



Year 6 Medium Term Planning for the Learning Challenge Curriculum

Term: Autumn DT Project: Vegetable Soup

| <u>Previous Learning</u> | <u>New Knowledge /Consolidation</u> | <u>End of Project Outcome</u> | <u>Environmental Links</u> | <u>Key Inventors/People</u> | <u>Project Vocabulary</u> |
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| <p>Children have prepared Fruit Salad in Y1 learning basic chopping of ingredients and considering how they work together. Developing these skills further in Y3 key skills making Mexican nachos. Building on chopping ingredients to shape using the bridge & claw technique and learning to combine ingredients in Y4 Pizzas</p> | <p>Boiling, Blending, seasoning and purifying ingredients. Children learn the seasonality of produce and where the ingredients they are using are grown/ harvested. Children learn hazards in the kitchen and health and safety tips.</p> | <p>To cook a vegetable soup that can be served to members of the public.</p> | <p>Children visit the vegetable farm to learn where/ how vegetables are grown and harvested.</p> | <p>N/A</p> | <p>Equipment Utensils Boil Simmer Blend Purify Peel Ingredients Cook Temperature Cut Chop Dice Hazard Recipe</p> |

| Section | Lesson | Key Skills | Learning Objective & Activity |
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| Explore | 1 | <ul style="list-style-type: none"> learn the seasonality of vegetables that are available at this time of year. Identify and recognise potential hazards and what could be done to prevent it. | <p><u>To learn key information about the ingredients, utensils and equipment used to make vegetable soup</u></p> <p>learn where ingredients come from</p> <p>learn how ingredients are grown</p> <p>learn how ingredients are harvested</p> <p>learn seasonality of ingredients</p> |
| Plan | 2 | <ul style="list-style-type: none"> Create a recipe for vegetable soup | <p><u>To create a recipe to follow when making vegetable soup</u></p> |

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| | | | <p>Work collaboratively as a class to design a recipe to follow when making vegetable soup.</p> <p>Take part in a class discussion based on ingredients, likes and dislikes.</p> <p>Share ideas and opinions with others.</p> <p>Justify why ingredients have been chosen.</p> |
| Make | 3 | <ul style="list-style-type: none"> ● Use selected utensils and equipment precisely ● Follow a recipe ● Accurately prepare, peel, measure, cut, chop, dice, boil, cook, blend, purify and season ingredients. ● Develop understanding of hazards in the kitchen ● Select appropriate utensils and equipment. ● 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 how to work hygienically by considering a range of factors including food storage, preparation of areas and sell by dates. | <p><u>To prepare and cook ingredients accurately to make vegetable soup</u></p> <p>Prepare ingredients (e.g. onions, carrots, vegetables, water) using appropriate cutting and chopping skills.</p> <p>Cook ingredients in a working kitchen.</p> <p>Follow a recipe accurately.</p> <p>Class discussion to provide solutions to any problems encountered.</p> <p>Work safely and sensibly in the kitchen</p> <p>Work collaboratively to accomplish tasks.</p> |
| Evaluate | 4 | <ul style="list-style-type: none"> ● Consider seasoning or adding additional ingredients to improve taste ● Use sensory analysis to evaluate the product made. ● Consider feedback from the public. ● Understand seasonably and know how a variety of ingredients are grown. | <p><u>To analyse and evaluate a homemade vegetable soup</u></p> <p>Consider smell, taste and appearance of the soup made to produce a sensory analysis.</p> <p>Consider likes and dislikes the product made.</p> <p>Consider what could be improved or done differently next time.</p> |

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| Substantive Knowledge | Disciplinary Knowledge |
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