

1. Year Groups

Years 3/4

2. Aspect of D&T Food

Focus

Healthy and varied diet

4. What could children design, make and evaluate?

sandwiches wraps rolls pitta pockets
blinis rice cakes toasties snack bar
salad snacks other – specify

7. Links to topics and themes

Stories Picnics Healthy Eating School Fair
Religious Festival Eco-Fair/Green Days
Cultural Focus day
other – specify

5. Intended users

themselves older children
younger children parents grandparents
friends family visitors
other – specify

8. Possible contexts

home school off-site educational visits
leisure culture enterprise industry
wider environment health
other – specify

6. Purpose of products

celebration picnic lunch boxes
sports day religious festival off-site visits
healthy living other – specify

9. Project title

Design, make and evaluate a _____ (product)
for _____ (user) for _____ (purpose).
To be completed by the teacher. Use the project
title to set the scene for children's learning prior
to activities in 10, 12 and 14.

16. Possible resources

information about foods
from around the world,
basic recipes

range of relevant
example foods to taste
and evaluate

suitable equipment and
utensils such as: knives,
chopping board,
weighing scales,
measuring jugs,
bowls, baking trays,
spoons – various sizes,
parchment paper,
plastic film

17. Key vocabulary

name of products, names
of equipment, utensils,
techniques and
ingredients

texture, taste, sweet,
sour, hot, spicy,
appearance, smell,
preference, greasy,
moist, cook, fresh,
savoury

hygienic, edible, grown,
reared, caught, frozen,
tinned, processed,
seasonal, harvested
healthy/varied diet

planning, design criteria,
purpose, user, annotated
sketch, sensory
evaluations

3. Key learning in design and technology

Prior learning

- Know some ways to prepare ingredients safely and hygienically.
- Have some basic knowledge and understanding about healthy eating and *The eatwell plate*.
- Have used some equipment and utensils and prepared and combined ingredients to make a product.

Designing

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Technical knowledge and understanding

- Know how to use appropriate equipment and utensils to prepare and combine food.
- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Know and use relevant technical and sensory vocabulary appropriately.

10. Investigative and Evaluative Activities (IEAs)

- Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet using *The eatwell plate* e.g. *What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre?*
- Carry out sensory evaluations on the contents of the food from e.g. a variety of bought food products such as a range of wraps or sandwiches. Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. *How do the sensory characteristics affect your liking for the food?*
- Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet.
- Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed e.g. *Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed?*

12. Focused Tasks (FTs)

- Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking.
- Food preparation and cooking techniques could be practised by making a food product using an existing recipe.
- Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. *What should we do before we work with food? Why is following instructions important?*

14. Design, Make and Evaluate Assignment (DMEA)

- Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for.
- Develop and agree on design criteria with the children within a context that is authentic and meaningful. This can include criteria relating to healthy eating and a varied diet e.g. *What do you need to consider to make it part of a balanced diet? How do we select the ingredients? How could we make it appealing to eat?*
- Ask children to generate a range of ideas encouraging realistic responses.
- Using discussion, annotated sketches and information and communication technology if appropriate, ask the children to develop and communicate their ideas.
- Ask children to consider the main stages in making the food product, before preparing/cooking the product including the ingredients and utensils they will need.
- Evaluate as the assignment proceeds and the final product against the intended purpose and user, reflecting on the design criteria previously agreed. Consider what others think of the product when considering how the work might be improved.

11. Related learning in other subjects

- **Mathematics and computing** – making use of mathematical and computing skills to present results of sensory evaluations graphically.
- **Spoken language** – developing relevant vocabulary e.g. sensory descriptors. Ask relevant questions to extend their knowledge.
- **Science** – using and developing skills of observing and questioning. Humans get nutrition from what they eat. Discuss changes of state if heat is used.

13. Related learning in other subjects

- **Mathematics** – mass kg/g.
- **Spoken language** – developing relevant technical vocabulary e.g. names of utensils and techniques. Ask relevant questions to extend their knowledge.

15. Related learning in other subjects

- **Mathematics** – mass kg/g.
- **Art and Design** – using and developing drawing skills.
- **Writing** – new vocabulary. Use non-fiction texts such as description, explanation and instructions e.g. recipes. Organise their work using e.g. headings, subheadings.
- **Spoken language** – consider and evaluate different viewpoints. Use discussion to develop understanding through exploring ideas.

18. Key competencies

problem-solving teamwork negotiation
consumer awareness organisation motivation
persuasion leadership perseverance
other – specify

19. Health and safety

Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products.

20. Overall potential of project

