



Year 4 Medium Term Planning for the Learning Challenge Curriculum

Term: Autumn

DT Project: Fake Away Pizzas

<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>
<p>Pupils considered how uncooked ingredients combine in a Fruit Salad in Key Stage 1.</p> <p>Basic chopping techniques (claw).</p>	<p>Building on chopping ingredients to shape using the bridge & claw technique.</p> <p>Combining ingredients & considering layout.</p> <p>Using an oven to cook safely.</p>	<p>To create a fake away pizza with a wrap base using the most popular ingredients from their class. To consider how flavours combine and how to present their toppings to make the overall dish attractive to the consumer.</p>	<p>Explore if materials used can be reused or recycled and if so discuss how (Food waste, compared to paper, compared to plastic).</p>	<p>Morrisons Supermarket – Investigating how they create their pizzas (recipes & distribution of ingredients).</p>	<p>Investigate Preparation & Hygiene CAD Recipe Seasoning Technique (claw & bridge) Dice Temperature Review & Evaluate</p>

Section	Lesson	Key Skills	Learning Objective & Activity
Explore	1	<ul style="list-style-type: none"> Use a range of media to show the design including ICT software. Use research for design ideas Refer to design criteria while designing and making Evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose 	<p><u>To collect data in order to determine the most popular ingredients</u> As a class vote on possible ingredients & record votes to determine the most popular toppings. Use an Excel spreadsheet to show which toppings the class prefer using custom sort & the chart wizard.</p> <p><u>To appreciate the variety and cost of different ingredients</u> Use search to locate the most popular pizza ingredients (voted on as a class) using supermarket website(s). https://www.tesco.com/groceries/ https://groceries.morrisons.com/browse</p>
Explore	2	<ul style="list-style-type: none"> Evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose. Know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products. 	<p><u>To explore how a supermarket prepares fresh pizzas and makes them appealing to the customer.</u> Visit a supermarket and explore the price and origin of the some of the ingredients we have selected.</p> <p>Observe how pizzas are prepared – including the distribution & measuring of topping and how they are packaged (linked to recyclable materials).</p>

		<ul style="list-style-type: none"> • Discuss by whom, when and where products were designed. • Prepare and cook dishes hygienically. • Use a timer accurately • Use an oven safely, knowing and reducing risks. 	<p><i>If possible, example pizzas are to be bought/donated and children to cook them at school in small groups.</i></p>
Plan	3	<ul style="list-style-type: none"> • Use research for design ideas. • Have at least one idea about how to create product and suggest improvements for its design. • Include an annotated sketch as part of the design process. • Make and explain design decisions considering availability of resources. • Use a range of media to show the design including ICT software. 	<p><u>To consider layout, presentation and flavours when combining ingredients.</u> Use a Seesaw template to list the ingredients for the Pizza. Rapid graspers to use the text tool to explain their design choices.</p> <p>Use pens and tools to create a computer aided design of how the ingredients will be set out/presented.</p> <p>Insert a graph showing the most popular ingredients from the class vote.</p>
Make	4&5 (possible double)	<ul style="list-style-type: none"> • Work through a plan in order. • Prepare and cook dishes safely and hygienically. • Demonstrate skills in the following techniques: peeling, chopping, slicing, grating, mixing, spreading. • Understand how to use an oven safely, knowing and reducing risks. 	<p><u>To work hygienically to prepare a pizza using different techniques (chopping, peeling, slicing, spreading).</u> Manipulate different ingredients to prepare a wrap-based pizza, considering layout and presentation (with reference to pre-planning).</p> <p>Appreciate how to ensure we work hygienically when preparing food. Class discussion based on <i>Introduction to Food Hygiene Video</i>: https://www.youtube.com/watch?v=pLJ703rOTq4</p> <p>Discuss & explore how an oven functions (including temperature and timer) and discuss the risks/how to use it safely. Cook & taste store bought pizza, mirroring the toppings from the fake-away pizza.</p>
Evaluate	4&5 (possible double)	<ul style="list-style-type: none"> • Use criteria to evaluate products. • Begin to explain how I could improve original design. 	<p><u>To consider how successful their finished pizza was in relation to their initial ideas & design.</u> Complete Seesaw template considering if they followed their design and how the pizza they produced differed from their original design.</p> <p>List 3 changes that they could make to improve their pizza.</p> <p>Indicate if they preferred the store prepared pizza or their own.</p> <p>Insert an image of their completed pizza.</p>

