



Design and Technology

INTENT, IMPLEMENTATION, IMPACT

(Food and Nutrition)

East Sheen Primary School	Intent	Implementation	Impact
<p>Year 1</p> <p><u>Fruit Kebab</u></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> to distinguish between fruits and vegetables where fruits and vegetables grow and which parts we eat to describe fruits by texture and taste the importance of hygienic food preparation <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> prepare fruit and vegetables use a knife to chop fruits safely with support to design a healthy fruit kebab for a particular person to follow a plan to make the fruit kebab 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> understanding the difference between fruits and vegetables understand where they grow and which parts we eat designing and making a fruit kebab evaluating their fruit kebab 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> identify fruits and vegetables explain a range of places that fruits and vegetables grow use knife to cut safely <p>Technical Vocabulary:</p> <ul style="list-style-type: none"> fruit vegetable seed Leaf Root Stem
<p>Year 2</p> <p><u>Perfect Pizza</u></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> to name and describe a variety of breads and toppings design a perfect, healthy pizza that food comes from either plants or animals what makes a balance diet the 5 food groups to identify rules for food safety and hygiene 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> examine, describe and categorise a variety of bread-based products knowing what makes a balanced diet examine, describe and categorise a variety of pizza toppings design a balanced healthy pizza making a healthy pizza 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> identify the different parts of a pizza understand that eating healthily means having a balanced diet identify the ingredients and tools needed to make a pizza identify and follow rules for food safety and hygiene <p>Technical Vocabulary:</p>

	<p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • follow rules for food safety and hygiene • construct a topping for a healthy pizza that meets a design brief • to taste testing food combinations and final products 		<ul style="list-style-type: none"> • healthy • balanced • diet • food groups • pitta/ naan/ loaf/ baguette/ wrap or tortilla bread • pizza topping • hygiene
<p>Year 3</p> <p>A balanced diet <u>Healthy Wrap</u></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • that there are 5 food groups and what they are made up of (what food fall into each group) • what makes a balanced diet • to consider and review food combinations • to know that the most ideal ingredient combinations for a healthy wrap will contain foods from more than one food group • to design and make a healthy wrap • to review their design <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • experience food through touch and smell • to slice food safely using the bridge or claw grip • to prepare food safely • make a healthy wrap 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • what makes a balanced diet • taste test food combinations to make a healthy wrap • designing and making a wrap 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • show an understanding of a balanced diet and the main food groups • identify foods that belong to each group • identify bridge and claw grip when slicing food <p>Technical Vocabulary:</p> <ul style="list-style-type: none"> • balanced diet • Carbohydrate • Dairy • Fruit and vegetables • Fat and sugar • Protein • Ingredients • Peel • Chop • Bridge grip • Claw grip • meat
<p>Year 4</p> <p>Eating Seasonally <u>Making a Tart</u></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • that not all fruits and vegetables can be grown in the UK • that each country has its own climate and understand that these climates enable different fruits and vegetables to grow • that imported food will have travelled from far away and has an impact on the environment 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • to know that climate affects food growth • to know that importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK • to create a recipe that is healthy and nutritious using seasonal vegetables • to safely follow a recipe when cooking 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • show an understanding of 'seasonal' fruits and vegetables • understanding that eating seasonal fruit and vegetables has a positive effect on the environment • understand what food contamination is

	<ul style="list-style-type: none"> • that vegetables and fruit grow in certain seasons and that in the UK we often import food from other countries when it is not in season • what foods are currently in season and that each fruit and vegetable give us nutritional benefits • to design a filo tart using seasonal vegetables and describe the benefits of its ingredients <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • consider hygiene when preparing food • use cooking equipment safely • know how to prepare a kitchen to cook in • know how to prepare themselves in order to start cooking • know the basic rules of food contamination • use, store and clean a knife safely • follow a recipe to make a tart 		<p>Technical Vocabulary:</p> <ul style="list-style-type: none"> • climate • diet • natural • seasons • import • export
<p>Year 5</p> <p>Adapting a Recipe</p> <p><u>Make a biscuit.</u></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • to follow a recipe to make a biscuit • to work as a group to design a biscuit that would sell for £1.99 <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • to cook food safely – following basic hygiene rules • modify a recipe to create a new biscuit by adding additional ingredient • complete a budget to ensure that they spend within the limit • use the ingredient quantities specified in the Budget • use these baking techniques: creaming, sieving, rubbing method, cooling rack 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • follow a baking recipe • design a biscuit to a given budget • make a biscuit using the baking techniques taught and that meets a given design brief 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • show an understanding of how to adapt and plan a biscuit within budget • identify different baking techniques <p>Technical Vocabulary:</p> <ul style="list-style-type: none"> • texture • measure • creaming • sieving • rubbing method • cooling rack • cross-contamination

<p>Year 6</p> <p>What could be healthier? <u>Spaghetti</u> <u>Bolognese</u></p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • where meat comes from – learning that beef is from cattle and how beef is reared and processed including key welfare issues. • to adapt a recipe to make it healthier by substituting ingredients • to use a nutritional calculator to see how healthy a food option is • that ‘cross-contamination’ means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • preparing recipes safely • using equipment safely, including knives, hot pans and hobs • chop an onion • avoid cross-contamination • following a step-by-step method carefully to make a recipe • identifying the nutritional differences between different products and recipes 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • to understand where food comes from • to understand the term ‘healthy’ • to adapt a traditional recipe • to follow a recipe to produce a healthy product 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • understand how beef gets from the farm to our plates • understand the nutritional differences between different products and recipes • understand cross-contamination <p>Technical vocabulary:</p> <ul style="list-style-type: none"> • beef • reared • processed • ethical • diet • ingredients • supermarket • farm • balanced
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