



Subject: DT

Year group: 5

Term: Spring

Unit name: Food – Celebrating culture and seasonality

Prior Knowledge -

- Children know that food and ingredients can be grown, reared, caught and processed.
- Children can research and design a healthy snack/dish that is innovative, functional and appealing
- Children can generate, develop, model and communicate their ideas through discussion and annotated sketches
- Children can select from and use a wider range of utensils to perform practical tasks accurately
- Children can select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities.
- Children can investigate and analyse a range of existing food products
- Children can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Children can understand and apply the principles of a healthy and varied diet
- Children can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Children become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Children understand the source, seasonality and characteristics of a broad range of ingredients

Assessment for learning

Recapping prior knowledge- beginning of unit- what do children already know?

Beginning of each lesson- focus on recall of previous learning (quick quizzes)

National curriculum:

- To understand and apply the principles of a healthy and varied diet
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- To understand the source, seasonality and characteristics of a broad range of ingredients
- 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 and annotated sketches.
- Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Key Vocabulary

Organic, seasonal, dairy, gluten, knead, rub, beat, mix, dough, yeast, intolerance, sweet, savoury, evaluation

Design Process

Investigative and Evaluative Activities (IEAs)

Focused Tasks (FTs)

Design, Make and Evaluate Assignment (DMEA)



Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'



End points (what pupils MUST know and remember)

- Children know that a health and varied diet is made up of fruits, vegetables, carbohydrates, meats/fish, dairy, fats and sugar.
- Children can make a savoury dish - bread
- Children can make bread using kneading techniques, know the importance of the use of yeast in bread and how know how the heat effects the dough and turns it to bread.
- Children know that different fruits and vegetables are best in terms of flavour or harvest in different seasons and can name some: Cherries—July, Strawberries— June, July, August and September, New potatoes—April, May, June and July, Turnips—January, February, October, November and December.
- Children can create a design criterion, design and write a recipe for an appealing bread dish aimed at a specific user and purpose.
- Children know that climate conditions affect when food is produced in the UK so food may be grown elsewhere and sent to the UK.
- Children know to use yeast's functional properties to make bread.
- Children know the difference between a variety of breads, dairy free bread and gluten free bread and can discuss the difference in taste and flavours.
- Children can state if their bread is suitable for the intended user and purpose. They can offer a way to improve their bread.

Years 5/6

Food

Celebrating culture and seasonality

Instant CPD



Tips for teachers

- ✓ When rubbing in flour and fat, keep ingredients and hands cool.
- ✓ The purpose of kneading bread is to strengthen the gluten (the protein in grain such as wheat). It normally takes about 10-12 minutes by hand. When ready the dough will be smooth, elastic and hold its shape.
- ✓ When developing a product e.g. soup, that requires chopping and slicing of ingredients refer to the Y3/4 Food Project Planner.
- ✓ Limit the number of ingredients added to the basic recipe and discuss when is the best time to add the new or changed ingredient(s).
- ✓ Emphasise the importance of accurate weighing and measuring.
- ✓ Some supermarkets and bakeries will allow children to visit. This could be linked to an enterprise project with a class-based food company.
- ✓ Children could design packaging for their food products as part of work on structures linked to mathematics.
- ✓ Carry out a survey to find out which cultural/seasonal food products are preferred by family and friends.
- ✓ For homework, encourage children to grow edible plants such as herbs.

Useful resources at www.data.org.uk

- Christmas ginger biscuits
- CPD Resources Primary INSET Guides

Other useful web-based resources:

- <http://www.foodfactoflife.org.uk>

D&T Association publications

- Primary Helpsheets - Unit 5B Food - Bread; Unit 5D Food - Biscuits
- Primary Lesson Plans - Unit 5B Food - Bread; Unit 5D Food - Biscuits

Please note that these publications are based on previous National Curricula.

Possible products



Biscuits



Savoury scones



Savoury muffins



Possible techniques that children could use



Mixing to combine ingredients if making savoury muffins or scones



Rubbing in to mix fat and flour if making a yeast based product



Kneading a bread dough

Sensory evaluation

When carrying out sensory evaluations of products and/or separate ingredients, begin with a whole class activity then use group work to develop ideas.

Example of a recording table:

Type of cultural/seasonal food product	Appearance	Smell	Texture	Taste
Savoury scone	Golden/rough	Fresh/baked	Crumbly	Cheesy

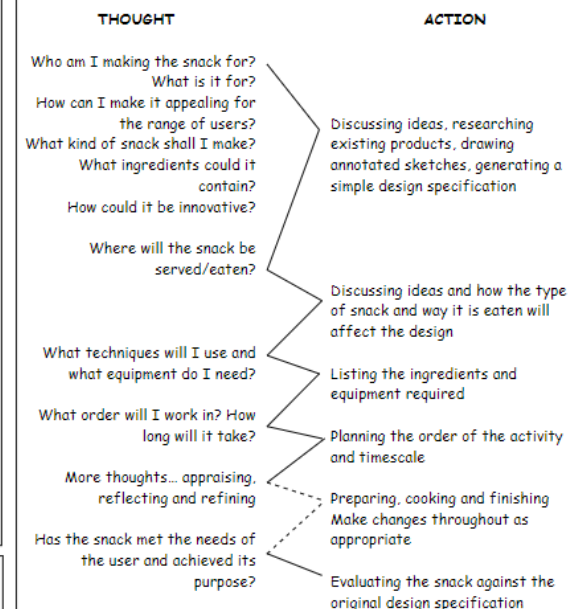
Children can also use simple ranking and rating tables as well as star diagrams.

Use packaging and/or the internet to find out about the nutritional content of the food products and the ingredients. Link this to the principles of a healthy and varied diet.

Edible plants grown in the school grounds can also be evaluated and considered as potential ingredients for products the children will later design, make and evaluate. The benefits/difficulties of selecting seasonal, organic and/or locally sourced ingredients can be discussed here.

Designing, making and evaluating a yeast-based snack for parents and children participating in the school sports day

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is one example of how the iterative design and make process *might* be experienced by an individual pupil during this project:



Glossary

- **Finishing** - related to the appearance of the product - shape, decoration and colour.
- **Rubbing in** - rubbing the dry ingredients together with the fat, lifting to put air into the mixture, so that it resembles fine breadcrumbs.
- **Knead** - pulling and squeezing dough to make it smooth.
- **Bran** - the hard protective shell of a grain of wheat.
- **Dough** - a mixture of flour, yeast and water before it is cooked.
- **Endosperm** - the store of food inside a seed.
- **Germ** - part of the seed where the root and shoots grow from.
- **Yeast** - a tiny plant which makes bubbles of carbon dioxide when mixed with flour and warm water.
- **Unleavened bread** - flat bread where yeast has not been added.