






# Medium term Plan for Design and Technology

Y4 – Food Technology

Summer 2

<b>Class Text:</b>		<b>Hook:</b> Children watch an episode	
<b>Topic Outcome:</b> Children will design make their own school lunch		<b>Topic Reflection:</b>	
<b>Prominent Designers Studied:</b> Jamie Oliver			
<b>Strands of D&amp;T</b>		<b>vocabulary</b>	
<u>EYFS + KS1</u>  <u>Structures, systems and mechanisms</u> <u>Textiles</u> <u>Food Technology</u> <u>Design</u> <u>Make</u> <u>Evaluate</u> 	<u>KS2</u>  <u>Structures, systems and mechanisms</u> <u>Textiles</u> <u>Food Technology</u> <u>Design</u> <u>Make</u> <u>Evaluate</u> 	<u>Tier 1:</u> Fresh, processed, healthy, unhealthy <u>Tier 2:</u> Design, evaluate, <u>Tier 3:</u> Texture, taste, appearance, hygienic, edible, grown, reared, caught, frozen, tinned, processed, whisk, spatula, handling, preparing, blend 	
<u>Previous Skills</u>  To know how to use simple cutting tools to prepare soft fruit and vegetables To know how to prepare simple dishes safely and hygienically, without using a heat source		<u>Previous Knowledge</u>  To know how to follow simple health and safety procedures To know the principles of a varied diet. To know where a range of fruit and vegetables come from. To know the difference between fresh and processed foods	<u>Previous Understanding</u>  To know how to name and sort foods into the 5 groups in The Eatwell Plate To know that everyone should eat at least five portions of fruit and vegetables every day

	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>Opportunities to work at greater depth.</u>
<b>Lesson 1</b>	Health	LO: Identify the impact of food choices	Children will group foods into 'healthy. Unhealthy, everyday, treat' categories. They will watch an extract from Jamie's School Dinners and discuss: Why is it important to eat a healthy balanced diet. Why is it important that schools provide a healthy lunch. Why is Jamie so worried about the school dinners. Children will group foods according to their initial thoughts. Children will group foods based on nutritional information from packaging.	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.
<b>Lesson 2</b>	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 collect 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 hypostasis based on my data and prior knowledge.
<b>Lesson 3</b>	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	I can create a balanced meal. I am able to follow a design specification.	

			Side dish Type of pasta After lunch- pudding/cheese and crackers/ fruit salad Drink		
<b>Lesson 4</b>	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.	
<b>Lesson 5</b>	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.
<b>Lesson 6</b>	P4C	Rhianne Southern to facilitate P4C model	 <p>The diagram illustrates the P4C+ model, which is a circular process. At the center is the text 'P4C+' with a red plus sign. Surrounding this central text are six hexagonal icons, each with a label: 'Inquiry' (green with a question mark), 'Dialogue' (blue with a speech bubble), 'Concepts' (yellow with a lightbulb), 'Reflection' (purple with a circular arrow), 'Virtues' (teal with a leaf), and 'Reasoning' (red with three dots). The entire diagram is enclosed in a red rectangular border.</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.
<b>Endpoints:</b>	<b>Knowledge:</b> Children will know the components of a balanced meal. Children will know that nutritional information can be found on packaged products. Children will know the importance of a healthy, balanced diet.				

	<b>Skills:</b> Children will be able to design, prepare and evaluate a product. Children will be able to chop, peel, measure, cook and blend ingredients.
	<b>Understanding:</b> Children will understand that they are faced with health choices every day. They will know that these choices can impact their physical and mental health in the long term.