide opportunities for the children to investigate preferences of their intended users/suitability for intended purposes e.g. <i>What do you prefer and why? What might we want to include in our product to meet our user's preferences? Which fruit/vegetables might be the best for our product to match the occasion/purpose?</i></li> </ul>	<p><b>8. Possible contexts</b> home school gardens playgrounds local community culture industry other – specify</p>	<p><b>9. Project title</b> Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose) To be completed by the teacher. Use the project title to set the scene for children's learning prior to activities in 10, 12 and 14.</p>	<p><b>11. Related learning in other subjects</b></p> <ul style="list-style-type: none"> <li>• <b>Science</b> – understand that plants have leaves, stems, roots, flowers and fruits; understand the importance of growing plants and how seasons affect growth.</li> <li>• <b>Spoken language</b> – children develop and use a sensory vocabulary.</li> <li>• <b>Writing</b> – develop descriptive writing based on first-hand experience of tasting fruit and vegetables.</li> <li>• <b>Mathematics</b> – carry out a simple survey to find out which are the favourite fruits/vegetables; construct and interpret the information in e.g. pictograms and bar graphs.</li> </ul>	<p><b>18. Key competencies</b> problem-solving teamwork negotiation consumer awareness organisation motivation persuasion leadership perseverance other – specify</p>
	<p><b>12. Focused Tasks (FTs)</b></p> <ul style="list-style-type: none"> <li>• Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. <i>What should we do before we work with food? Why is following instructions important?</i></li> <li>• Demonstrate how to use simple utensils and provide opportunities for the children to practise food-processing skills such as washing, grating, peeling, slicing, squeezing e.g. <i>Do we eat the whole fruit? Why or why not? Which parts do we eat? What might we have to do before eating this? Why do we cut, grate, peel and slice in this way? Discuss different effects achieved by different processes.</i></li> <li>• Discuss healthy eating advice, including eating more fruit and vegetables; using <i>The eatwell plate</i> model talk about the importance of fruit and vegetables in our balanced diet e.g. <i>Why is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them?</i></li> </ul>	<p><b>13. Related learning in other subjects</b></p> <ul style="list-style-type: none"> <li>• <b>Spoken language</b> – ask questions to check understanding; use the correct terminology for equipment and food processes.</li> <li>• <b>Writing</b> – instructions on how to use one of the utensils; how to prepare e.g. a fruit for eating.</li> <li>• <b>Science</b> – talk about a balanced diet, different types of food and hygiene.</li> </ul>	<p><b>14. Design, Make and Evaluate Assignment (DMEA)</b></p> <ul style="list-style-type: none"> <li>• Set a context for designing and making which is authentic and meaningful.</li> <li>• Discuss with the children the possible products that they might want to design, make and evaluate and who the products will be for. Agree on design criteria that can be used to guide the development and evaluation of children's products e.g. <i>Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?</i></li> <li>• Use talk and drawings when planning for a product; ask the children to develop, model and communicate their ideas e.g. <i>What will you need? What fruit/vegetable will you need? How much will you need? How will you present the product?</i></li> <li>• Talk to the children about the main stages in making, considering appropriate utensils and food processes they learnt about through IEAs and FTs.</li> <li>• Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</li> </ul>	<p><b>15. Related learning in other subjects</b></p> <ul style="list-style-type: none"> <li>• <b>Spoken language</b> – ask questions to develop and check understanding, develop technical and sensory vocabulary and build knowledge.</li> <li>• <b>Art and design</b> – use and develop drawing skills.</li> <li>• <b>Writing</b> – children write a simple account about how they made their food product.</li> <li>• <b>Computing</b> – use digital photographs to help order the main stages of making and support children's writing.</li> </ul>	<p><b>19. Health and safety</b> Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products.</p> <p><b>20. Overall potential of project</b></p> 	

Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

**Making:**

Select and use appropriate utensils and equipment to prepare and combine ingredients.

Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

**Evaluating:**

Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

**Technical skills:**

Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.

Know and use relevant technical and sensory vocabulary appropriately.

**Years 1/2 Food**  
**Preparing fruit and vegetables**

**Instant CPD**

**Tips for teachers**

- ✓ Display fruit, including photographs and associated technical vocabulary, to encourage the children to use it when discussing, designing and making a food product.
- ✓ Ask the children to sort a selection of fruit and vegetables - which is which? Photo cards could be used for this game.
- ✓ Include fruit that is less likely to be known to the children.
- ✓ Stories and poems about food could be used for inspiration and as an introduction to the project.
- ✓ Visit a local shop or food market to give your project a real life context.
- ✓ Carrots can provide a relatively cheap food for examining the effects of using different equipment such as grating, slicing into thin rings, slicing into sticks.
- ✓ Serrated knives with rounded ends are the best.
- ✓ Foods for chopping/slicing could be cut in half lengthways to provide a flat base and held still with, for example, a fork so that children cut safely.
- ✓ Before you organise any food tasting in your class, you need to check your school and local authority health and safety policy. Seek parental consent.
- ✓ As homework ask children to keep a weekly fruit and vegetable diary and ask them to record their results in a chart/table. If more appropriate, focus on fruit and vegetables served in school.

**Useful resources at www.data.org.uk**

- Caribbean fruit cocktails (7-9 years but contains useful information)
- LQP Are you teaching food in Primary D&T?
- Super salads (7-9 years but contains useful information)
- Chilled Food Association resources
- Fantastic fruit
- CPD Resources Primary INSET Guides

**Other useful web-based resources:**

- www.foodfactoflife.org.uk
- http://education.staffordshire.gov.uk/Curriculum/Subjectarea/z/DesignandTechnology/Primary/Support/Datafile/
- http://www.nhs.uk/livewell/Saday/pages/Sadayhome.aspx
- www.eatwell.gov.uk

**D&T Association publications:**

- Primary Helpsheets - Unit 1C Fruit and vegetables
- Primary Lesson Plans - Unit 1C Fruit and vegetables

Please note that these publications are based on previous National Curricula.

**Teaching aids to demonstrate food processing skills**



Food processing equipment			
Utensil	food	effect	mouth feel
	orange	makes juice	liquid
	apple	unpeeled apple	crunchy
	carrot	thin rings	crispy hard

**Hygiene - some key pointers**

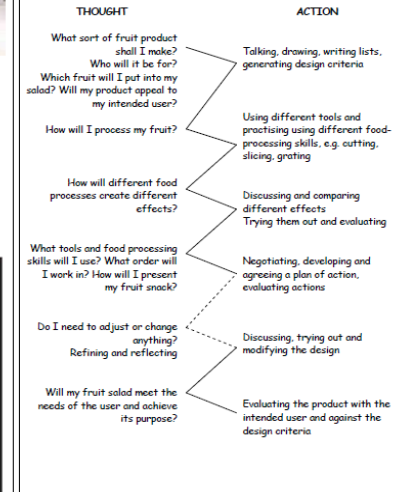
- Jewellery is removed
- Hair is tied back
- Sleeves are rolled up
- Aprons are on
- Hands are washed
- Cuts are covered with blue waterproof dressing



Further information from [www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk)

**Designing, making and evaluating a fruit snack for a class picnic**

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is an example of how the iterative design and make process might be experienced by an individual pupil during this project:



**Glossary**

- **Fruit** - plant or tree's edible seed with envelope.
- **Vegetable** - plant used for food.
- **Nutrients** - all the things in food that the body needs to remain healthy.
- **Pith** - the soft white lining inside fruit such as oranges.
- **Salad** - a cold dish of fresh and/or cooked vegetables or fruit.
- **Sensory evaluation** - subjective testing of foods where senses are used to evaluate qualities such as appearance, smell, taste, texture (mouth feel).
- **Kebab** - cooked and/or fresh ingredients on a skewer.

<b>Connections / deepening understanding</b>	<b>RADE</b>	<b>Assessment</b>
English – instruction writing / following Science – materials/properties – utensils made of certain materials due to properties Maths – data handling for discussing favourite ingredients	UNCRC – article 24 UNCRC – article 30	The pupils will be assessed by considering their ability to develop their own ideas. They will plan and evaluate their final outcome carefully. They will also demonstrate safe use of utensils when preparing their outcome. By the end of the unit most children will be able to grate, peel and chop a variety of fruits and vegetables safely, They will use these to prepare a salad based on what they have learned about food miles.
<b>Assessment recording for the unit - checking the level of pitch of the work</b>		

<b><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></b>	<b><u>Lower attaining</u></b>	<b><u>Middle attaining</u></b>	<b><u>Higher attaining</u></b>
<b>Key skills:</b> <b>Designing</b> Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.	<b>The pupils can</b> Draw a picture of what their salad will look like and label the ingredients they will use.	<b>The pupils can</b> Produce a detailed, labelled drawing of what their salad will include and explain where their ideas have come from.	<b>The pupils can</b> Research some ideas for ingredients using different sources. Produce a detailed, labelled drawing of what their salad will include and explain where their ideas have come from.
<b>Key skills:</b> <b>Making</b> <i>Select and use appropriate utensils and equipment to prepare and combine ingredients.</i> <i>Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</i>	<b>The pupils can</b> Demonstrate using a knife, peeler and grater safely to prepare ingredients. Explain which properties (colour, texture, flavour) ingredients have which may be good to have in a salad.	<b>The pupils can</b> Use a knife, peeler and grater safely to prepare ingredients. Explain how to use these safely in their own words. Explain which properties (colour, texture, flavour) ingredients have and why they would be good for a salad.	<b>The pupils can</b> Use a knife, peeler and grater competently to prepare a range of ingredients. Clearly explain how to use these safely in their own words. Explain which properties (colour, texture, flavour) ingredients have and how these can be used to develop an interesting salad.
<b>Key skills:</b> <b>Evaluating</b> Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	<b>The pupils can</b> Talk about the ingredients they liked and disliked and how this will affect what they use in their own salad. Talk about what is good with their final product and how they would improve it next time.	<b>The pupils can</b> Discuss their possible ingredients and how their tasting affected their choices for their final product. Discuss their final product, clearly explaining what was good about it, improvements and how well it met the design brief.	<b>The pupils can</b> Discuss their possible ingredients and how their tasting affected their choices for their final product. Discuss their final product, clearly explaining what was good about it, improvements and how well it met the design brief. Consider how other people felt about their final product and / or how their own product compared to other ideas.
<b>Key knowledge :</b> <b>Technical Skills</b> <i>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</i> Know and use relevant technical and sensory vocabulary appropriately.	<b>The pupils can</b> Use some of the vocabulary correctly when talking about their ideas, processes and products. Talk about the ingredients they have used.	<b>The pupils can</b> Use most of the vocabulary correctly when talking about their ideas, processes and products. Talk about the ingredients they have used and how where they came from	<b>The pupils can</b> Use all of the vocabulary correctly when talking about their ideas, processes and products. Talk about the ingredients they have used and food miles

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports