**DT Spring 1 - Food**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent**Children will learn and explore how they can express their own ideas using a range of art forms and effects, both on their own and in collaboration with peers/adults. The children will continue to experience different textures, develop an understanding of how things are used and the effects they give and manipulate different materials using their hands.  | **Intent**Children will learn about the importance of a balanced diet and using that knowledge to create a tasty wrap.  | **Intent:** Children will learn about seasonal foods and use their understanding to create a seasonal food tart. | **Intent**Children will learn to follow a recipe with support.Use a budget to plan a recipe.Adapt a recipe using additional ingredients. | **Intent**Children learn a simple bolognese recipe and adapting it to improve nutritional content. | **Intent:** Children learn that ‘flavour’ is how a food or drink tastes.That many countries have ‘national dishes’ which are recipes associated with that country.That ‘processed food’ means food that has been put through multiple changes in a factory.That it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.What happens to a certain food before it appears on the supermarket shelf (farm to fork). |
| **Sequence of learning:**1. Can I use a variety of resources, tools and artistic effects to design and create a police car and a fire engine, both on paper and using junk modelling materials?
2. Can I use a variety of artistic effects to create a Winter themed collage, working both independently and collaboratively?
3. Can I practice weaving techniques to design a woven emergency vehicle, creating a checkered pattern?
4. Can I explore how to use scissors more confidently when creating emergency worker hats out of paper plates?
5. Can I use a variety of tools and explore various artistic effects to create a whole class ‘Chinese New Year’ dragon?
6. Can I use a variety of tools and attaching techniques to prepare ribbon and card to design Chinese lanterns?
7. Can I choose from various artistic effects to create a Chinese blossom tree?
8. Can I use pipettes and straws to experiment mixing primary colours when I create my own Chinese dragon scale? Can I broaden my use of the language of colour – bright, light, lighter, darker?
9. Can I make my own lifeboat exploring water resistant and water proof materials?
10. Can I make bread by following instructions and completing the steps in order? Can I combine the ingredients and prepare the dough?
11. Can I construct sandwiches by following step-by-step instructions?
 | **Sequence of Lessons:****1: Food groups**To recognise foods and their food groups.**2: Balanced meals**To identify the balance of food groups in a meal.**3: Preparing ingredients**To identify an appropriate piece of equipment to prepare a given food.**4: Taste testing** ingredientsTo select balanced combinations of ingredients.**5: Planning recipes**To design based on criteria.**6: Creating and evaluating wraps**To evaluate a dish based on design criteria. | **Sequence of lessons:** 1. Food around the world2. Seasonal food3. Cutting and peeling4. Tasting seasonal ingredients5. Making a mock up6. Evaluating seasonal tarts | **Sequence of lessons:** **1: Existing biscuits**To evaluate existing biscuit products.**2: Basic biscuits**To prepare and cook a dish.**3: Budgeting**To select ingredients and follow a budget.**4: Packaging**To take inspiration from existing products.**5: Market research**To make and test a prototype biscuit.**6: Evaluating biscuits**To evaluate a final product. | **Sequence of lessons**: **1: From farm to fork**To understand how ingredients are reared and processed.**2: Different choices**To make adaptations to design a recipe.**3: Nutritional value**To evaluate nutritional content.**4: Preparing ingredients**To practise food preparation skills.**5: Designing labels**To design a product label.**6: Making bolognese**To follow and make an adapted recipe. | **Sequence of lessons**:**1: Complementary flavours** To explain the use of complementary flavours.**2: Three ingredients; three courses**To research and design a three-course meal.**3: Ingredients and skills** To explain recipe choices.**4: To start…**To apply culinary skills and knowledge.**5: The main course**To apply culinary skills and knowledge.**6: Dessert**To apply culinary skills and knowledge. |
| **Key Vocabulary** instructions, order, chop, texture, knead, slice, cut, mix, design, feel, smell, taste, ingredients, knife, spread, combine, prepare, materials, colour, model | **Key Vocabulary** Appearance, balancedcarbohydrateschopping boardcombination, cut, dairydesign, design briefdiet, evaluate, feelfruit, grate, grateringredients, menuoils, proteins, reviewscissors, smell, snipspread, spreadstable knife, tastevegetables | **Key Vocabulary:** appearance, arid, climate, complementary, country, cut, design, evaluate, export, fruit, grate, import, ingredients, Mediterranean, mock-up, mountain, peel, polar, seasonal, seasons, snip, taste, temperate, texture, tropical, vegetable, weather | **Key Vocabulary** Adapt, addition, appearanceBudget, buttery, combineComment, compare, construct, cream, crunchyCuboid, cut, design, evaluateFold, hygiene, ingredientsLayout, market researchModify, multiplicationOpinion, pounds, sieveSift, target audienceTaste, textureUnique, wooden spoon | **Key Vocabulary:** Beef, brand, cookcross-contamination, cutdesign, enhance, equipment, evaluatefarm, grate, hygieneingredients, label, measurenutrient, nutritionnutritional value, preferencepress, process, recipesafety, theme | **Key Vocabulary:** Balance, bitterbridge methodcomplement, cookbookcross-contaminationenhance, equipmentfarm to fork, flavoursingredients, methodpairing, preparationrecipe, research, saltysour, storyboard, sweetumami |
| **Impact**Children can choose how to design and create an emergency vehicle for ‘people who help us’, using a variety of art forms and effects. Children can follow instructions, explore texture and express their own ideas when making bread dough, sandwiches and a ‘healthy’ snack of their own choosing.  | **Impact**Children can name the main food groups and identify foods that belong to each group.Describe the taste, feel and smell of a given food.Think of three different wrap ideas, considering flavour combinations.Construct a wrap that meets the design brief and their plan | **Impact:** Children can explain that fruits and vegetables grow in different countries based on their climates. They understand that seasonal fruits and vegetables grow in a given season. They understand that eating seasonal fruit and vegetables positively affects the environment. They design a tart recipe using seasonal ingredients | **Impact:** Describe features of biscuits using taste, texture and appearance. | **Impact** Describe the process of beef production.Research a traditional recipe and make changes to it.Add nutritional value to a recipe by selecting ingredients.Prepare and cook a version of bolognese sauce. | **Impact:** Find a suitable recipe for their course.Record the relevant ingredients andequipment needed.Follow a recipe, including using the correct quantities of each ingredient.Write a recipe, explaining the process taken.Explain where certain key foods come from before they appear on the supermarket shelf. |