

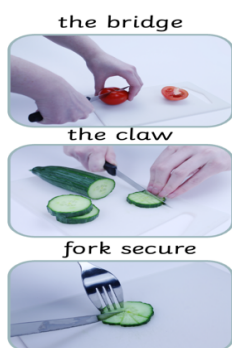


Project objective

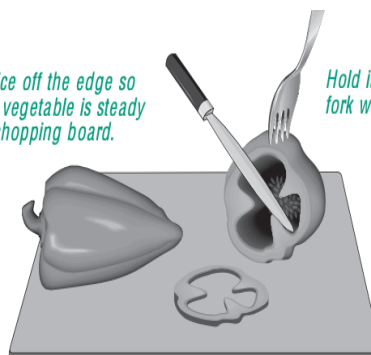
Design, make and evaluate a healthy dip (product) for party (user) to include more healthy vegetables (purpose).

Design and Technology Knowledge Organiser

Year 3 – Food - Healthy snacks – Dips and Dippers



Cut a slice off the edge so that the vegetable is steady on the chopping board.



Hold it steady with a fork while slicing.



Vocabulary

name of products, names of equipment, utensils

techniques and ingredients planning, design criteria, purpose, user, annotated sketch

sensory evaluations
hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet

texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury

Key Learning

Prior Learning

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.

Making

Plan the main stages of a recipe, listing ingredients, utensils and equipment.
• 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.

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

Evaluating

Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Technical Knowledge and understanding

- 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.
- Know and use relevant technical and sensory vocabulary appropriately.

Focused skills

- Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking.
- Food preparation and cooking techniques practised by making a food product using an existing recipe.
- Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important?