



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

**Key Vocabulary**

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

**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  
To understand the source, seasonality and characteristics of a broad range of ingredients  
Investigate and analyse a range of existing products.  
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.  
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]  
Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.  
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

**Design Process**

Investigative and Evaluative Activities (IEAs)

Focused Tasks (FTs)

Design, Make and Evaluate Assignment (DMEA)

<p><b>Respect</b></p> <p>Do for other people the same things you want them to do for you.</p> <p>Matthew 7:12</p>	<p><b>Integrity</b></p> <p>An honest witness tells the truth. But a dishonest witness tells lies.</p> <p>Proverbs 12:17</p>
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**Key Learning (what pupils MUST know and remember)**

- To know the difference between a variety of breads, dairy free bread and gluten free bread and can discuss the difference in taste and flavours.
- To 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.
- To create a design criterion, design and write a recipe for an appealing bread dish aimed at a specific user and purpose.
- To 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.
- To state if their bread is suitable for the intended user and purpose. They can offer a way to improve their bread.

**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