

<h1>Food technology</h1>	<u>Design brief and theory about nutritional value/sourcing of products/seasonality</u>	<u>Explore/tasting sessions</u>	<u>Design a product</u>	<u>Make lesson:</u>	<u>Evaluate:</u>															
Reception:	Name and recognise different fruits- link to Handa's surprise. We all have different likes and dislikes- learning to identify these and begin to give reason e.g. I don't like the taste/smell/the bits (texture)	Tasting different fruits (link to Handa's surprise)	Using your design brief, highlight what needs to be included in the end product: <ul style="list-style-type: none"> • Colourful • Appealing 	Make a fruit smoothie	Take photograph of end product. Grid children tick or cross against taste and colour.															
Vocabulary:	<u>Grip, textures, senses, colour, all common colours, observe</u>																			
Year 1:	Learn about where fruit comes from (link to Geography continents- map on wall and place images of fruit on it) Health and safety of cutting fruits such as grapes.	Taste different fruits from around the world- maybe some obscure fruits like passion fruit (doesn't have to be what you will use for the kebab)	Using your design brief, highlight what needs to be included in the end product: <ul style="list-style-type: none"> • Sensory qualities • Target audience 	Make fruit kebabs (Year 1 Block A, lesson 3)	Take photograph of end product and label. Children rate /5 all of the sensory qualities. Begin to verbally suggest improvements.															
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Technical Vocabulary	Definition
vitamins	a group of natural substances in food that are necessary for the growth and good health of the body
nutritious	containing many of the substances which help the body to grow

<p>Year 2</p>	<p>Learn about the nutritional value of vegetables. What do certain vegetables provide e.g. vitamins and how these benefit the body. Discuss seasonality and why certain foods are imported (you don't necessarily have to focus on just vegetables - could include fruit)</p>	<p>Name and recognise a range of salad vegetables. Taste different vegetables (doesn't have to be what you will use for the kebab) Test how much a wrap can hold before it splits (prevents overstuffing!)</p>	<p>Using your design brief, highlight what needs to be included in the end product:</p> <ul style="list-style-type: none"> • Sensory qualities • Target audience • Consider the quantity of each ingredient • Using a range of salad 	<p>Make veggie wraps (Year 1 Block A, lesson 1/Year 2 Block B lesson 3)</p>	<p>Take photograph of end product and label. Children rate /5 all of the sensory qualities. Suggest improvements to product e.g. I used too much lettuce.</p>
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Vocabulary:

Core Knowledge	Explanation	Technical Vocabulary	Definition
ingredients	Ingredients are any of the foods or substances that are combined to make a particular dish.	vitamins	a group of natural substances in food that are necessary for the growth and good health of the body
fibre	Fibre is the part of food that cannot be broken down by the body and which helps digestion.	protein	a nutrient found in food (such as meat, milk, eggs and beans) that is made up of many amino acids joined together and is a necessary part of the diet
protein	Protein is a nutrient found in food (such as meat, milk, eggs and beans) that is made up of many amino acids joined together and is a necessary part of the diet.	wholemeal	made from whole grains of wheat, including the husk or outer layer

Technical Vocabulary	Definition
processed	to treat raw food in order to change it or preserve it
vitamins	a group of natural substances in food that are necessary for the growth and good health of the body
starch	a white carbohydrate food substance found in potatoes, flour and rice

<p>Year 3:</p>	<p>Learn how different types of food can keep the body healthy, provides energy and helps it to repair.</p>	<p>Compare textures of foods before and after being soaked in hot water.</p>	<p>Using your design brief, highlight what needs to be included in the end product:</p>	<p>Make a noodle salad and dressing. (Year 3 block D)</p>	<p>Take photograph of end product and label.</p>
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	<p>Identify foods that are a good source of vitamins. Explore nutrition of foods- how does it affect your body and mind (immune systems)</p>	<p>Explore combinations of different vegetables- which may or may not require a dip. Explore sweet dip (add brown sugar), sour dip (lime), salty (soy sauce), spicy (moderate forms of chilli)</p>	<ul style="list-style-type: none"> • Sensory qualities • Target audience • Nutritional value of the end product • Proportionality and sizes of pieces 	<p>Children rate /5 all of the sensory qualities. Suggest ways the dish can be improved. Have a success criteria taken directly from the design brief children to tick or cross if it was met.</p>
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Vocabulary:

Core Knowledge	Explanation	Technical Vocabulary	Definition
nutrition	Nutrition is the process by which living things receive the food necessary for them to grow and be healthy.	seasoning	salt, herbs or spices added to food to enhance its flavour
fibre	Fibre is a part of food that cannot be broken down by the body and aids digestion by helping other foods move through the body more quickly.	claw	a way of holding food to protect the fingers whilst cutting, chopping or slicing
minerals	Minerals are substances that are naturally present in the earth and are not formed from animal or vegetable matter, for example gold and salt. Some minerals are also present in food and drink and in the human body and are essential for good health.	bridge	a technique used when chopping food where the thumb and index finger are placed either side of the food item, forming a kind of bridge shape

Year 4:

<p>Learn about gluten and how it affects the texture of the dough. Explore nutritional value of ingredients on a pizza. Discuss how Pizza is made in Italy (Nunzia) Discuss how ingredients are reared, caught and processed (pepperoni, meats (cured))</p>	<p>Differences between a traditional home-made pizza vs. mass produced (speak to Nunzia in advance, she will make home-made pizza, just provide the ingredients) Not overloading pizzas with toppings/sauces (consistency of base, no soggy bottom, topping not falling off)</p>	<p>Using your design brief, highlight what needs to be included in the end product:</p> <ul style="list-style-type: none"> • Sensory qualities • Target audience • Nutritional value of the end product • Variety of ingredients • Proportionality and sizes of pieces • Appearance 	<p>Make a pizza (Year 4 Block A, lesson 1)</p>	<p>Take photograph of end product and label. Children rate /5 all of the sensory qualities. Suggest ways the dish can be improved. Children to explain how they met the design brief and begin to identify areas they didn't meet.</p>
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Vocabulary:	Core Knowledge	Explanation	Technical Vocabulary	Definition
	ingredients	Ingredients are any foods or substances combined to make a particular dish. Many processed and ready-made meals contain additional ingredients to enhance flavour or extend shelf life.	gluten	a protein that is contained in wheat and some other grains
	processed	Processed food is food that has been treated in order to change or preserve it.	knead (verb)	to press something, especially a mixture for making bread, firmly and repeatedly with the hands and fingers
	bread	Bread is a food made from flour, water and usually yeast, mixed and baked.	ferment (verb)	to experience a chemical change because of the action of yeast or bacteria

Year 5:	<p>Learn about why eating a range of vegetables is good for you. Can explain why cooking vegetables for a short period of time is healthier than cooking them for a long time. Identify vegetables that have medicinal qualities. Learn that Asian dishes are mostly vegetarian based for this reason. (Try and get a chef in?)</p>	<p>Compare the differences/sensory qualities of vegetables when they are raw vs. cooked.</p>	<p>Using your design brief, highlight what needs to be included in the end product:</p> <ul style="list-style-type: none"> • Sensory qualities • Target audience • Nutritional value of the end product • Variety of ingredients • Proportionality and sizes of pieces • Appearance • Time management 	<p>Make a stir fry (Year 5 Block D, lesson 2)</p>	<p>Take photograph of end product and label. Children rate /5 all of the sensory qualities. Suggest ways the dish can be improved. Children to explain how they met the design brief and identify areas that were not successful and make suggestions on what they would do next time.</p>
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Vocabulary:	Core Knowledge	Explanation	Technical Vocabulary	Definition
	culture	Culture refers to the customs and beliefs, art, way of life and social organisation of a particular country or group.	medicinal	helpful in the process of curing illness or infection
	migration	Migration is the movement every year of large numbers of birds or animals from one place to another. It can also mean the movement of people to a new country or area in order to find work or better living conditions.	fragrant	having a pleasant smell
	spices	Spices are one of the various types of powder or seeds that come from plants and are used in cooking. Spices have a strong taste and smell.	stir-fry (noun)	a hot dish made by frying small pieces of meat, fish and / or vegetables
			stir-fry (verb)	to fry (meat, fish or vegetables) rapidly over a high heat while stirring briskly

<p>Year 6:</p>	<p>To explain why specific ingredients are used and how they interact with each other in a recipe (yeast). Theory of how to make bread- differences between pitta and a loaf of bread. Mr Jourdain- how to make bread.</p>	<p>Consider the consistency of a product- try different supermarket product- a homemade prototype made badly e.g. too runny/too thick.</p>	<p>Using your design brief, highlight what needs to be included in the end product:</p> <ul style="list-style-type: none"> • Sensory qualities • Target audience • Nutritional value of the end product • Variety of ingredients • Proportionality and sizes of pieces • Appearance • Time management • Consistency of products 	<p>Make humus and pitta (Year 6 Block A, lesson 2)</p>	<p>Take photograph of end product and label. Children rate /5 all of the sensory qualities. Suggest ways the dish can be improved. Children to explain how they met the design brief and identify areas that were not successful and make suggestions on what they would do next time.</p>
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