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| Subject: DT – Food and Nutrition (South American Stew) Year: B PHASE 3NC/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
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| 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
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| 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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* Children understand the source, seasonality and characteristics of a broad range of ingredients
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| Key Vocabularystew, healthy, meal, knife, cutting, slicing design, user, purpose, evaluate, appeal, food groups, balanced |
| Session 1: Evaluating existing products* Look at pictures and recipes of different South American Stew.
* Where does South American Stew originate from? Mexico! Link to Autumn term geography work.
* Why are they healthy? Why are they unhealthy? What ingredients are there? What is always the same? What changes?
* Link with work from previous years focusing on a healthy snack.

Nutrition: Why should we eat a balanced diet?Vocab: stew, healthy |
| Session 2:Designing* Design a South American Stew, consider the use of the different vegetables.
* Discuss which vegetables are 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 balanced meal.
* Communicate these ideas through talk and annotated sketches. Why are you choosing those ingredients?

Vocab: design, user, purpose, healthy, meal, food groups, balanced, ingredients |
| Session 3: Making* Make a South American Stew.
* Use utensils and equipment to cut the ingredients safely.
* Discuss the different parts of the vegetables and meat they will use – e.g. they wouldn’t use the peel on some vegetables.
* As you introduce the ingredients, discuss the different countries they comes from.
* Ensure safety when opening the oven and placing the stew inside. Discuss the changes that occur during the making process. What happens to the different ingredients? What happens to the texture?
* Discuss dietary changes that may be needed e.g. for a vegetarian.
* 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, ingredients  |
| Session 4:Evaluate* Evaluate: How is the south American stew 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 ingredients 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

Vocab: evaluate, appeal |
| Future learning this content supports:KS3 – food tech |