

Design Technology

Food Technology Year 3

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>	<p>Baking Design Eat well Grating Healthy Heating</p> <p>Hygiene Ingredients Kneading Method Resources Slicing</p>

Investigate Technical knowledge	Design	Make	Evaluate
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Year 3 – 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 -Know that that to be active and healthy, food and drink are needed to provide energy for the body 	<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"> -Refer to their design criteria as they design and make -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 the ingredients used in Greek cooking</p> <p>DT Skills: Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the eat-well plate</p> <p>-Know that to be active and healthy, food and drink are needed to provide energy for the body</p>	<p>Investigate foods and identify food types- how healthy was/is a Greek diet? What did they eat?</p> <p>Discuss how the Ancient Greek diet was very healthy. Food in Ancient Greece consisted mainly of grains, wheat, barley, fruit, vegetables, bread and cake. They ate lots of bread, beans and olives. In the summer months, they ate plenty of fruits and vegetables that they had grown. In the winter months, they ate lots of dried foods and fruits they had stored like lentils and apples. Very little meat was eaten during Ancient Greek times.</p> <p>Where did they get their food from?</p> <p>They grew olives, figs, grapes and wheat and kept goats for milk and cheese. As they lived close to the sea, they caught seafood to eat too.</p> <p>Children create a plate which represents the types of food the ancient Greeks ate.</p>
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<p>Lesson 2: Skills Practice</p> <p>LO: To know how to cut and prepare vegetables</p> <p>DT Skills: -Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>	<p>Learn about food safety and staying safe around a hob/ heat source: https://www.youtube.com/watch?v=2UBYautmHgk and https://www.youtube.com/watch?v=DoSq9T6OejA https://www.youtube.com/watch?v=KL9r9q9n20A</p> <p>Introduce safety rules around cooking:</p> <p>Safety when cutting vegetables: bridge and claw technique via Tesco Eat Happy Project https://www.youtube.com/watch?v=mvJSPhAQNZ4</p> <p>Practical</p> <p>Children wash and peel vegetables such as carrots and tomatoes. They then use the bridge and claw technique when cutting the vegetables.</p>
<p>Lesson 3: Skills Practice</p> <p>LO: To know how to make a Greek pitta</p> <p>DT Skills: -Use a heat source</p> <p>-Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>	<p>Children use their food safety knowledge to prepare for cooking, wash hands, roll up sleeves, etc</p> <p>Children then follow a recipe to make the dough and in pairs make the pitta using a hob.</p> <p>Once completed, children can taste or take home and eat. Take photographs and tweet.</p>
<p>Lesson 4: Design</p> <p>LO: To design a Greek inspired pitta</p> <p>DT Skills: -Gather information about the needs and wants of particular individuals and groups</p> <p>-Generate realistic ideas, focusing on the needs of the user</p>	<p>Children to think about designing their own Greek inspired pitta (gyros). They will need to think about different needs and wants within the class, e.g. Halal, vegetarian, etc. Greek salad, feta cheese, cold chicken, etc</p> <p>Children could create a tally chart of favourite fillings.</p> <p>Children then design their own pitta to fit the criteria, thinking about how it looks and tastes. Filling needs to be cold.</p>
<p>Lesson 5: Make</p> <p>LO: To make a Greek inspired pitta</p> <p>DT Skills: Know how to prepare a variety of predominantly savoury dishes safely</p>	<p>Children prepare the pittas with added cold fillings.</p> <p>Children taste the pittas.</p> <p>Photographs of sequences taken and tweeted as evidence.</p>
<p>Lesson 6: Evaluate</p> <p>LO: To evaluate against the design criteria</p> <p>DT Skills: Use their design criteria to evaluate their completed products</p>	<p>Children evaluate their products -</p> <p>appearance</p> <p>taste</p> <p>How could it be improved?</p> <p>What problems did you encounter? (If any)</p>

Working towards	End of unit assessment Working at Age related expectations	Working at a greater depth
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