A logo for a school

Description automatically generatedA logo for a school

Description automatically generated**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** ingredients  To 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 world  2. Seasonal food  3. Cutting and peeling  4. Tasting seasonal ingredients  5. Making a mock up  6. 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, balanced  carbohydrates  chopping board  combination, cut, dairy  design, design brief  diet, evaluate, feel  fruit, grate, grater  ingredients, menu  oils, proteins, review  scissors, smell, snip  spread, spreads  table knife, taste  vegetables | **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, appearance  Budget, buttery, combine  Comment, compare, construct, cream, crunchy  Cuboid, cut, design, evaluate  Fold, hygiene, ingredients  Layout, market research  Modify, multiplication  Opinion, pounds, sieve  Sift, target audience  Taste, texture  Unique, wooden spoon | **Key Vocabulary:**  Beef, brand, cook  cross-contamination, cut  design, enhance, equipment, evaluate  farm, grate, hygiene  ingredients, label, measure  nutrient, nutrition  nutritional value, preference  press, process, recipe  safety, theme | **Key Vocabulary:**  Balance, bitter  bridge method  complement, cookbook  cross-contamination  enhance, equipment  farm to fork, flavours  ingredients, method  pairing, preparation  recipe, research, salty  sour, storyboard, sweet  umami |
| **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. |