

St Bernadette's Catholic Primary Voluntary Academy



Subject Medium Term Planning - LKS2 DT Term - Pentecost Cycle A Topic:Lights, Camera, Active Food

Prior Knowledge

Year 3 Children's Prior Knowledge

EYFS	KS1
<ul style="list-style-type: none"> To know that different fruits and vegetables look, smell and taste different To be able to cut soft fruits using appropriate utensils 	<ul style="list-style-type: none"> Follow basic hygiene procedures Cut, chop and peel fruit

Year 4 Children's Prior Knowledge

EYFS	KS1
<ul style="list-style-type: none"> To know that different fruits and vegetables look, smell and taste different To be able to cut soft fruits using appropriate utensils 	<ul style="list-style-type: none"> Follow basic hygiene procedures Cut, chop and peel fruit

	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	L.O. 5 To be able to investigate a range of existing products. Evaluate ingredients	Begin by asking children if they can name any Greek foods. Show children the lesson PowerPoint showing a range of authentic Greek foods and see if they have heard of any (Moussaka, tzatziki, dolmades, souvlaki). What are commonly used ingredients in	<ul style="list-style-type: none"> Know that feta cheese, cucumber, tomatoes and olives are traditional ingredients of a Greek salad. Know that a Mediterranean diet 	<ul style="list-style-type: none"> Use sensory vocabulary to describe ingredients typical of a Greek salad 	Greek salad Healthy diet, Sensory

		<p>Greece? - Olive oil, feta, olives, greek yoghurt, tomatoes and honey.</p> <p>Discuss why the Mediterranean diet is considered more healthy than our diet. How does it compare?</p> <p>Mind map on board as a group discussions and answers (Put pictures in books).</p> <p>Tasting and evaluating different foods included in a greek salad. Children to use sensory vocabulary to describe the different aspects of the food e.g. texture, taste, appearance etc. Children say what they preferred and why.</p>	is considered more healthy.		
Lesson 2	L.O. 2 To be able to generate, develop, model and communicate their ideas through discussion, annotated sketches, pattern pieces and computer-aided design.	<p>To learn about the importance of food hygiene and safety in the kitchen.</p> <p>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?</p> <p>Explain the importance of safety within the kitchen especially when using sharp knives (Bridge hold, hold techniques - tucking in thumb or fork- all on knowledge organiser).</p>	<ul style="list-style-type: none"> ● To understand the importance of good food hygiene. ● Know how to safely use appropriate equipment and ● utensils to prepare and combine food. 	<ul style="list-style-type: none"> ● Keeping safe when using equipment to prepare Greek salad. ● Having a positive food hygiene when dealing with food. 	Cross contamination, Handling Preparing Cooking Storing.

		<p>Model how to use the different pieces of kitchen equipment children will be using in your lesson e.g. grater, garlic peeler etc</p> <p>Talk about the importance of cleanliness in handling, preparing, cooking and storing food. Eg washing vegetables</p> <p>What should we do before handling food? What is cross contamination? Why is it important to check use by dates?</p> <p>Create a poster of the important information regarding safety to consider when making your Greek salad.</p>			
Lesson 3 Lesson 4 (Double lesson)	L.O. 1 To be able to use research and develop design criteria to begin to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	<p>Introduce the design brief: To design a colourful Greek Salad for the School Lunch menu. As a class, create a design criteria.</p> <p>Recipe: Introducing possible ingredients they could add to their dish. Can children recognise any of the ingredients before you reveal the names? Explain to children that these are the additional ingredients they have to choose from to make their dish more interesting. Olive oil is a traditional dressing for Greek salads but adding flavour to the olive oil will make the salad more interesting.</p>	<ul style="list-style-type: none"> ● Know that Olive oil is a traditional dressing for Greek salads ● Know that herbs and spices enhances that flavour, aroma and colour of foods 	<ul style="list-style-type: none"> ● Develop and follow simple design criteria ● Design innovative and appealing products that have a clear purpose and are aimed at a specific user. 	Aroma Flavour Herbs Spices

		<p>Adding herbs and spices also changes other foods.</p> <p>Write an ingredient list and equipment list (using the basic recipe as a guide but adding their additional ingredients and any extra equipment they may need e.g. garlic crusher)</p> <p>Write a method for their dish. Using the basic recipe as a guide but adding extra steps to include their new ingredients.</p>			
Lesson 5	<p>L.O. 3 To be able to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], with developing accuracy.</p> <p>Making your Greek salad</p>	<p>Create a Greek salad, following their method carefully.</p>	<ul style="list-style-type: none"> ● Know that a recipe needs to be followed in order. 	<ul style="list-style-type: none"> ● Use a wider range of tools and equipment to perform practical tasks with developing accuracy. ● Select from and use a wider range of materials and components, including ingredients. ● Follow a recipe for making a Greek salad and adapt adding ingredients.. 	<p>Bridge hold, Claw grip,</p>

Lesson 6	L.O. 6 To be able to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<p>Explain that in this lesson children will be evaluating their own dish using their design criteria. Explain that tasting is not the same as eating.</p> <p>Discuss taste, texture, appearance and flavour.</p> <p>Does the salad meet the design criteria? What do you like about your dish? Is there anything you would do differently next time?</p>	<ul style="list-style-type: none"> ● Know that a product must meet the design criteria to be successful. 	<ul style="list-style-type: none"> ● Use the evaluation web to evaluate their salad 	Evaluate Tasting
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