

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: Design and Technology Year Group: Year 1 and Year 2		Area of learning: Cooking and Nutrition <i>Focus - use the basic principles of a healthy and varied diet to prepare dishes</i>
Links to previous work/Remember when	The children have experienced food and nutrition in EYFS - tasting different fruits and vegetables, tasting porridge or pancakes and adding different flavours.	
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 the basic principles of a healthy and varied diet to prepare dishes ● Understand where food comes from. ● Select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, accurately. ● Select from and use a wider range of ingredients according to their properties and aesthetic qualities. ● Generate, develop, model and communicate their ideas through discussion and annotated sketches. 	





Vocabulary

Ingredients, taste, texture, bridge hold, claw grip, fork secure method, grater, juicer, peeler, utensils, recipe, food hygiene, food safety, design criteria, evaluation

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: Investigate the taste and texture or a range of ingredients.</p> <p>Key Knowledge:</p>	<p>Recap – Recap on the work that has taken place about India. Where is India? What is the temperature like there? What types of plants grow there? What types of foods are commonly made/eaten there?</p> <p>Introduce the idea of curry and some foods that are commonly eaten in India.</p> <p>Children to record</p> <p>Children to be introduced to a range of ingredients that are commonly included in Indian curries. (naan/chapati breads, poppadoms, coriander, lemon, mint, tomatoes, onion? coconut milk? tomato puree? red/green peppers? spinach leaves, natural yoghurt)</p> <p><u>Children to investigate without tasting first -</u></p> <p>- Do you know what it is? - How can we describe its shape, colour, feel?</p>

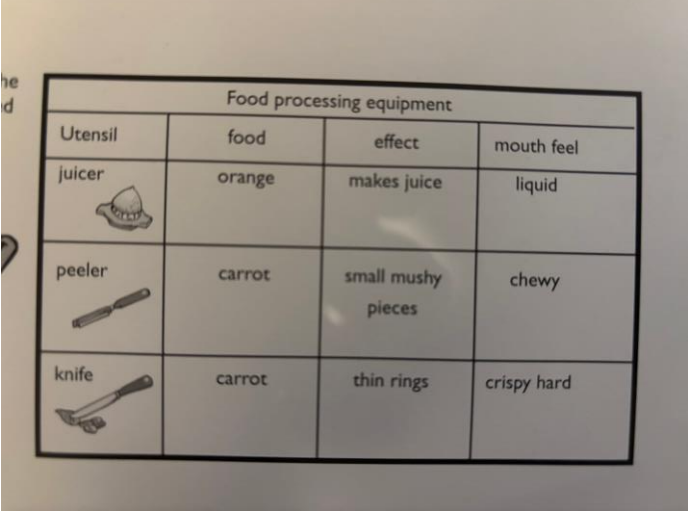


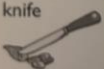


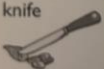


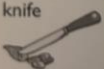
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		<p>- What might we have to do before we eat it?</p> <p>- Where does it come from? Is it grown? Would it grow on the ground, tree, underground?</p> <p><u>Children to taste and record -</u></p> <p>- taste, texture, smell</p>
<p>Lesson 2 and 3</p>	<p>Learning Objective: To learn to use safe and accurate vegetable preparation techniques.</p> <p>Key Knowledge: Bridge hold</p>  <p>Claw grip</p>  <p>safe peeling</p>  <p>fork secure method</p> 	<p>Recap – Recap on where India is, what food is commonly eaten there and what the climate is like.</p> <p>Remind children of some of the foods that we tasted last lesson, where the food comes from and what we have to do to it before it is eaten.</p> <p>Children to record</p> <p><i>Children to learn the ways to get ready to cook - food hygiene</i></p> <p>https://www.bbc.co.uk/bitesize/topics/zgkydnb/articles/zb2dxq8</p> <p><i>Children to be shown how to safely chop and peel potatoes using the safe peeling techniques and the bridge hold for cutting.</i></p> <p>https://www.bbc.co.uk/bitesize/articles/zwvpb7h#pt7nk7</p> <p>https://www.bbc.co.uk/bitesize/articles/zrxjtcw#z6tpg2p</p> <p><i>Children could chop peppers - easier to cut through? courgette?</i></p> <p><i>Children to practice juicing a lemon using the juicer.</i></p>

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		<p><i>Children to record simply in a table, e.g.</i></p>  <table border="1" data-bbox="730 309 1422 819"> <thead> <tr> <th colspan="4">Food processing equipment</th> </tr> <tr> <th>Utensil</th> <th>food</th> <th>effect</th> <th>mouth feel</th> </tr> </thead> <tbody> <tr> <td>juicer </td> <td>orange</td> <td>makes juice</td> <td>liquid</td> </tr> <tr> <td>peeler </td> <td>carrot</td> <td>small mushy pieces</td> <td>chewy</td> </tr> <tr> <td>knife </td> <td>carrot</td> <td>thin rings</td> <td>crispy hard</td> </tr> </tbody> </table>	Food processing equipment				Utensil	food	effect	mouth feel	juicer 	orange	makes juice	liquid	peeler 	carrot	small mushy pieces	chewy	knife 	carrot	thin rings	crispy hard
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<p>4</p>	<p>Learning Objective: To design a healthy vegetable curry for a family</p> <p>Key Knowledge: Children will need to know terms such as ingredients, flow chart, equipment/utensils, hygiene.</p>	<p>Recap - Recap on what we have learned about India, Indian food, vegetables and where they come from and about how to chop, peel and juice safely.</p> <p>Recap on health and safety rules and hygiene rules for the kitchen and why these are important.</p> <p>Children record</p> <p><i>Children to be given the design criteria for making the curry - to make a healthy vegetable curry for a family.</i></p> <p>Design criteria:</p> <ul style="list-style-type: none"> - Must include at least 3 healthy vegetables. - The vegetables must be chopped. - It must include a range of flavours and textures. <p>Explain to the children that we are going to follow a recipe and that recipes need to be done in the correct time order.</p> <ul style="list-style-type: none"> - Sequence the steps together and then the children to cut and stick pictures of the steps to create a flow diagram. <p>Discuss as a class what equipment we will need to use. Children to record the equipment list and ingredients. (these can be pictures for Y1).</p>																				
<p>5</p>	<p>Learning Objective: I can work as a group to create a healthy vegetable curry.</p> <p>Key Knowledge: Remind children to tie back hair and wash</p>	<p>Recap Recap the design criteria and the recipe. Recap the hygiene and safety rules.</p> <p>Children record Children to contribute to the making of the healthy vegetable curry by:</p> <ul style="list-style-type: none"> : Peeling potatoes : Chopping potatoes (if capable) : Chopping carrot 																				

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	<p>hands thoroughly before touching food.</p> <p>Remind children to wash the vegetables before chopping and to pat dry.</p> <p>Remind children to wear aprons and use the correct grips when using knives and the peelers.</p>	<p>: Chopping courgette : Chopping cauliflower : Cutting coriander with clean kitchen scissors : Cutting mint for mint raita? : Stirring the mint and the natural yogurt together.</p> <p>Cook the curry in a slow cooker for 4 hours on low heat setting. Serve with poppadoms or naan/chapati breads.</p> <p>Slow cooker vegetable korma recipe available here - https://www.bbcgoodfood.com/recipes/creamy-veggie-korma</p>
6	<p>Learning Objective: To evaluate the finished product against the design criteria.</p> <p>Key Knowledge:</p>	<p>Recap What was our design criteria? Who were we making the curry for? How do we know if it is healthy or not?</p> <p>Children record Children to evaluate their curry against the design criteria that they were given. Remind the children that it does not matter if they liked the curry or not, if it achieved the design criteria then it was a success!</p> <p>Ask the children to reflect on what parts of the food that they have tried that they have liked and which parts didn't they like as much? What would they change next time? Could they think of another way to make the curry differently but still keep it healthy?</p>

Learning Outcome/product
Can the children create a healthy Indian curry to share with family?

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