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| **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 one  hand, 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. |