

Year 3 Term 1

How can the choices we make affect our well-being?

DESIGN TECHNOLOGY



National Curriculum Links:

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. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

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.

Essential Prior Learning:

Be able to recognise and use kitchen knives, potato peelers and graters and use them safely.

Some food combinations work better together than others.

Most of the food we eat comes from a farm originally and we buy it from a shop.

Progression in Skill:

Pasta is made from flour, water and eggs.

Pasta was first produced in the 12th century.

Pasta sauce can be made to include a variety of vegetables but usually has tomatoes as a base; it was first made in the 16th century when tomatoes first appeared in Italy.

Generate realistic ideas for a pasta sauce with a clear purpose or person in mind; use this to develop design criteria that includes appearance, taste, texture and aroma.

Use annotated sketches to develop and communicate recipe ideas.

Plan the main stages of the recipe, knowing which ingredients, utensils and equipment you will need at each stage.

Choose ingredients for a pasta sauce, considering their sensory characteristics, e.g. do they look appetising when combined? What aromas are released when cooking?

Peel, cut, slice, squeeze, grate and chop vegetables safely, using the appropriate equipment.

Try a range of pasta sauces to identify likes and dislikes, based on sensory appeal.

Record evaluations in a table.

Evaluate the pasta sauce during the making process, through repeated tasting, against the design criteria, keeping in mind the purpose and user; adjust as necessary.

Know that food is grown (such as tomatoes, wheat and potatoes) reared (such as pigs, chicken and cattle) and caught (fish) in the UK, Europe and the wider world.

Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell guide.

Long-term Memory Knowledge:

Have some understanding of the history of pasta and sauce.

Know the purpose of the pasta sauce and use this to develop design criteria, focusing on appearance, taste, texture and aroma.

Communicate recipe ideas through annotated sketches.

Order the stages of making a pasta sauce.

Identify the ingredients, utensils and equipment needed to make a pasta sauce.

Suggest appropriate ingredients for a pasta sauce.

Know that it is important to taste food to identify likes and dislikes.

Use a table to record evaluations.

Explain why it is important to taste food during the cooking process.

Give examples of foods that are grown, reared and caught.

Use the Eatwell plate to discuss what constitutes a healthy diet.

Key Vocabulary

grown	Food that comes from a plant is grown, e.g. fruit, vegetables and crops such as wheat.
reared	Food that comes from animals – mammal or bird – is reared: it is looked after by the farmer until it is ready to be eaten.
caught	Seafood and fish are caught for food. They can be caught out at sea or from smaller, specially designed, ponds and pools that makes it easier to farm them.
savoury	food that has a spicy or salty quality to it, i.e. not sweet

Progression in Resources

Kitchen knives, grater, saucepan, wooden spoon, induction hob

Relevance

Now	Children have a greater understanding of where their food comes from (rather than just 'the shop') and recognise some of the key ingredients in common foods.
Future	Children are able to prepare and cook a range of meals that support a balanced diet, using equipment safely; they have less reliance on processed or pre-packaged foods.
Aspiration	Children consider careers in the food industry: they may be interested in farming and food production methods or work as a chef, creating meals for others. They could consider a career as a nutritionist or dietician to educate others about food.