

Lyppard Grange DT Knowledge organiser

Year 3

Food – Healthy and varied diet (including cooking and nutrition requirements for ks2)

Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose) – (to be completed by year group)

Examples of possible design and make tasks- snack bars/ pizza/ healthy flap jack bars/ biscuits/ dips and dippers/ savoury muffins



Vocabulary

Grams, kilograms, temperature, Celsius, hygiene, utensils, texture, appearance,

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Key knowledge

- Know how to use a range of techniques to prepare ingredients e.g. peeling, chopping, grating, slicing, mixing, spreading, kneading and baking
- The foods appearance is how it looks to the eye
- That to be active and healthy food needs to provide energy for the body

Key skills

- Generate ideas through discussion to develop a design criteria for an appealing product for a particular user and purpose.
- Use annotated sketches to develop ideas
- Plan the stages of a recipe, listing ingredients, utensils and equipment
- To select ingredients for my product
- Carry out evaluations of ingredients and products, recording evaluations in tables and graphs
- To work in a safe and hygienic way
- To measure out my ingredients using scales
- My food product is presented to impress the user
- Evaluate the product against the design criteria

IEAs-

- Children investigate a range of food products. Link to the principles of a varied and healthy diet using The eatwell plate e.g. What ingredients have been used? Which food groups do they belong to? What substances are used in the products?
- Carry out sensory evaluations on the contents of the food from e.g. a variety of bought food products such as a range of wraps or sandwiches. Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. How do the sensory characteristics affect your liking for the food?
- Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet.
- Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed e.g. Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed?

Focused Tasks (FTs)

- Learn to select and use a range of utensils and 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.
- Food preparation and cooking techniques could be practised by making a food product using an existing recipe.
- Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important

Design, Make and Evaluate Assignment (DMEA)

- Develop a design brief and simple design specification with the children within a context that is authentic and meaningful. This can include design criteria relating to nutrition and healthy eating.
- Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for.
 - Ask children to generate a range of ideas encouraging innovative responses. Agree on design criteria that can be used to guide the development and evaluation of the children's product.
 - Using annotated sketches, discussion and information and communication technology if appropriate, ask children to develop and communicate their ideas.
 - Ask children to record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge, understanding and skills learnt through IEAs and FTs.
 - Evaluate the work as it progresses and the final product against the intended purpose and user reflecting on the design specification previously agreed.

Peeling-

Teach children to peel away from themselves while using a peeler.



Grating-



Do not grate every bit of food. It is best to leave a small chunk at the end to hang on to. This means the fingers are not pressed against the grater.



The claw
The bridge

Cutting-



fork secure



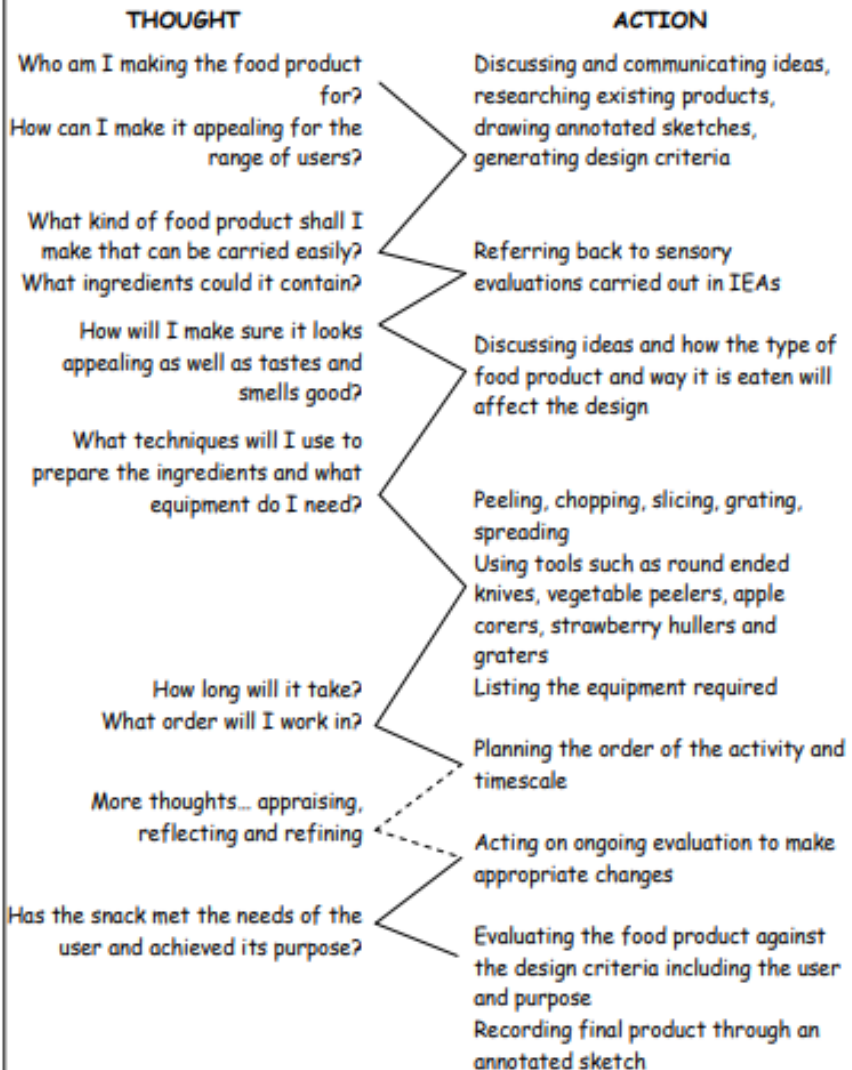
Mixing



Rubbing in to mix fat and flour

Designing, making and evaluating a bread-based product with a filling for lunch, such as a wrap, a sandwich, a roll, a blini or a toastie

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is one example of how the iterative design and make process *might* be experienced by an individual pupil during this project:



Analysing existing products

Filling	Appearance	Smell	Flavour/Taste	Texture	Dislike 	Neither 	Like 
1							
2							
3							
4							
Word bank	Colourful Dark/pale Greasy Moist	Fruity Meaty Smoky Oniony Garlicky Fishy	Salty Herby Spicy Fishy Smoky	Crispy Crunchy Soft Chewy Sticky Smooth Hard			

Top Tips-

- Serrated knives with round edges are best
- Foods for chopping/slicing could be cut in half lengthways to provide a flat base and held still with, for example, a fork so that children cut safely
- Carrots can provide a relatively cheap food for examining the effects of using different equipment such as grating, slicing into thin rings, slicing into sticks.

Health and safety-

Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task.

Tie long hair back, wear aprons, cover cuts, wash hands thoroughly with soap and water. Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products. Seek parental consent.

***This follows on from-
Year 2 objective- Preparing fruit and vegetables***

Key knowledge

- To know how to prepare food safely and hygienically
- To know which equipment to use to prepare food (e.g. colander, sieve, peeler)
- To know how to wash, peel, slice and grate fruit and vegetables
- To know the food groups that healthy foods belong to

Key skills

- To use equipment to peel, slice and grate safely
- To plan and prepare a nutritional meal/ snack
- Design a product e.g. a smoothie, based on a simple design criteria
- Taste and evaluate a range of fruit and vegetables
- To evaluate their dishes and that of others and discuss how they could be improved

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Key skills

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This leads onto- savoury biscuit/ snack

Year 4 objective- Healthy and varied diet (including cooking and nutrition requirements for ks2)

Key knowledge

- Know how to use equipment and utensils safely to prepare and combine food
- e.g. peeling, chopping, grating, slicing, mixing, spreading, kneading and baking
- To know that food is grown, reared and caught.
- To know that a healthy diet is made up from a balance of food groups (eat well plate)
- That to be active and healthy food needs to provide energy for the body

Key skills

- Develop design criteria through discussion including appearance, taste, texture and aroma
- Use annotated sketches to develop ideas
- Plan the stages of a recipe listing utensils, ingredients and equipment
- Select and use appropriate equipment/ utensils to combine ingredients including chopping boards, weighing scales, graters, measuring jugs, baking trays.
- Select from a range of ingredients to make food products
- Carry out evaluations of a range of products and ingredients. Record evaluations using tables or graphs.
- Evaluate product against design criteria taking account of the views of others when identifying improvements

