

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: Design and Technology Year Group: Year 3/4		Area of learning: Cooking and Nutrition Focus - Understand and apply the principles of a healthy and balanced diet.	
Links to previous work/Remember when	<p>Whilst in Year 2, the Year 4 children had experience of cutting and chopping vegetables to create a healthy indian curry. The children investigated where the vegetables were grown and began to understand where food comes from.</p> <p>The current Year 3 children have not yet experienced cooking lessons at school due to problems with the unit of work. They did not experience food and cooking in EYFS due to constraints around sharing food and contact due to Covid restrictions.</p>		
Term	Key Skills to be taught		
Spring 2025 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and are aimed at particular individuals or groups. ● generate, develop, model and communicate their ideas through discussion and annotated sketches. ● select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting and finishing, accurately. ● investigate and analyse a range of existing products. ● 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. 		

Vocabulary

Nutrition, healthy eating, wrap, pitta, wholemeal, multi-grain, gluten-free, ingredients, chopping, slice, cut, pulling, tearing, grating, filling, Claw grip, bridge hold, food hygiene, food safety.

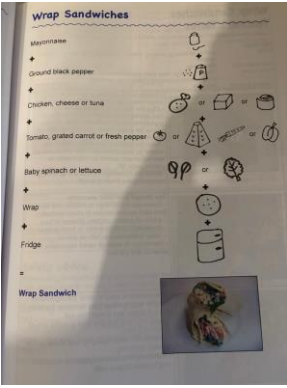
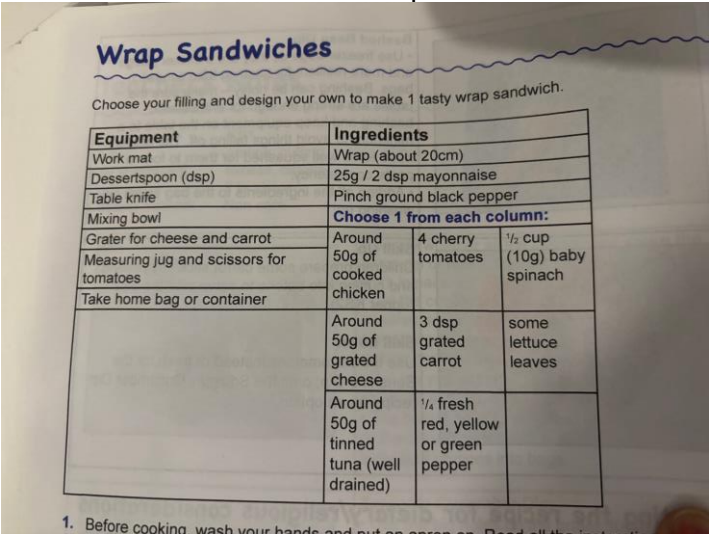
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Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective:</p> <p>To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.</p> <p>Key Knowledge:</p> <p><u>Eat well plate</u></p> <p><u>5 food groups:</u></p> <p><u>Carbohydrates</u> - provide energy</p> <p><u>Protein</u> - Helps you to grow</p> <p><u>Dairy</u> - contains protein and some fat. They give you energy and help build healthy bones</p> <p><u>Fruit and vegetables</u> - contain vitamins that keep you healthy.</p> <p><u>Fats and sugar</u> - should be kept for special days and celebrations</p>	<p>Recap – <i>Recap about the Eatwell plate that children will have seen before in science.</i></p> <p><i>What are the different food groups? Which food groups should we be eating more/less of?</i></p> <p><i>Introduce children to some different scenarios - how can we make these more healthy?</i></p> <p><u>Children record</u> <i>Children to carry out a survey of favourite sandwich fillings - create a tally chart/bar chart of the results. Discuss what the information shows us - do most prefer healthy/unhealthy options? which fillings are more/less popular? How can we make the options more healthy? (Changing bread choice, adding salad, grated carrot, etc)</i></p> <p>* Next week the children will be tasting different breads and fillings - give out a permission slip for parents to complete to ensure you are aware of dietary requirements/allergies/religious or lifestyle restrictions.</p>
2	<p>Learning Objective:</p> <p>To taste a variety of different breads and fillings and examine flavours and textures.</p> <p>Key Knowledge:</p> <p>Use a adjective helpsheet for words to describe taste, texture, smell, appearance.</p> <p>Remind children of the need to maintain food hygiene - washing</p>	<p>Recap – What were the 5 parts of the eatwell plate? Which groups should we include in our everyday meals? Which should be avoided? How could we make a sandwich more healthy?</p> <p>Children record Children to test a range of different breads and fillings that will eventually be used to make their healthy sandwich.</p> <p>Children should taste - wrap, pitta, bread</p> <ul style="list-style-type: none"> - cooked chicken, grated cheese, tuna - grated carrot, spinach/salad, chopped peppers <p>Children to record their responses on a grid - describing taste, texture, smell, appearance.</p>



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	<p>vegetables, washing hands before food handling.</p>	
<p>3</p>	<p>Learning Objective: To design and plan a sandwich for a particular purpose.</p> <p>Key Knowledge:</p> <p>Exploded diagram - exploded diagrams help when we want to show people the parts or components of the product we are designing, how they fit together and the order of assembly.</p>	<p>Recap – Recap what we found out in the last two lessons - what are the parts of the eatwell plate? What was the most/least popular breads and fillings from our research? How can we make simple sandwiches healthier?</p> <p>Children record</p> <p>Talk through the order of making a simple sandwich - how can we make it clear? Show children how to make a picture flow diagram to show how to make our sandwiches. E.g.</p>  <p>Give children the option of choosing one item from each column to create their wrap sandwich.</p>  <p>Children to design their sandwich, do a flowchart and an exploded diagram of their sandwich.</p>
<p>4</p>	<p>Learning Objective:</p>	<p>Recap –</p>

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	<p>To be able to create a healthy sandwich.</p> <p>Key Knowledge:</p> <p><i>Bridge hold/claw grip</i></p>  <p><u>Safe grating and peeling techniques</u> https://www.bbc.co.uk/bitesize/articles/zwvpb7h#zpt7nk7</p> <p><i>Fork Secure Method</i></p> 	<p>Remind children of their designs, the step-by step process of making it, using their flow chart.</p> <p>Children record Make the wrap sandwiches step-by-step with the children.</p> <p>Cutting the tomatoes can be done with the bridge hold and a sharp knife. Less confident learners could use clean kitchen scissors and place the tomatoes into a cup to cut in order to keep fingers safe.</p> <p>Leaves will need ripping and spinach will need the stalk removing.</p> <p>Remember to wash all salad vegetables in advance and pat dry.</p> <p>Mayonnaise is used to 'stick' the ingredients together and to act as glue to ensure the wrap stays in shape and does not dry out.</p> <p>Make the filling first - the total quantity should be about 3 dessert spoonfuls.</p> <p><u>Alternatives for allergens</u></p> <ul style="list-style-type: none"> - <i>gluten-free wraps</i> - <i>non-dairy hard cheese</i> - <i>Natural yoghurt instead of mayonnaise</i> - <i>Vegan protein substitute for vegans</i>
5	<p>Learning Objective: To be able to evaluate a finished product.</p> <p>Key Knowledge:</p>	<p>Recap - <i>It might work well to do this lesson on the same day as the last lesson so that the children are able to evaluate what they have done at the time of making.</i></p> <p>Children record <i>Children to complete their evaluation of their sandwich - what would they improve/change/keep the same.</i></p> <p><i>Complete the end of unit quiz.</i></p>

Learning Outcome/product

Can the children create a wrap/pitta/sandwich to be used in a healthy lunchbox?

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Assessment records	List only those children who have not achieved the expected outcomes.