

Reception – Designing, making and evaluating a fruit turnover			
Answering subject specific questions		Assessment and monitoring:	Links to Early learning goals and development matters:
Learning challenge: How can I design and make a healthy and appealing fruit turnover that children and parents will enjoy?	Success criteria: 1. The fruit turnover looks good and makes people want to eat it (appealing product) 2. The fruit turnover mainly contains healthy ingredients (purposeful design) The fruit turnover is environmentally friendly and cost effective as it is made mainly of local/UK produce (functional product)	• Key component knowledge in bold • Key component knowledge to be assessed and used to inform teaching • Subject leader to hold pupil conferences to assess key knowledge has been embedded in long-term memory NB Purple= previously taught knowledge	• PSED: Managing self: To understand the importance of healthy food choices. • Physical development: Fine motor skills: Use a range of small tools including cutlery. • EAD: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Key vocabulary to be taught: nutrients, portion, peel, flesh, seeds, skin, pastry, banana, strawberries, fruit, turnover, cut, roll, pinch, mash, spread, fold		Health, safety and hygiene - Jewellery is removed. Hair is tied back. Sleeves are rolled up. Aprons are on. Hands are washed. Cuts are covered with blue, waterproof dressing Pupils should be taught to work safely using tools, techniques and ingredients appropriate to the task. They should follow cookery room rules to keep themselves and others safe. Please see risk assessment.	
<u>Theoretical knowledge:</u> Historical, cultural and scientific knowledge Scientific knowledge to help with the design of the product: • Fruit- the part of a flowering plant that contains the seeds. Most fruit are sweet and can be eaten raw. • Flesh- the soft inside part of the fruit. Generally, the part we eat. • Skin – the outer layer that covers a fruit. • Some skins are edible and they usually contain the more nutrients than the flesh. • Some fruits have a thick skin that can be peeled off without a tool. These skins do not taste nice to most people. • Ripe fruit is fully grown and ready to be eaten and enjoyed. • Nutrients- all the things in food that the body needs to remain healthy and give us energy. • We should eat five portions of fruit and vegetables a day and eat a wide range of fruits each month to help us get the nutrients and fibre we need to keep healthy. • Fruit contains sugar but this is locked inside the flesh of the fruit and enters slowly into our bodies. • Fruits grow at different times of the year and in different countries. • Eating a range of different coloured fruits provides the widest range of vitamins and nutrients (trying to ‘eat the rainbow’ of fruit and vegetables is a good way of doing this), <u>Historical knowledge:</u> • Inventions in transport mean that fruit can now be transported all around the world so we get lots more choice. The invention of refrigerated lorries (1925) means that fruit stays fresh when transported and doesn’t rot quickly. 100 years ago, people would only have the choice of eating fruit grown locally. • Transporting food around the world creates harmful gases and air pollution. This is not good for the environment and contributes to global warming. <u>Cultural knowledge</u> • Fruit turnovers can be bought ready-made from supermarkets and bakeries. This saves time but they are more expensive and most come with plastic packages. We can also use fresh fruit in our own fruit turnovers. • A fruit turnover is an appealing choice as it is most commonly a dessert and people enjoy sweet treats. • The location where commonly grown fruits are typically from: Bananas grow in hot tropical places in South America, Africa and South East Asia. You will not find them growing in the UK. Strawberries can be grown in many different countries including the UK and Spain. (link to Geography curriculum)		<u>Design: Conditional knowledge:</u> I know that... therefore I will... • I know I have to roll out the pastry so it is not too thin because if it is too thin it will fall apart. • I know I have to place a small amount of fruit inside the pastry and pinch all around the outside of my turnover so the fruit does not come out. • I know that some fruits can be grown locally so, where possible, I will use these so my product is as environmentally friendly as possible. • I know people are more likely to eat attractive looking food so I will cut my fruit turnover into a shape that looks appealing Planning - materials & tools needed: fruits, pastry, knives, forks, spoons, cutters, chopping boards, bowls. <u>Making: substantive knowledge – I know that...</u> • Knife is a blade fixed onto a handle. A knife is used to cut food. • Chopping board is a flat surface used for cutting food on, made from hard material such as wood or plastic • Cutter - used to cut shapes into foods • Spoon is a small bowl shape fixed onto a handle. It is used for eating, stirring and serving food. • Fork is a utensil with two or more prongs at the end used for eating, mixing or cutting food. • Rolling pin is a cylinder shape which is used to flatten or shape pastry/dough. <u>Making: practical knowledge – I know how to...</u> • Use a knife/fork/spoon safely, accurately and with control • Spread the filling evenly by tilting the knife and moving the knife in a backwards and forwards motion • Use my fingers to pinch tightly all around the outer of the turnover • Chop fruit in half lengthways to create a flat base so it can be held still to cut safely • Use a rolling pin with the right amount of pressure and push it away from you all along the pastry to flatten it <u>Pedagogy strategies / approaches:</u> <u>Lesson 1- Purpose-</u> Slideshow with pictures and examples to explain and share all knowledge. Share bought examples of turnovers to show children. Model use of all equipment and techniques for children to then practise these skills in their own learning time. (Monday art slot? RK/SB?) <u>Lesson 2- Planning/Designing</u> Slides to discuss success criteria and what we want from our fruit turnover. Children to draw and label/adult to scribe what their fruit turnover will look like. <u>Lesson 3- Testing the design</u> Children go to DT room to practise testing their design. Children practise skills: rolling out pastry, cutting shape, folding pastry, pinching edges, mashing and spreading filling. <u>Lesson 4- Producing the product</u> Produce actual turnover in DT room- invite parents in following day to try our products and fill out simple evaluation sheets. <u>Lesson 5- Evaluation</u> Analysing evaluation sheets- what worked well/not so well? I found that... because...therefore next time I may... <u>Lesson 6- Embedding key knowledge</u> Recap our work and key knowledge- revisit slides from first session.	<u>Evaluating the product:</u> I found that... because... therefore next time I may... Class, group or individual reflection: SC1 Presentation of fruit turnover I found that this worked well... Carefully pinching the edges of the pastry Because... The filling didn’t come out while it cooked as there were no gaps Next time I might... Try different patterns on my pastry Try a different shaped pastry SC2 Healthy ingredients I found that this worked well... Use a healthy fruit that is good for my body Because... It contained different fruits to help towards my ‘five a day’ Next time I might... Use two different types of fruit SC3 Environmentally friendly I found that this worked well... I used local fruits, where possible Because... Some were cheaper than others and didn’t need to be transported a long distance from where they were grown Next time I might... Try to use only local fruit

Year 1 – Designing, making and evaluating a fruit salad			
Answering subject specific questions		Assessment and monitoring:	National curriculum:
Learning challenge:	Success criteria:		
How can I design and make a healthy and appealing fruit salad that children and parents will enjoy?	3. The fruit salad looks appetizing and makes people want to eat it (appealing product) 4. The fruit salad only contains healthy ingredients (purposeful design) 5. The fruit salad is environmentally friendly and cost effective as is made mainly of local/UK produce (functional product)	• Key component knowledge in bold • Key component knowledge to be assessed and used to inform teaching • Subject leader to hold pupil conferences to assess key knowledge has been embedded in long-term memory NB Purple= previously taught knowledge	• design purposeful, functional, appealing products for... other users based on design criteria • generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.
Key vocabulary to be taught: appetizing, transported, nutrients, portion, edible, peel, flesh, seeds, pith, skin, substance, fibre, place knowledge / vocab from geography POS		Health, safety and hygiene - Jewellery is removed. Hair is tied back. Sleeves are rolled up. Aprons are on. Hands are washed. Cuts are covered with blue, waterproof dressing Pupils should be taught to work safely using tools, techniques and ingredients appropriate to the task. They should follow cookery room rules to keep themselves and others safe. Please see risk assessment.	
Theoretical knowledge: Historical, cultural and scientific knowledge		Evaluating the product: I found that... because... therefore next time I may...	
Scientific knowledge to help with the design of the product:		Class, group or individual reflection:	
• Fruit- the part of a flowering plant that contains the seeds. Most fruit are sweet and can be eaten raw. • Flesh- the soft inside part of the fruit. Generally, the part we eat. • Skin – the outer layer that covers a fruit. • Some skins are edible and they usually contain the more nutrients than the flesh. • Some fruits have a thick skin that can be peeled off without a tool. These skins do not taste nice to most people. • Ripe fruit is fully grown and ready to be eaten and enjoyed. • Pith is the soft white lining inside some fruits such as grapefruit. It is fine to eat but does not have much flavour. • Nutrients- all the things in food that the body needs to remain healthy. • Fibre – substances in plants that your body can’t digest. Fibre helps food move through the body easily. • Appetizing- appealing to the appetite- makes you want to eat it • We should eat five portions of fruit and vegetables a day and eat a wide range of fruits each month to help us get the nutrients and fibre we need to keep healthy. • Fruit contains sugar but this is locked inside the flesh of the fruit and enters slowly into our bodies. • Fruit juices usually unlock the sugar which can damage our health and our teeth. The fibre is also usually removed. • Some fruits, such as apples and pears, go brown when they are peeled or sliced. Lemon juice can be squeezed onto these fruits (as it contains citric acid) which slows this process down • Fruits grow at different times of the year and in different countries • Eating a range of different coloured fruits provides the widest range of vitamins and nutrients (trying to ‘eat the rainbow’ of fruit and vegetables is a good way of doing this),		SC1 Presentation of fruit salad I found that this worked well... e.g. Using different layers of colour Because... e.g. Parents said it was attractive and made them want to eat it Next time I might... e.g. Try different patterns of colour	
Historical knowledge:		SC2 Healthy ingredients I found that this worked well... e.g. Using many different types of fruit Because... e.g. It contained five different fruits to help eat ‘five a day’ Next time I might... e.g. Use different fruits to increase the number of different fruits eaten across a month	
Cultural knowledge		SC3 Environmentally friendly I found that this worked well... e.g. I used some local fruits Because... e.g. They were cheap and didn’t need to be transported a long distance from where they were grown Next time I might... e.g. Try to use only local fruit	
• Fruit salads can now be bought ready-made from supermarkets. This saves time but they are more expensive and most come with plastic packages. However, they usually contain a variety of fruits and this provides a wider range of nutrients. • Fruit salad is an appealing choice for because people are attracted to a range of colours, smells and sweet taste. • The location where commonly grown fruits are typically from (link to Geography curriculum)		Design: Conditional knowledge: I know that... therefore I will... • I know colourful food is appealing therefore I will use a range of coloured fruit in my salad. • I know that some fruits go brown when cut so I will use lemon juice to keep them looking attractive • I know different coloured fruits contain different nutrients so I will use a range of colours in my fruit salad • I know that many fruits grow locally so I will use lots of these so my product is environmentally friendly • I know people are more likely to eat attractive looking food so I will present my fruit salad so that it looks good and appetizing Planning - materials & tools needed: fruits, knives, cutters, peelers, graters, chopping boards, bowls Making: substantive knowledge – I know that... • Knife is a blade fixed onto a handle. A knife is used to cut food. • Peeler is a metal blade attached to a handle and is used to remove the outside layer of fruit and vegetables. • Grater- a metal device with holes surrounded by sharp edges used to cut food into small thin lengths • Chopping board is a flat surface used for cutting food on, made from hard material such as wood or plastic • Juicer is a tool used for removing juice from fruit or vegetables • Cutter - used to cut shapes into foods Making: practical knowledge – I know how to... • Use a knife safely, accurately and with control • Chop fruit in half lengthways to create a flat base so it can be held still to cut safely • Peel and grate fruit by moving the tool away from my body and fingers • Stop some fruit from turning brown by squeezing on lemon juice • Lay out vegetables to make them appealing on the plate Pedagogy strategies / approaches: - Share theoretical knowledge. Introduce learning challenge and link to theoretical knowledge. - Introduce key vocabulary - CT shares a selection of ready-made fruit salads. Evaluate against SC. Teacher led whole class comparison activity on template- compare appealing product, price, healthy ingredients and environmental impact. Could rank the products according to how well they do/ don’t meet SC. - Where does the fruit come from? Find on map. Which fruits grow locally therefore are less expensive and better for environment? Could add fruits to maps to show where they are from. - Plan own fruit salad against SC1. Complete template with design idea. Set design criteria eg how many fruits they can use, how they will be prepared to look appealing etc - Tasting and smelling fruit- which are most appealing for your fruit salad? - CT models use of equipment- practical knowledge. Chn practise using tools on variety of fruit - Evaluate design against knowledge of healthy eating and origin of produce - Test design. What went well? What could be improved? Identify improvements for their final product - Make final product - Share with parents. Get feedback using questionnaire/ template - Evaluate using parents’ feedback. Complete on template ‘I found that...because...’ - Review learning. Recall key vocab complete evaluation with drawings.	

Year 2 Designing, making and evaluating a vegetable salad				
Answering subject specific questions		Assessment and monitoring:	National curriculum:	
Learning challenge: How can I design and make a healthy and appealing vegetable salad that children and parents will enjoy?	Success criteria: 1. The vegetable salad looks appetizing and makes people want to eat it (appealing product) 2. The vegetable salad only contains natural healthy ingredients (purposeful design) 3. The vegetable salad is environmentally friendly and cost effective as is made mainly of local/UK produce (functional product)	Key component knowledge in bold - Key component knowledge to be assessed and used to inform teaching Subject leader to hold pupil conferences to assess key knowledge has been embedded in long-term memory NB Purple= previously taught knowledge	design purposeful, functional, appealing products for... other users based on design criteria - generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups - select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.	
Key vocabulary to be taught: leaves, stalks, stems, roots, bulbs, tubers, flowers, fats, dairy products, natural place knowledge / vocab from geography POS Prior knowledge from yr1- transported, nutrients, portion, edible, substance, fibre		Health, safety and hygiene - Jewellery is removed. Hair is tied back. Sleeves are rolled up. Aprons are on. Hands are washed. Cuts are covered with blue, waterproof dressing Pupils should be taught to work safely using tools, techniques and ingredients appropriate to the task. They should follow cookery room rules to keep themselves and others safe. Please see risk assessment.		
<u>Theoretical knowledge:</u> Historical, cultural and scientific knowledge Scientific knowledge to help with the design of the product: Root vegetable- underground plant parts eaten by humans Stalk vegetable- all types of vegetables that are harvested for their stalk or stem Bulb vegetable- plants of which the bulbs are used as food. All the plants nutrients are stored in the bulb Tuber vegetable- edible plants that store nutrients in their underground stems or roots Flower vegetables- plants of which the flowers are used as food. Fats- are high in energy. A small amount of fat is needed by our bodies. Too much fat in our diets is not healthy. Dairy products- a product made from milk or containing milk Natural something that occurs from nature, rather than being man-made - Some vegetable skins are edible and they usually contain more nutrients than the flesh. - We can grow most types of vegetables in the UK - Nutrients- all the things in food that the body needs to remain healthy. - Fibre – substances in plants that your body can’t digest. Fibre helps food move through the body easily. We should eat five portions of fruit and vegetables a day and eat a wide range of vegetables each month to help us get the nutrients and fibre we need to keep healthy. Vegetables grow at different times of the year and in different countries Eating a range of different coloured vegetables provides the widest range of vitamins and nutrients (trying to ‘eat the rainbow’ of vegetables and vegetables is a good way of doing this), <u>Historical knowledge:</u> - In the past, people grew their own vegetables. - Inventions in transport mean that vegetables can now be transported all around the UK and the world so we get lots more choice. The invention of refrigerated lorries (1925) means that vegetables stays fresh when transported and don’t rot quickly. 100 years ago, people would only have the choice of eating vegetables grown locally. - Transporting food around the world creates harmful gases and air pollution. This is not good for the environment and contributes to global warming. - The UK import around half of the vegetables we eat. <u>Cultural knowledge</u> - Vegetable salads can now be bought ready-made from supermarkets. This saves time but they are more expensive and most come with plastic packages. However, they usually contain a variety of vegetables and this provides a wider range of nutrients. - Ready-made salad dressings can contain lots of fat, salt, sugar which can make a salad a less healthy option. However, people are more likely to eat salads with dressing on as it adds extra flavour. Vegetable salad is an appealing choice for because people are attracted to a range of colours, smells and the fact that they are seen as a healthy choice The location where commonly grown vegetables are typically from (link to Geography curriculum)		<u>Design: Conditional knowledge:</u> I know that... therefore I will... - I know colourful food is appealing therefore I will use a range of coloured vegetables in my salad. - I know that ready-made salad dressing can contain lots of fat, salt and sugar therefore I will make my own healthy dressing for my salad - I know different coloured vegetables contain different nutrients so I will use a range of colours in my vegetable salad - I know that many vegetables grow locally so I will use lots of these so my product is environmentally friendly I know people are more likely to eat attractive looking food so I think present my vegetable salad so that it looks good Planning - materials & tools needed: vegetables, knives, cutters, peelers, graters, chopping boards, bowls <u>Making: substantive knowledge – I know that...</u> - Knife is a blade fixed onto a handle. A knife is used to cut food. Peeler is a metal blade attached to a handle and is used to remove the outside layer of vegetables and vegetables. Grater- a metal device with holes surrounded by sharp edges used to cut food into small thin lengths Chopping board is a flat surface used for cutting food on, made from hard material such as wood or plastic Cutter - used to cut shapes into foods <u>Making: practical knowledge – I know how to...</u> Use a knife safely, accurately and with control Chop vegetables in half lengthways to create a flat base so it can be held still to cut safely Peel and grate vegetables by moving the tool away from my body and fingers - Experiment with different layouts of the vegetables to decide which is most appealing <u>Pedagogy strategies / approaches:</u> - Share theoretical knowledge. Introduce learning challenge and link to theoretical knowledge. - Introduce key vocabulary - CT shares a selection of ready-made fruit salads. Evaluate against SC. Teacher led whole class comparison activity on template- compare appealing product, price, healthy ingredients and environmental impact. Could rank the products according to how well they do/ don’t meet SC. - Where does the veg come from? Find on map. Which veg grow locally therefore are less expensive and better for environment? Could add vegs to maps to show where they are from. - Plan own veg salad against SC1. Complete template with design idea. Set design criteria eg how many veg they can use, how they will be prepared to look appealing etc - Tasting and smelling veg- which are most appealing for your veg salad? Dressings- which are most appealing- taste testing - CT models use of equipment- practical knowledge. Chn practise using tools on variety of veg - Evaluate design against knowledge of healthy eating and origin of produce - Test design. What went well? What could be improved? Identify improvements for their final product - Make final product - Share with parents. Get feedback using questionnaire/ template - Evaluate using parents’ feedback. Complete on template ‘I found that...because... - Review learning. Recall key vocab complete evaluation with drawings.		<u>Evaluating the product:</u> I found that... <u>because... therefore next time I may...</u> Class, group or individual reflection: SC1 Presentation of salad I found that this worked well... Eg Using a range of different coloured vegetables Because... Eg Parents said it was attractive and made them want to eat it Next time I might... Eg Try different patterns of colour SC2 Healthy ingredients I found that this worked well... Eg Using many different types of vegetables Because... Eg It contained five different vegetables for my ‘five a day’ Next time I might... Eg Use different vegetables to increase the number of different vegetables eaten SC3 Environmentally friendly I found that this worked well... Eg I used four local vegetables Because... Eg They were cheap and didn’t need to be transported a long distance from where they were grown Next time I might... Eg Try to use only local vegetables

Year 3 Designing, making and evaluating a stuffed pepper meal				
Answering subject specific questions		Assessment and monitoring:	National curriculum:	
Learning challenge:	Success criteria:	• Key component knowledge in bold • Key component knowledge to be assessed and used to inform teaching Subject leader to hold pupil conferences to assess key knowledge has been embedded in long-term memory NB Purple= previously taught knowledge	• When designing and making, pupils use research and develop design criteria to inform the design of innovative, functional, appealing products... 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 tools and equipment to perform practical tasks eg cutting, shaping • 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 • 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.	
How can I design and make a nutritious and appealing vegetable stuffed pepper that children and parents will enjoy?	1. The stuffed pepper looks appetizing and makes people want to eat it (appealing product) 2. The stuffed pepper is a nutritious meal, containing a range of ingredients that benefit the body in different ways (purposeful design) 3. Then stuffed pepper contains vegetables that are in season, and mostly grown locally, and contains inexpensive ingredients (functional product)			
Key vocabulary to be taught: minerals, micronutrients, protein, carbohydrate, sugars, food group, savoury, digestion, immunity, seasoning, herbs, seasonal, preservative place knowledge / vocab from geography POS Prior knowledge from KS1- transported, nutrients, portion, edible, substance, fibre, fats, dairy products, import		Health, safety and hygiene - Jewellery is removed. Hair is tied back. Sleeves are rolled up. Aprons are on. Hands are washed. Cuts are covered with blue, waterproof dressing Pupils should be taught to work safely using tools, techniques and ingredients appropriate to the task. They should follow cookery room rules to keep themselves and others safe. Please see risk assessment.		
Theoretical knowledge: Historical, cultural and scientific knowledge		Evaluating the product: I found that... because... therefore next time I may...		
Scientific knowledge to help with the design of the product:		Class, group or individual reflection:		
• 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.		SC1 Presentation of meal I found that this worked well... Eg Using a range of different coloured vegetables and herbs Because...		
• Nutrients - all the things in food that the body needs to remain healthy.		Eg Parents said it was attractive and made them want to eat it		
• Micronutrients - vitamins and minerals needed by the body in very small amounts. Vegetables contain micronutrients		Next time I might...		
• Fibre – Fibre is the part of food that cannot be broken down by the body and which helps digestion		Eg Try slicing and preparing my vegetables in different ways so they fit inside the pepper better and look appealing		
• Digestion - the process of breaking down food into substances that the body can use for energy, tissue growth and repair		SC2 Nutritious ingredients I found that this worked well...		
• Food group - a group of foods with similar nutritional properties		Eg Using a range of nutritious ingredients from different food groups		
• Herbs - a plant or part of a plant that is valued for its savoury, medicinal or aromatic qualities		Because...		
• Seasoning - salt, herbs or spices added to food to enhance its flavour		Eg It contained vegetables for my five a day, fibre to aid digestion and carbohydrates to give me energy		
• 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		Next time I might...		
• Couscous - a traditional North African dish of small steamed granules of semolina		Eg Use a greater range of vegetables to provide more nutrients		
• Cooking vegetables makes them taste sweeter and enhances their flavour. The bitterness found in some raw veg can be removed when they are cooked		SC3 Inexpensive ingredients I found that this worked well...		
• Eating a range of fresh fruit and vegetables boosts immunity, helping our bodies grow and repair		Eg I used locally produced vegetables		
• We should eat five portions of fruit and vegetables a day and eat a wide range of vegetables each month to help us get the nutrients and fibre we need to keep healthy.		Because...		
Historical knowledge:		Eg They were cheap and didn’t need to be transported a long distance from where they were grown		
• The weather conditions in the UK can affect how well vegetables grow here. We only produce around ½ the amount of veg that we eat, the rest is imported from other countries. Transportation of veg to the UK produces harmful gases and pollution. We refer to this as the carbon footprint - how much carbon dioxide goes into the environment because of humans’ actions eg transport, packaging.		Next time I might...		
• Root vegetables are available for most of the year making them a low cost option that are good for the environment as they have a low carbon footprint		Eg Try to use dried herbs which are cheaper than fresh		
Cultural knowledge				
• Vegetable dishes, like stuffed peppers, can be bought ready-made. This saves time but are more expensive and come with packaging. They can contain preservatives to keep them fresher for longer so ready-made meals are usually not as good for you as home-made meals				
• Seasonal vegetables are those ripe and ready at certain times of the year. Spring is the most important planting season in the UK for vegetables as the soil begins to warm. They can continue to be planted through until autumn and harvested during this period too.				
• The location where commonly grown vegetables are typically from (link to Geography curriculum)				

Year 4 Designing, making and evaluating a vegetable pasty				
Answering subject specific questions		Assessment and monitoring:	National curriculum:	
Learning challenge: How can I design and make a low-cost, nutritious vegetable pasty that children and parents will enjoy?	Success criteria: 1. The vegetable pasty looks and smells appetizing, and is neat and easy to pick up and eat (appealing product) 2. The vegetable pasty is a nutritious meal that does not contain the unhealthy additives found in ultra-processed pasties bought in shops (purposeful design) 3. The vegetable pasty uses cheap ingredients making it more affordable than shop-bought (functional product)	• Key component knowledge in bold • Key component knowledge to be assessed and used to inform teaching Subject leader to hold pupil conferences to assess key knowledge has been embedded in long-term memory NB Purple= previously taught knowledge	• When designing and making, pupils use research and develop design criteria to inform the design of innovative, functional, appealing products... 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 tools and equipment to perform practical tasks eg cutting, shaping • 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 • 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.	
Key vocabulary to be taught: mass-produced, processed food, ultra-processed food, saturated fat, obesity, disease junk food, cheap, consumer. global , shelf-life place knowledge / vocab from geography POS Prior knowledge from KS1- minerals, micronutrients, protein, carbohydrate, food group, digestion, immunity, seasoning, herbs, seasonal, preservative			Health, safety and hygiene - Jewellery is removed. Hair is tied back. Sleeves are rolled up. Aprons are on. Hands are washed. Cuts are covered with blue, waterproof dressing Pupils should be taught to work safely using tools, techniques and ingredients appropriate to the task. They should follow cookery room rules to keep themselves and others safe. Please see risk assessment.	
<u>Theoretical knowledge:</u> Historical, cultural and scientific knowledge Scientific knowledge to help with the design of the product: • Pastry is a dough of flour, fat and water used as a base, covering or casing for savoury and sweet pasties and pies • Pasty is a folded pastry case with a savoury filling cooked and eaten hot or cold • Herb- a plant or part of a plant that is valued for its savoury, medicinal or aromatic qualities • Mass-produced the process of turning raw ingredients into edible food products to satisfy enormous local or global consumer demands • Processed food any food or drink that has been changed in some way when it is made or prepared. Most foods are processed in some way. Processed foods retain most of their nutrients • Ultra-processed food packaged food that have been through the most changes from their original state, often resulting in a loss in their nutritional value. They generally have a long shelf life and contain ingredients that are not typically used in home cooking, such as additives, preservatives and other substances. • Additives a substance added to processed foods in small quantities to flavour or preserve it • Preservatives chemicals that stop things from decaying or ‘going off’. Generally preservatives are not good for your health • Saturated fat unhealthy fats found in food like butter, cheese and red meat. Too much saturated fat is associated with heart disease and other health problems • Obesity having too much body fat. If you are obese, your weight is greater than what is considered healthy. Obesity can increase the risk of diseases and health problems • Disease illness or sickness characterised by specific signs or symptoms • Diets high in ultra-processed food have been linked to an increased risk of health problems and disease. They often contain high amounts of sugar, salt and saturated fat. Some ultra-processed foods are beneficial to our health (such as wholemeal bread, wholegrain or baked beans) • Ultra-processed food is often low-cost and many families buy them for this reason. They are often cheaper than buying fresh, have a long shelf-life and require less cooking. The added ingredients such as salt, sugar and other additives make them taste good and are designed to make you eat more • Cooking vegetables makes them taste sweeter and enhances their flavour. The bitterness found in some raw veg can be removed when they are cooked • Eating a range of fresh fruit and vegetables boosts immunity, helping our bodies grow and repair • We should eat five portions of fruit and vegetables a day and eat a wide range of vegetables each month to help us get the nutrients and fibre we need to keep healthy. • Potatoes are a root veg with less nutritional value than other root veg <u>Historical knowledge:</u> • Pastries were first created by the ancient Egyptians. • The most famous type of pasty is a Cornish pasty. In Cornwall, in the 1700s pasties became a popular choice for working class people. They contained cheap ingredients and were affordable and easy to transport. Pasties became a go-to meal for the miners. they were an all-in-one meal that could be taken down the mines, particularly if they were so deep that it was impractical for the miners to return to the surface during the day for a break • Root vegetables are available for most of the year making them a low cost option that are good for the environment as they have a low carbon footprint <u>Cultural knowledge</u> • Home-made pasties are a fairly good complete meal containing nutrients from the vegetables and energy from the pastry. Shop bought pasties can contain additives, added salt and sugar and preservatives. • A pasty is an appealing choice as it is low cost, can be eaten hot or cold and is convenient as it can be held in the hand and eaten on the go. It has a tasty savoury taste and is filling. • The location where commonly grown vegetables are typically from (link to Geography curriculum)		<u>Design: Conditional knowledge:</u> I know that... therefore I will... • I know that locally grown root vegetables have a low carbon footprint and therefore I will use these in my pasty • I know that people want low-cost food therefore I will use cheap ingredients in my pasty • I know that ultra-processed food is unhealthy therefore I will use fresh ingredients in my pasty • I know that vegetables are tastier when they are cooked properly therefore I will cut all the vegetables the same size so they cook evenly • I know that pasties are a convenient, quick and portable meal therefore I will make sure I carefully crimp the pastry so the filling doesn’t fall out and make a mess Planning - materials & tools needed: vegetables, knives, cutters, peelers, graters, chopping boards, bowls, kettle, <u>Making: substantive knowledge – I know that...</u> • Rolling pin a cylinder rolled over pastry or dough to flatten or shape it. • Measuring Scales are used to weigh ingredients • Pastry brush is a cooking utensil used to spread or brush oil, butter or glaze on food • Knife is a blade fixed onto a handle. A knife is used to cut food. • Chopping board is a flat surface used for cutting food on, made from hard material such as wood or plastic • Oven part of a cooker with a door used to cook food • Baking tray is a flat, metal tray on which food is cooked in an oven <u>Making: practical knowledge – I know how to...</u> • Roll hold the rolling pin in both hands loosely and roll it lightly over the entire surface of the pastry, gradually flattening it evenly • Sieve dry ingredients, to break up any lumps and make it easier to mix with other ingredients • Rubbing use fingertips to rub flour and butter together so it resembles breadcrumbs • Crimp pinch and press down the edges (of pastry) to seal the top and bottom layers • Brush an egg or milk wash over the pastry to add a glossy finish and light golden colour • Dice vegetables into blocks or cubes that are even in size • Use the Claw technique to hold food to protect the fingers whilst cutting, chopping or slicing • Use the Bridge technique when chopping food- placing the thumb and index finger either side of the food item, forming a kind a bridge shape • Use a knife safely, accurately and with control • Chop vegetables in half lengthways to create a flat base so it can be held still to cut safely • Peel and grate vegetables by moving the tool away from my body and fingers <u>Pedagogy strategies / approaches:</u> - Share theoretical knowledge and introduce SC linked to this knowledge - Introduce key vocab - Share ready-made pasty products with chn (allergies!). Look at ingredients. Are other ingredients that you are surprised are in the pasty? How is it processed? What is the fat/sugar/salt content shown on packaging? Is it traffic light coded? Explain what this means. - How well do shop bought pasties meet design criteria/ SCs? Use template to rate each pasty according to appeal (look), taste, price, how healthy, environmentally friendly (packaging, inner cardboard packaging, where it was produced) - Plan a design for own pasty based on appeal- taste, look. Chose veg, shape, pattern of crimping etc - CT model practical knowledge. - Chn practise using equipment. - Evaluate product- can it be made healthier? Can local produce be used? Cheaper ingredients? - Practise making a veg pasty following design. - Evaluate- what went well? What will I change for my final product? Share product with friend. What do they think? Use template to record this and the changes that child decides - Make final product. Share with intended user. Collect feedback. Chn devise their own questions (or with CT help) to help them decide how effective their design is and what changes they would make if they made it again - Complete section ‘evaluating the product’ - Recall key knowledge and vocab. Complete any written work, diagrams and ensure all evaluations are complete		<u>Evaluating the product:</u> I found that... because... therefore next time I may... Class, group or individual reflection: SC1 Presentation of meal I found that this worked well... Eg Using an egg wash on my pasty Because... Eg It made it glossy and gave it a light golden colour Next time I might... Eg Make sure I crimp my pasty carefully so the filling doesn’t spill out and make it look messy and difficult to hold SC2 Nutritious ingredients I found that this worked well... Eg using fresh ingredients to make my pasty Because... Eg It doesn’t contain any ultra-processed food that are bad for your health Next time I might... Eg use more vegetables to increase the amount of vitamins the pasty contains SC3 low cost ingredients I found that this worked well... Eg Using inexpensive ingredients in my pasty Because... Eg The cost of making the pasty is low Next time I might... Eg Use only seasonal, locally grown vegetables as they are even cheaper to buy

Year 5 Designing, making and evaluating a chickpea curry			
Answering subject specific questions		Assessment and monitoring:	National curriculum:
Learning challenge: How can I design and make a chickpea curry that children and parents will enjoy?	Success criteria: 1. The chickpea curry looks good, smells fragrant and makes you want to eat it (appealing product) 2. The chickpea curry is a nutritious meal and is a healthy alternative to ultra-processed ready-made curries you can buy from shops (purposeful design) 3. The curry uses cheap ingredients and does not contain any meat (functional product)	• Key component knowledge in bold • Key component knowledge to be assessed and used to inform teaching Subject leader to hold pupil conferences to assess key knowledge has been embedded in long-term memory NB Purple= previously taught knowledge	• When designing and making, pupils use research and develop design criteria to inform the design of innovative, functional, appealing products... 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 tools and equipment to perform practical tasks eg cutting, shaping • 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 • 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.
Key vocabulary to be taught: ready-meal, spices, aromatic, cuisine, legume, curry, fragrant, vegetarian, culture, migration place knowledge / vocab from geography POS Prior knowledge from LKS2- mass-produced, processed food, ultra-processed food, saturated fat, obesity, disease junk food, cheap, consumer. global , shelf-life			Health, safety and hygiene - Jewellery is removed. Hair is tied back. Sleeves are rolled up. Aprons are on. Hands are washed. Cuts are covered with blue, waterproof dressing Pupils should be taught to work safely using tools, techniques and ingredients appropriate to the task. They should follow cookery room rules to keep themselves and others safe. Please see risk assessment.
Theoretical knowledge: Historical, cultural and scientific knowledge		Design: Conditional knowledge: I know that... therefore I will...	
Scientific knowledge to help with the design of the product: • Curry- A dish with a sauce or gravy seasoned with spices. Mainly associated with southern Asian cuisine. • Spices- any seed, fruit, root, bark, or other plant substance used for flavouring or colouring food • Fragrant a pleasant smell • Chickpea is a yellow edible legume (bean). It can be used for cooking. The peas can be bought canned or dried. • Legume any of the family of plants that grow their seeds and fruit in pods. Beans and peas are legumes • Vegetarian a person who does not eat meat or fish, and sometimes other animal products, especially for moral, religious, or health reasons • Migration The movement of a person or people from one country, locality, place of residence • Ultra-processed food packaged food that have been through the most changes from their original state, often resulting in a loss in their nutritional value. They generally have a long shelf life and contain ingredients that are not typically used in home cooking, such as additives, preservatives and other substances. • Legumes, such as chick peas, can be used in recipes instead of meat as they are high in protein, carbohydrates and other nutrients. They are also low in fat. • It is recommended that you do not eat too much red meat, processed meat or meat that is high in saturated fats as this can lead to health problems. • Ultra-processed food is often low-cost and many families buy them for this reason. They are often cheaper than buying fresh, have a long shelf-life and require less cooking. The added ingredients such as salt, sugar and other additives make them taste good and are designed to make you eat more.		• I know that people want low-cost food therefore I will use cheap ingredients in my curry • I know that ultra-processed food is unhealthy therefore I will use fresh ingredients in my curry • I know that locally grown vegetables have a low carbon footprint therefore I will use these in my curry • I know that when food smells good people want to eat it therefore I will use different spices to make the curry smell fragrant • I know that eating too much red, processed and fatty meat is not healthy, therefore I will not use meat in my curry Planning - materials & tools needed: vegetables, knives, cutters, peelers, graters, chopping boards, bowls, kettle,	
Historical knowledge: • Curry is an international dish thought to have originated in India. Migration from other countries, such as India, has hugely influenced the UK diet. Indeed, Tikka Massala (a type of curry) is now regarded as one of the UK’s favourite dishes. Curry is a hugely popular dish in the UK, we have been eating it since the mid 1700s. • Spices have been used to flavour and colour food for centuries. They can turn cheap ingredients, like vegetables and legumes, into a tasty meal. • Root vegetables are available for most of the year making them a low cost option that are good for the environment as they have a low carbon footprint		Making: substantive knowledge – I know that...	
Cultural knowledge • Shop bought curry ready-meals are readily available but are often much more expensive than making one yourself. They save time but come with packaging and can contain high amounts of fat, salt, sugar. They can contain preservatives to keep them fresher for longer so ready-made meals are usually not as good for you as home-made meals. • There are benefits to the environment by cutting down on the amount of meat we eat. Meat production contributes significantly to harmful greenhouse gases. Animal agriculture produces more harmful gases than cars, trains and aeroplanes combined. • The location where commonly grown vegetables are typically from (link to Geography curriculum)		• A Hob is the top part or surface of a cooker on which pans can be heated by gas or electric heat source • A mortar and pestle is a set of two simple tools used to prepare ingredients or substances by crushing and grinding them into a fine paste or powder • Measuring Scales are used to weigh ingredients • Knife is a blade fixed onto a handle. A knife is used to cut food. • Chopping board is a flat surface used for cutting food on, made from hard material such as wood or plastic Making: practical knowledge – I know how to...	
		Pedagogy strategies / approaches:	
		- Share theoretical knowledge and SCs linked to building upon key knowledge. - Introduce key vocab - Explore a range of ready-made curries (allergy aware) and use a template to compare against SCs- appeal-smell/ taste (allergies!), healthy ingredients, price, locally sourced food. How well do the products meet the SCs? Refer to packaging labels/ traffic lights to assess healthiness, identify ultra-processed food - Plan a chickpea curry based on appeal- smell, taste, visual. On template draw design, include ingredients and purpose of each, equipment etc - Evaluate design- can it be made healthier? Cheaper? - CT model practical knowledge. Chn practise - Practise making the product using practical knowledge. Share with peers. Evaluate their curry. Does it look appealing? Healthy? Cheap? Identify improvements and add these to plan ready to make final product - Make final product. Share with intended user. Feedback on questionnaire style template. - Consider feedback. What went well? Could be improved? Complete ‘evaluating product section’ - Recall vocab, complete all designs, evaluations and records from the unit	
		Evaluating the product: I found that... because... therefore next time I may...	
		Class, group or individual reflection:	
		SC1 Presentation of meal I found that this worked well... Eg Using colourful vegetables and fragrant spices Because... Eg It looked attractive and smelt delicious so people wanted to eat it Next time I might... Eg add a greater range of different coloured vegetables	
		SC2 Nutritious ingredients I found that this worked well... Eg Using fresh vegetables in my curry Because... Eg They contain vitamins and minerals that my body needs to stay healthy Next time I might... Eg Add different spices to get the health benefits they contain	
		SC3 low cost ingredients I found that this worked well... Eg Using tinned chickpeas instead of meat Because... Eg Chickpeas are cheaper to buy than meat and contain lots of the nutrients found in meat without the fat Next time I might... Eg Using dried chickpeas as they are even cheaper than canned	

Year 6 Designing, making and evaluating a vegetable samosa				
Answering subject specific questions		Assessment and monitoring:	National curriculum:	
Learning challenge:	Success criteria:	• Key component knowledge in bold • Key component knowledge to be assessed and used to inform teaching Subject leader to hold pupil conferences to assess key knowledge has been embedded in long-term memory NB Purple= previously taught knowledge	• When designing and making, pupils use research and develop design criteria to inform the design of innovative, functional, appealing products... 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 tools and equipment to perform practical tasks eg cutting, shaping • 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 • 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.	
How can I design and make a vegetable samosa that children and parents will enjoy?	1. The samosa looks and smells appetizing, and is neat and easy to pick up and eat (appealing product) 2. The samosa is a healthy choice of snack compared to many shop-bought alternatives (purposeful design) 3. The samosa contains vegetables that are in season, mostly grown locally, and contains inexpensive ingredients (functional product)			
Key vocabulary to be taught: snack, street food, convenience food, calories, deep fried place knowledge / vocab from geography POS Prior knowledge from LKS2- ultra-processed food, saturated fat, obesity, disease, junk food, cheap, consumer, ready-meal, spices, aromatic, cuisine, curry, fragrant, vegetarian, culture, migration, additives		Health, safety and hygiene - Jewellery is removed. Hair is tied back. Sleeves are rolled up. Aprons are on. Hands are washed. Cuts are covered with blue, waterproof dressing Pupils should be taught to work safely using tools, techniques and ingredients appropriate to the task. They should follow cookery room rules to keep themselves and others safe. Please see risk assessment.		
Theoretical knowledge: Historical, cultural and scientific knowledge		Design: Conditional knowledge: I know that... therefore I will... (examples)		
Scientific knowledge to help with the design of the product: • Snack a small portion of food, generally eaten between meals • Street food- food prepared or cooked by a vendor in a street or other public location for immediate consumption • Filo pastry- a very thin dough made within a raising agent (yeast), used for making pastries • Convenience food- a food, snack or meal, that has been pre-prepared commercially and so requires minimum further preparation by the consumer • Samosa- a South Asian food consisting of a small pastry case in the shape of a triangle, filled with vegetables or meat and spices and fried. They are a common street food enjoyed for their fragrant smell, aromatic spices and crunchy texture • Calories refer to the energy people get from the food and drink they consume • Deep fried fried in an amount of fat or oil sufficient to cover it completely • Saturated fat unhealthy fats found in food like butter, cheese and red meat. Too much saturated fat is associated with heart disease and other health problems • Spices- any seed, fruit, root, bark, or other plant substance used for flavouring or colouring food • Fragrant a pleasant smell • Vegetarian a person who does not eat meat or fish, and sometimes other animal products, especially for moral, religious, or health reasons • Migration The movement of a person or people from one country, locality, place of residence • Snacks can be a regular and important part of a healthy diet but eating too many ultra-processed snacks that are high in fat, sugar, salt and other additives can lead to health problems and obesity • It is recommended that you do not eat too much red meat, processed meat or meat that is high in saturated fats as this can lead to health problems. • Ultra-processed food is often low-cost and many families buy them for this reason. They are often cheaper than buying fresh, have a long shelf-life and require less cooking. The added ingredients such as salt, sugar and other additives make them taste good and designed to make you eat more.		• I know that people want low-cost food therefore I will use cheap ingredients in my vegetable samosa • I know that ultra-processed food is unhealthy therefore I will use fresh ingredients in my vegetable samosa • I know that locally grown vegetables have a low carbon footprint therefore I will use these in my vegetable samosa • I know that samosas bought in shops or food outlets are high in saturated fat therefore I will cook my samosa in the oven to reduce the fat content • I know that snacks can be unhealthy therefore I will use nutritious ingredients in my samosa so it is a healthy snack choice • I know that people like snacks that are portable therefore my samosa will fit in the hand and be neatly prepared so the filling does not spill and make a mess Planning - materials & tools needed: vegetables, knives, cutters, peelers, graters, chopping boards, bowls, kettle, pastry brush, mortar and pestle, scales,		Evaluating the product: I found that... because... therefore next time I may...
		Making: substantive knowledge – I know that...		Class, group or individual reflection:
		Making: practical knowledge – I know how to...		SC1 Presentation of meal I found that this worked well... Eg Carefully folding the pastry so there were no gaps Because... Eg It could be held in the hand without the filling seeping out and making a mess Next time I might... Eg Try adding more spices to make it smell even more aromatic
		Pedagogy strategies / approaches:		SC2 Nutritious ingredients I found that this worked well... Eg Using fresh ingredients in my samosa Because... Eg It is a healthier snack than many other ultra-processed alternatives Next time I might... Eg Try adding more vegetables to make it more nutritious
Historical knowledge:		SC3 low cost ingredients I found that this worked well... Eg Using locally grow vegetables Because... Eg They are cheap to buy Next time I might... Eg Add some legumes or lentils as well as vegetables, as they are cheap and nutritious		
Cultural knowledge				