

Medium term Plan for Design and Technology

Y4 – Food Technology

Summer 2

Class Text:

Hook: Children watch an episode

Topic Outcome: Children will design make their own school lunch

Topic Reflection:

Prominent Designers Studied: Jamie Oliver

Strands of D&T

vocabulary

EYFS + KS1

Structures, systems and mechanisms

Textiles

Food Technology

Design

Make

Evaluate



KS2

Structures, systems and mechanisms

Textiles

Food Technology

Design

Make

Evaluate



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

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

Previous Knowledge

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

Previous Understanding

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>
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> <p>Why is it important to eat a healthy balanced diet.</p> <p>Why is it important that schools provide a healthy lunch.</p> <p>Why is Jamie so worried about the school dinners.</p> <p>Children will group foods according to their initial thoughts. Children will group foods based on nutritional information from packaging.</p>	<p>I can engage in a group activity.</p> <p>I can discuss a topic respectfully and express my ideas.</p> <p>I can group foods into a category based on my initial thoughts.</p> <p>I can group foods based on nutritional information.</p>	I can use specific language, prior knowledge and my own experiences to discuss nutrition.
Lesson 2	Health, nutrition	LO: Collect and collate information	<p>Children will investigate packed lunches from children in school. They will collect the information and present it in a simple bar chart.</p> <p>Children will use a school menu to collect information and present data in a simple bar chart. Comparisons of data can then be made.</p>	<p>I can collect data and record it as a graph.</p> <p>I can draw conclusions from my data.</p>	I am able to articulate why the data tells a particular story. I can make simple hypothesis based on my data and prior knowledge.
Lesson 3	Health, nutrition	LO: Design a balanced lunch	<p>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:</p> <p>Sauce ingredients</p>	<p>I can create a balanced meal.</p> <p>I am able to follow a design specification.</p>	

			Side dish Type of pasta After lunch- pudding/cheese and crackers/ fruit salad Drink		
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	Rhianna Southern to facilitate P4C model		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.
Endpoints:	<p>Knowledge:</p> <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>Skills:</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>Understanding:</p> <p>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.</p>