



Scheme of Learning for Design Technology



Sheep Dip Lane
Academy




Phase	KS2 Year 3 and 4 Cycle B
Strand	Sustainability, Impact on the world
Leader	F Parish Principal G Matthews – Design Technology

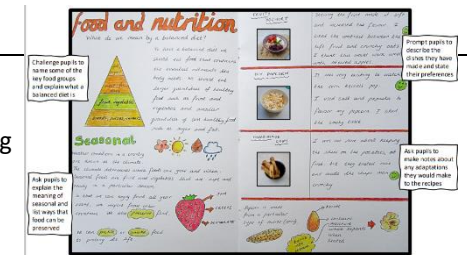
• DESIGN TECHNOLOGY – Year 3

Main Strand/Concepts	Sustainability, Impact on our world– Design Technology will link to other subjects within this context, however where this is not appropriate it will be taught discreetly.	
Prior Learning Links	<p><i>In Key Stage 1 key Concepts taught are:</i></p> <ul style="list-style-type: none"> • Vegetables contain vitamins and minerals • Processed food is food that has been treated in some way to preserve or change it • Many processed foods contain additives or high quantities of salt or sugar which is unhealthy 	
Main enquiry question/s	What do we mean by a balanced diet?	
Programme of Study NC Requirements	<u>National Curriculum</u>	
	<p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <p>Key stage 2</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	
Prior Learning for Concept 1	<ul style="list-style-type: none"> • Vegetables contain vitamins and minerals • Processed food is food that has been treated in some way to preserve or change it • Many processed foods contain additives or high quantities of salt or sugar which is unhealthy 	
Learning Objective		

At the end of this block, pupils will ...	
Know:	Be able to:
What is meant by the term balanced	Make a fruit and yoghurt dessert
Why fresh foods are better	Make homemade chips Flavour foods to increase their sensory qualities

<p>1st Concept</p> <p>Research: food groups/ balanced diets/ seasonal fruits/ preserving fruits</p>	<p><u>DT project: To create a fruity yoghurt.</u></p> <ul style="list-style-type: none"> To know the different food groups and the nutrition's we get from these. To know fruits are seasonal and can be preserved. 	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge – what do we want the children to know?</p>	<p>Suggested learning activities – What key experiences?</p>
<p>Tier 2 - Food Diet Meal</p> <p>Tier 3 – balanced Seasonal Nutrients</p>	<ul style="list-style-type: none"> To know what a healthy balanced diet is and understand this means eating food in moderation. To know the different food groups and what foods fit in which category. Understand fruits can be seasonal and grow at different points in the year. To know how to preserve fruits. 	<ul style="list-style-type: none"> Discuss the different food groups – and identify some foods that fit in each of the food groups – Do children know the essential ingredients such as vitamins/ minerals/ calcium/ protein Discuss what a balanced diet is – eating foods in moderations including those with sugar Look at different times of the year and at what point some fruits grow – discussing they grow at different times. (Key vocab: seasonal) use national trust website below Complete research on strawberries – discussing they are seasonally grown between May and September – discuss how we an eat strawberries all year through importing food Research how to preserve foods using different experiements E,G putting strawberries in fridge leaving out of fridge – what happens to the fruit how quickly does it decay?
<p>Assessment questions</p>	<ul style="list-style-type: none"> What does preserved mean? What does seasonal mean? Can you name some food groups and which foods fit into these caporegimes? Which nutrition's do we get from food? Is sugar always bad? <div data-bbox="600 1198 1180 1310" style="border: 1px solid black; padding: 5px;"> <p>Link to Video: https://vimeo.com/691955642/47bb9b4598</p> <ul style="list-style-type: none"> Explanation and demonstration of taught content Lesson by lesson guidance Exemplification of techniques and outcomes </div>	<p>Resources:</p> <p>(See www.nationaltrust.org for a full list of fruits grown at different times of the year)</p> <p>https://www.youtube.com/watch?v=pmgkj01uUTw – food group videos</p> <p>https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zhkbn9q -food groups</p> <p>https://www.bbc.co.uk/cbeebies/grownups/portion-sizes-for-kids - balanced diets and healthy choices</p> <div data-bbox="1666 1126 2175 1326" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Preserving strawberries</p>  <p style="text-align: center;"> refrigerated frozen made into jam dehydrated tinned </p> </div>
<p>Learning Objective</p>	<p>Pre-Learning Expectations – concept 2</p> <ul style="list-style-type: none"> 	

<p>2nd Concept</p> <p>Design and research favourite fruits.</p> <p>(x 1 lesson fruit exploration) X1 lesson designing what will go in your fruity yoghurt)</p>	<p><u>DT project: To create a fruity yoghurt.</u></p> <ul style="list-style-type: none"> <u>To research different fruits that grow seasonally around the world (Identify the origin – look at packaging and complete research)</u> <u>To design my own fruity yoghurt.</u> 	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge - What do we want the children to know?</p>	<p>Suggested learning activities – What key experiences?</p>
<p>Tier 2 - Food Diet Meal</p> <p>Tier 3 – Stew Pressure Seasoning balanced Seasonal Nutrients</p>	<ul style="list-style-type: none"> To know some foods are processed. To know fruits come from different origins depending on the time of year and where they have been grown. To know the UK is not the right weather for all fruits to grow – some cannot grow all year in the UK. 	<ul style="list-style-type: none"> Children to research a range of different fruits – looking at when they are best grown and where – children to look at packaging to find the origin. Children to taste test different fruits to see which they will choose for their healthy fruity yoghurt dish Create research as a class to find out the most popular fruit and least popular. – create a graph to show the results. Research processed fruit yogurts – how has this been preserved what sugars etc are built in processed varieties. Is this a healthier option than making one from the beginning? Children to design their own fruity yoghurt choosing the fruit and labelling this in their drawing
<p>Assessment questions</p>	<ul style="list-style-type: none"> <i>What does preserved mean?</i> <i>What does seasonal mean?</i> <i>Can you name some food groups and which foods fit into these caporegimes?</i> <i>Which nutrition's do we get from food?</i> <i>Is sugar always bad?</i> 	<p>Resources</p> <ul style="list-style-type: none"> Processed fruit yoghurts various different fruits for taste testing
<p>Learning Objective:</p>	<p>Pre Learning Expectations Concept 3</p>	
<p>3rd Concept</p> <p>Make and Evaluate</p> <p>X 1 less make X 1 lesson evaluate</p>	<p><u>DT project: To create a fruity yoghurt.</u></p> <p><u>To make my fruity yoghurt</u> <u>To evaluate my fruity yoghurt.</u></p>	



Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
<p>Tier 2 - Food Diet Meal</p> <p>Tier 3 – Stew Pressure Seasoning balanced Seasonal Nutrients</p>	<ul style="list-style-type: none"> To know to stew (Key vocab) fruit. To know how to safely cut fruit using correct equipment. To know how to prepare a surface for food preparation. To evaluate and compare fruity yoghurt to Processed versions. Can suggest ways in which a recipe could be adapted: - by changing the fruit used - by adding spices - by adding flavour to the yoghurt - by changing the seeds 	<ul style="list-style-type: none"> Demonstrate the process of making a fruity yoghurt. Show the children how to stew fruit – using the instructions supplied. Show the children how to chop fruit - children to do this under adult supervision Children to make their fruity yoghurt using the instructions supplied and their design made previously. <u>Demonstrate how to prepare a fruit and yoghurt dessert as an alternative to the processed varieties that are so popular. Explain how this dessert can be made either with seasonal fruit or with frozen fruit. Show pupils how to stew the fruit with a small quantity of sugar and chopped apple, which contains pectin, helping the fruit compote to thicken. Once stewed, pupils add the fruit to natural yoghurt, toasted oats and seeds, and garnish with fresh mint.</u> Prompt pupils to evaluate the results and compare this fresh yoghurt dish with the processed versions. Encourage pupils to suggest ways in which they might adapt the recipe. Could they use different fruits? Pupils should make a record of what they have learnt about balanced diets and seasonality using notes and drawings. ORACY: To present your fruity yoghurt to the class discussing the process the ingredients and why your product should be bought over processed varieties.
<p>Assessment questions</p>	<ul style="list-style-type: none"> <i>What does preserved mean?</i> <i>What does seasonal mean?</i> <i>Can you name some food groups and which foods fit into these caporegimes?</i> <i>Which nutrition's do we get from food?</i> <i>Is sugar always bad?</i> <i>How could you adapt the recipe?</i> 	<p>Resources: Ingredients needed to create fruity yoghurt. Recording sheets Camera</p>