|  |  |
| --- | --- |
| **Project objective** To design, make and evaluate a pizza for our end of term celebration  | **Design and Technology Knowledge Organiser** **Year 4 Summer 2 – Food- Healthy and varied diet** |
| To **chop, peel and grate** vegetables safely using the most appropriate techniques **Bridge hold**To **chop** using the ‘**bridge hold’**— Using onehand, make a **bridge** over the vegetable or fruit with fingers on one side and thumb on the other, cut down under the ’bridge’.*‘Knife goes under the bridge, through the tunnel, then chops down”* **Claw—tucking in thumb**To **chop** safely— using the claw - tucking in thumb or fork **Fork hold**hold techniques.**Grate**To **grate** safely using a grater— grate away from self, grater positioned downwards against chopping board.**Peel**To **peel** safely using a peeler— peel away from self, peel middle of vegetable, rotate vegetable.To **measure** accurately using both: **Measuring jug** (ml) And **electronic scale** (g).- fill liquid until it reaches required amount looking at the line carefully, pour some away if there is too much. **Knead**To **knead** dough— using the **‘heel, flip, turn’** method.To **roll** dough— using a rolling pin and regularly **Roll –** applying flour to the surface and rolling pin to prevent sticking. .**Oven** Bake using a hot oven and handle **Oven gloves**-a **hot baking tray** safely wearing **oven gloves**. | **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 could be 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?* |
| **Vocabulary** | **Key Learning** |
|

|  |  |
| --- | --- |
| **Word** | **Definition** |
|
|
|  |  |
| **Rolling pin** | A hard, smooth cylinder of wood or marble with handles at each end. It is |
|  | used to roll out dough. |
| **Oven gloves** | A padded glove or mitten used to handle cooking utensils and dishes when they are too hot to touch with bare hands; oven mitt. |
| **Bridge hold** | Cutting technique whereby one hand is used to make a bridge over the vegetable or fruit with fingers on one side and thumb on the other. |
| **Dough** | A thick mixture of flour and a liquid such as water or milk that is prepared for baking into bread or cake. |
| **Knead** | To work and press dough with the palms of the hands or mechanically, to develop the gluten in the flour. |
| **Roll** | Applying pressure to dough using a rolling pin to flatten dough and make it even in thickness. |
| **Cooling rack** | A kitchen tool used to allow various cooked items such as breads, cakes, meats etc. to be placed and cooled or rested immediately after the cooking process. |
| **Bake** | To cook by dry heat, usually in the oven. |
| **Pinch** | A pinch is the trifling amount you can hold between your thumb and forefinger. |
| **Combine** | To bring or join together into a whole. |
|
|

 | **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.  | **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. |
| **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.  | **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.  |