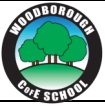


Design and Technology					Unit of Work: Food				
		Design Process				Technical Knowledge	Focused Tasks	Key Vocabulary	Meaningful Links
		Prior Learning	Designing	Making	Evaluating				
YR	Focus: Preparing fruit and vegetables Product: Fruit jelly User: Themselves Purpose: Afternoon tea / Kitchen Disco	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Design simple products for a particular user based on simple design criteria. 	<ul style="list-style-type: none"> Use simple utensils and equipment to cut. Select from a range of fruit according to their characteristics e.g. colour, smell, texture and taste to create a chosen product. 	<ul style="list-style-type: none"> Taste and evaluate a range of fruit to determine the intended user's preferences. Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> Names of different fruit. How to use tools and equipment. Understand safety when using hot water. How to make jelly. 	<ul style="list-style-type: none"> Discuss basic food hygiene practices when handling food. Practise food-processing skills such as washing, stirring and cutting. Discuss healthy eating advice. 	Cut Slice Stir Dissolve Colour Texture	Class story - Kitchen Disco Healthy eating
Y1	Focus: Preparing fruit and vegetables Product: Fruit kebabs User: Themselves Purpose: Healthy snack	<ul style="list-style-type: none"> Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils. 	<ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. 	<ul style="list-style-type: none"> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product. 	<ul style="list-style-type: none"> Taste and evaluate a range of fruit to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. 	<ul style="list-style-type: none"> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk. Practise food- processing skills such as washing, grating, peeling, slicing, squeezing. Talk about the importance of fruit and vegetables in our balanced diet. 	Fruit Vegetable Nutrients Pith Sensory evaluation Kebab	Science
Y2	Focus: Preparing fruit and vegetables Product: Fruit salad User: Themselves Purpose: Picnic	<ul style="list-style-type: none"> Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables using appropriate utensils. 	<ul style="list-style-type: none"> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. 	<ul style="list-style-type: none"> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit according to their characteristics e.g. colour, texture and taste to create a chosen product. 	<ul style="list-style-type: none"> Taste and evaluate a range of fruit to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. 	<ul style="list-style-type: none"> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project. 	<ul style="list-style-type: none"> Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk. Practise food- processing skills such as washing, grating, peeling, slicing, squeezing. Talk about the importance of fruit and vegetables in our balanced diet. 	Fruit Vegetable Nutrients Pith Sensory evaluation Fruit salad	Geography - where food comes from Oliver's Fruit Salad
Y3	Focus: Healthy and varied diet Product: Sandwich/wrap/pita User: Themselves Purpose: Healthy living	<ul style="list-style-type: none"> Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and The Eatwell Guide. Have used some equipment and utensils and prepared and combined ingredients to make a product. 	<ul style="list-style-type: none"> Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. 	<ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 	<ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 	<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately. 	<ul style="list-style-type: none"> Select and use a range of utensils. Use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. Practise food preparation and cooking techniques. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk 	Appearance Texture Sensory evaluation Preference test Strawberry huller Processed food	PSHE Science Class Story - The Last Bear

Design and Technology					Unit of Work: Food				
		Design Process				Technical Knowledge	Focused Tasks	Key Vocabulary	Meaningful Links
		Prior Learning	Designing	Making	Evaluating				
Y4	Focus: Healthy and varied diet Product: Snack bar User: Themselves Purpose: Healthy snack	<ul style="list-style-type: none"> Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and The Eatwell Guide. Have used some equipment and utensils and prepared and combined ingredients to make a product. 	<ul style="list-style-type: none"> Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. 	<ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 	<ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. 	<ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately. 	<ul style="list-style-type: none"> Select and use a range of utensils. Use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. Practise food preparation and cooking techniques. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk 	Appearance Texture Sensory evaluation Preference test Strawberry huller Processed food	Science Computing Art and Design
Y5	Focus: Celebrating culture and seasonality Product: Pizza User: Local community Purpose: Picnic	<ul style="list-style-type: none"> Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. 	<ul style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. 	<ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. 	<ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. 	<ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary. 	<ul style="list-style-type: none"> Measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients. Use appropriate utensils and equipment safely and hygienically. Practise techniques following a basic recipe to prepare and cook a savoury food product. Consider texture, taste, appearance and smell. When using a basic dough recipe, explore making different shapes to change the appearance of the food product. 	Finishing Rubbing in Knead Bran Dough Endosperm Germ Yeast Unleavened bread	Environment Pollution
Y6	Focus: Celebrating culture and seasonality Product: Child's choice User: School community Purpose: Young Enterprise	<ul style="list-style-type: none"> Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. 	<ul style="list-style-type: none"> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. 	<ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. 	<ul style="list-style-type: none"> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets. 	<ul style="list-style-type: none"> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary. 	<ul style="list-style-type: none"> Measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients. Use appropriate utensils and equipment safely and hygienically. Practise techniques following a basic recipe to prepare and cook a savoury food product. Consider texture, taste, appearance and smell. When using a basic dough recipe, explore making different shapes to change the appearance of the food product. 	Finishing Rubbing in Knead Bran Dough Endosperm Germ Yeast Unleavened bread	Fiver Challenge