

Design Technology

Food Technology Year 4

National curriculum	Vocabulary		
<p>Design To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design .</p> <p>Make To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world.</p> <p>Cooking and nutrition To understand and apply principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality, and know where and how a variety of ingredients are grown, reared., caught and processed.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Baking Design Eat well Grating Healthy Heating</td> <td style="width: 50%; border: none;">Hygiene Ingredients Kneading Method Resources Slicing</td> </tr> </table>	Baking Design Eat well Grating Healthy Heating	Hygiene Ingredients Kneading Method Resources Slicing
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Investigate Technical knowledge	Design	Make	Evaluate
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Year 4 – DT Skills

<ul style="list-style-type: none"> -Gather information about the needs and wants of particular individuals and groups -Develop their own design criteria and use these to inform their ideas -Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate 	<ul style="list-style-type: none"> -Generate realistic ideas, focusing on the needs of the user -Make design decisions that take account of the availability of resources -Order the main stages of making 	<ul style="list-style-type: none"> - Know how to prepare and cook a variety of predominantly savoury dishes safely -Take into consideration hygiene when cooking -Use a heat source -Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking 	<ul style="list-style-type: none"> -Use their design criteria to evaluate their completed products
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Learning Objective	Lesson outline
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<p>Lesson 1: Investigate</p> <p>LO: To know that a balanced of different types of foods are needed for a healthy meal.</p> <p>To know what kind of ingredients are needed for pizza.</p> <p>DT Skills:</p> <ul style="list-style-type: none"> -Gather information about the needs and wants of individuals and groups -Develop their own design criteria and use these to inform their ideas -Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell plate 	<p>Explain to the children that they will be designing and making their own pizza.</p> <p>Where do pizzas originate from?</p> <p>What ingredients are used when making pizzas? Discuss deep pan, thin crust, pitta pizzas and wrap pizzas.</p> <p>How healthy is pizza? Could we make our own healthy pizza? What could we use to make the pizza healthy?</p> <p>Quiz with pictures are they healthy or not including toppings?</p> <p>Discuss what makes a healthy diet, as depicted in the eat well plate.</p> <p>Do the children know what each section of the eat well plate is? Carbohydrates, protein, dairy, fat and fruit and veg. Make notes in journals.</p> <p>Look at packaging of pizzas boxes and see what ingredients included.</p> <p>Do the children understand the traffic light system on food packaging.</p>
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<p>-Know that that to be active and healthy, food and drink are needed to provide energy for the body</p>	<p>Discuss calories/energy etc and you must burn energy and be active</p> <p>Task - why is this important to keep the body healthy? Show the children a picture of a balanced food plate. Is this the same or like what they eat? Why/why not? Discuss as a class.</p> <p>Children to make their own healthy eating plate using resources provided</p> <p>Using what they have learnt about healthy eating and a balanced diet what toppings would they put on their pizzas? Why?</p> <p>LA/SEN- pictures provided can cut/stick images onto labelled eat well plate</p> <p>EXS- Pictures provided but can draw/write. Eatwell plate to be labelled using notes from journals</p> <p>GDS.- To draw own images of the 5 food groups on blank eat well plate. Why are the sections different sizes?</p>
<p>Lesson 2: Skills practice</p> <p>LO: To know how to make a dough for a pizza base.</p> <p>To understand why hygiene is important when preparing food.</p> <p>DT Skills: Know how to prepare and cook a variety of predominantly savoury dishes safely.</p> <p>-Take into consideration hygiene when cooking</p> <p>-Use a heat source</p> <p>-Use a range of techniques such as, mixing, kneading and baking.</p>	<p>Discuss food hygiene whilst cooking or preparing foods and why this is important?</p> <p>Cross contamination/ prevention and washing hands thoroughly</p> <p>What would you need to use when making pizzas? Ingredients/heat source/tools and safety information in terms of the heat source.</p> <p>Do the children know the steps for making pizza? Watch videos</p> <p>[Give the children some images of how to make pizzas can they order them correctly?</p> <p>Discuss order.</p> <p>Children to write up order of making pizza dough to refer to when making final pizza.</p> <p>SEN/LA- Adult support. Pictures to be used instead of writing up</p> <p>EXS- Write up steps to making pizza dough using notes from journals key vocabulary to be given with images to remind them.</p> <p>GDS- More detailed explanation of how to make pizza dough including measurements]</p> <p>Didn't do any of this- instead we did the exploding pizza sheet from the template book and looked at the design research sheet focusing on the origins of pizzas and which part of the pizza relates to the healthy food plate)</p>
<p>Lesson 3: Skills practice</p> <p>LO: To know how to prepare ingredients using a range of techniques.</p> <p>To prepare food safely by considering hygiene.</p> <p>DT Skills: Take into consideration hygiene when cooking.</p> <p>-Use a heat source.</p> <p>-Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, and baking.</p> <p>Don't have a heat source to use so the children take them home to cook</p>	<p>Recap hand/food hygiene when preparing food.</p> <p>How did we make our dough? Which part did they enjoy the most?</p> <p>What sauces can be used on a pizza? Traditional sauces</p> <p>How would you make the tomato-based sauce?</p> <p>Children to choose toppings for their pizzas recapping on healthy eating.</p> <p>How would they prepare certain vegetables/toppings? Peeling, chopping, grating and slicing.</p> <p>Experimenting with mixing ingredients.</p> <p>SEN/LA- Assistance when preparing ingredients such as chopping/ grating.</p> <p>GDS- Can they assist other children who may be struggling. Can they use a range of techniques ion the ingredients on their pizza? (e.g chopping mushrooms, grating cheese, slicing meats, spreading sauces.</p>

	<p>This lesson we focus on making the dough so lesson 2 became lesson 3.</p>
<p>Lesson 4: Design LO: To produce a detailed design for pizza, including ingredients, equipment, methods and measurements.</p> <p>DT Skills: Generate realistic ideas, focusing on the needs of the user - Make design decisions that take account of the availability of resources - Order the main stages of making</p> <p>Did this as lesson 3</p>	<p>Designing own pizza, step by step recipe.</p> <p>Q. Who are you designing the pizza for?</p> <p>Would this make a difference on appearance and ingredients used?</p> <p>Why have they chosen these ingredients?</p> <p>What steps were taken, what ingredients were used, what techniques did they do?</p> <p>Children to write up their initial questions (as above)</p> <p>Children to draw a detailed design for their pizza including - Ingredients, method, equipment.</p> <p>LA/SEN Children to be given structural support/sentence openers and key vocabulary. Give them template for pizza design (if required)</p> <p>EXS- Children to be given key vocabulary when writing up steps for making their pizza. Pizza design to be drawn and coloured relating to actual pizza made complete with labels</p> <p>GDS- Children to complete EXS task but add in details about food hygiene and heat source safety.</p>
<p>Lesson 5: Make LO: To make a pizza using own design (recipe).</p> <p>DT Skills: Know how to prepare and cook a variety of predominantly savoury dishes safely - Take into consideration hygiene when cooking - Use a heat source - Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>	<p>Make pizza using own recipe from their final design (lesson 4)</p> <p>What will they need?</p> <p>How will they prepare them?</p> <p>Recap safety in the kitchen (sharp knives/heat from the oven etc)</p> <p>Firstly, give the children the ingredients to make the dough. GDS to measure out their own.</p> <p>Children to use their sauces they prepared in earlier lesson (keep in the fridge for timing)</p> <p>What order do they put the ingredients on the pizza?</p> <p>Supervise the children whilst cutting, chopping, slicing and grating the ingredients.</p> <p>All children to initially work independently. Adult support if needed with preparing toppings.</p>
<p>Lesson 6: Evaluate LO: To evaluate final product based on taste, appearance purpose and audience.</p> <p>DT Skills: Use their design criteria to evaluate their completed products</p>	<p>Evaluate pizza</p> <p>Children to discuss on tables their pizzas</p> <p>What did they like about them?</p> <p>What would they change if they were to do them again?</p> <p>Did their final product look like their design?</p> <p>If not, why?</p> <p>Did their pizza include all the food groups from the eat well plate?</p> <p>LA/SEN- Give the children template for the evaluation with headings/cloze procedure</p> <p>EXS- Questions given to be answered in full sentences. Key vocabulary given.</p> <p>GDS- Extended answers to questions using key vocabulary. Who was their pizza suitable for? Did it taste/look how you expected it to? Why/why not?</p>

Working towards	End of unit assessment Working at Age related expectations	Working at a greater depth
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Lesson 1- As the planner lesson 1

Lesson 2- exploding pizza sheet from the template book/looked at the design research sheet focusing on the origins of pizzas and which part of the pizza relates to the healthy food plate

Lesson 3 - Design their own pizza lesson 4 on planner (template sheet)

Lesson 4 - Making the dough lesson 2 on planner

Lesson 5- Prep the ingredients and assemble lesson 3 & 5 on planner

Lesson 6 - Evaluation lesson 6 on planner