

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT - Food (Locro – South American stew) Year: B (UKS2)

NC/PoS:

- 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
- 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
- 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; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand the source, seasonality and characteristics of a broad range of ingredients

Prior Learning (what pupils already know and can do)

- Children know how to research and design a healthy snack/dish that is innovative, functional and appealing
- Children know how to generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams.
- Children know how to select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities.
- Children know how to investigate and analyse a range of existing food products
- Children know how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Children know how to understand and apply the principles of a healthy and varied diet
- Children know how to 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; 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

End points (what pupils MUST know and remember)

- Children know how to research and design a healthy snack/dish that is innovative, functional and appealing
- Children know how to generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams.
- Children know how to select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities.
- Children know how to investigate and analyse a range of existing food products
- Children know how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Children know how to understand and apply the principles of a healthy and varied diet
- Children know how to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

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<ul style="list-style-type: none">- Children become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils; 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 healthy, meal, knife, cutting, slicing design, user, purpose, evaluate, appeal, food groups, balanced
Session 1: Evaluating existing products <ul style="list-style-type: none">- Look at pictures and recipes of different South American stews, particularly focussing on locro. Why are they healthy? What ingredients are there? What is always the same? What changes?- Link with geography work on South America. Nutrition: Why should we eat healthy food? Vocab: locro, healthy
Session 2: Designing <ul style="list-style-type: none">- Design a healthy locro stew, consider ingredients vegetables and meats.- Have we used something from each food group? Is it balanced? If not, why not?- Discuss which veg is in season and encourage the children to choose from these ones if possible.- The user is them and the purpose is for them to know how to make and enjoy a healthy meal.- Communicate these ideas through talk and annotated sketches. Why are you choosing those vegetables/meat/herbs?- Design: Can you design a healthy locro stew? Vocab: design, user, purpose, healthy, meal, food groups, balanced
Session 3: Making <ul style="list-style-type: none">- Make locro stew using meat, vegetables and flavourings.- Use simple utensils and equipment to cut the vegetables safely.- Discuss the different parts of the veg they will use – e.g. they wouldn't use the green leaves on a carrot.- As you introduce the packets of veg, discuss the different countries the veg comes from.- Resilience – during the entire making process, discuss keeping on trying and never giving up even if the task gets tricky. Vocab: vegetable, leaves, utensil, knife, slicing, cutting
Session 4: Evaluate <ul style="list-style-type: none">- Evaluate: How is the healthy meal appealing for the target user and purpose?- Evaluate ideas and finished products against design criteria, including intended user and purpose. Did the vegetables selected work well together? Are there any you would change? Would you prepare any of the veg/meat/flavours differently next time?- Honesty – during the evaluation stages discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work

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Vocab: evaluate, appeal

Future learning this content supports:

UKS2 – Culture and seasonality (if completed in year 5)

KS3 – food tech