**Design and Technology Curriculum – Spring Term**

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| **Theme: Food Technology** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| Key stage 1   * use the basic principles of a healthy and varied diet to prepare dishes * understand where food comes from.   Key stage 2   * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | **Keyword** | Definition | **Keyword** | Definition | **Geography-** where our food comes from. Food miles and local produce**.**  **Science –**  Growing plants and seasonality.  **Mathematics-** measuring using g/kg, ml/l. |
| Seasonality | Food varying depending on the season. | Claw technique | Fingers hold the food down and the knife runs over the knuckles. |
| Food miles | How far food has travelled. | Sieving | Separating process. |
| Farm to fork. | Processes in the chain from agriculture production to consumption. | Peeling | To remove the outer skin. |
| Bridge technique | Holding food between the fingers and thumb creating a bridge to cut through. | Kneading | To work the dough to develop the glutens in the flour. |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| Knowledge that food gives us energy and that healthy food options are important for a well-balanced diet. | | | | | The skills and knowledge taught can be applied when creating their own recipes. | | |
| **Lesson Sequence**  **Food for life recipes.** | | **Key Knowledge** | | | | **Key Skills** | |
| Year 1  To make mini pitta pockets | | * How flour is made. (Tesco farm to fork video) | | | | * Kneading and shaping dough * Evaluation - What went well… Even better if … | |
| Year 2  Pasta salad with roasted vegetables | | * Know how peppers are farmed. (Tesco farm to fork video) | | | | * Bridge and claw technique, peeling, using a jug to measure. * Evaluation - What went well… Even better if … | |
| Year 3  Leek and potato soup | | * Know how leeks are farmed. | | | | * Bridge and claw technique, peeling, using a jug to measure. * Evaluation - What went well… Even better if … | |
| Year 4  Spicy chickpea pot | | * Know how spices grow. | | | | * Bridge and claw technique, peeling ginger, measuring with spoons. * Evaluation - What went well… Even better if… | |
| Year 5  Carrot and coriander soup | | * Know how carrots are farmed. (Tesco farm to fork video) | | | | * Bridge and claw technique, using scissors to snip herbs, use a jug for measuring. * Evaluation - What went well… Even better if… | |
| Year 6  Berry breakfast pancakes | | * Know how milk is pasteurised. * Know the ingredients which make a pancake mix | | | | * Whisking, cracking and beating an egg, using a jug to measure * Evaluation - What went well… Even better if … | |
| **Themes and links** | | | | | | | |
| **Themes** | **Where these are covered:** | | | | | | |
| **Farm to fork** | * Each lesson incudes an ingredient which is tracked from farm to fork. | | | | | | |
| **Evaluation** | * Each lesson the children will evaluate e.g., What went well… Even better if … | | | | | | |
| **Healthy food choices** | * Each recipe includes at least one of the children’s five a day | | | | | | |