

# Design and Technology

## Medium Term Plan

### Y4 - Food Technology



Y4 - Food Technology Summer 2	
<b>Class Text</b>	Vlad and the Great Fire of London
<b>Hook</b>	Children watch an episode
<b>Topic Outcome</b>	Children will design make their own school lunch
<b>Topic Reflection</b>	Children will evaluate their product against a design specification
<b>Prominent Designers Studied:</b>	Jamie Oliver

Year Group	Learning
EYFS + KS1	Structures, systems and mechanisms Textiles Food Technology Design Make Evaluate
KS2	Structures, systems and mechanisms Textiles Food Technology Design Make Evaluate

Tier	Vocabulary
Tier 1	Fresh, processed, healthy, unhealthy
Tier 2	Design, evaluate
Tier 3	Texture, taste, appearance, hygienic, edible, grown, reared, caught, frozen, tinned, processed, whisk, spatula, handling, preparing, blend



Previous Skills	Previous Knowledge	Previous Understanding
<p>To know how to use simple cutting tools to prepare soft fruit and vegetables</p> <p>To know how to prepare simple dishes safely and hygienically, without using a heat source</p>	<p>To know how to follow simple health and safety procedures</p> <p>To know the principles of a varied diet.</p> <p>To know where a range of fruit and vegetables come from.</p> <p>To know the difference between fresh and processed foods</p>	<p>To know how to name and sort foods into the 5 groups in The Eatwell Plate</p> <p>To know that everyone should eat at least five portions of fruit and vegetables every day</p>

Lesson	Strand of Learning	Learning Objective	Lesson Description	ARE Success Criteria	Opportunities for Deeper Learning
Lesson 1	Health	LO: Identify the impact of food choices	<p>Children will group foods into 'healthy, unhealthy, everyday, treat' categories. They will watch an extract from Jamie's School Dinners and discuss:</p> <ul style="list-style-type: none"> <li>• Why it is important to eat a healthy balanced diet.</li> <li>• Why it is important that schools provide a healthy lunch.</li> <li>• Why Jamie is so worried about the school dinners.</li> </ul> <p>Children will group foods according to their initial thoughts. Children will group foods based on nutritional information from packaging.</p>	I can engage in a group activity. I can discuss a topic respectfully and express my ideas. I can group foods into a category based on my initial thoughts. I can group foods based on nutritional information.	I can use specific language, prior knowledge and my own experiences to discuss nutrition.
Lesson 2	Health, nutrition	LO: Collect and collate information	Children will investigate packed lunches from children in school. They will collect the information and present it in a simple bar chart. Children will use a school menu to collate information and present data in a simple bar chart. Comparisons of data can then be made.	I can collect data and record it as a graph. I can draw conclusions from my data.	I am able to articulate why the data tells a particular story. I can make simple hypotheses based on my data and prior knowledge.
Lesson 3	Health, nutrition	LO: Design a balanced lunch	Children will be given a design specification. They will be creating a pasta dish with a sauce. Children will design the lunch menu for that day. Each dish will be labelled with simple nutritional information. They must consider sauce ingredients. Side dish Type of pasta After lunch- pudding/cheese and crackers/ fruit salad Drink	I can create a balanced meal. I am able to follow a design specification.	—

Lesson	Strand of Learning	Learning Objective	Lesson Description	ARE Success Criteria	Opportunities for Deeper Learning
Lesson 4	Create	LO: Create a balanced lunch for school	Children will work in groups to create their school lunch. They will eat their creations as their school dinner, restaurant style.	I can work cooperatively, safely and respectfully in a team. I can follow my recipe to make a balanced lunch.	—
Lesson 5	Evaluate	LO: Evaluate a product	Children will evaluate their product based on the design specification.	I can evaluate my product based on the specification.	I am able to think of ways to improve my product that may further encourage children to make healthy choices.
Lesson 6	P4C	Rhianne Southern to facilitate P4C model	 <p>P4C model with Inquiry, Dialogue, Concepts, Reflection, Virtues, Reasoning</p>	QR reflection code/ floor book page as evidence.	I am able to follow the P4C steps with confidence and respect for others. I am able to change my mind based on new information that I had not previously considered.

Knowledge:	Skills:	Understanding:
<p>Children will know the components of a balanced meal.</p> <p>Children will know that nutritional information can be found on packaged products.</p> <p>Children will know the importance of a healthy, balanced diet.</p>	<p>Children will be able to design, prepare and evaluate a product.</p> <p>Children will be able to chop, peel, measure, cook and blend ingredients.</p>	<p>Children will understand that they are faced with health choices every day.</p> <p>They will know that these choices can impact their physical and mental health in the long term.</p>