

KS1.CA.T1	Area of study: Food Technology Unit aims / outcome: <ul style="list-style-type: none"> to create a dip and dipper which can be eaten as a healthy snack. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	
Design and Technology concepts to organise knowledge:		
Key concepts of learning:		
Disciplinary knowledge:		
Learning in Reception:	Tier 2 <u>New</u> <i>alternative, diet, balanced diet, evaluation, expensive, healthy, ingredients, nutrients, packaging, refrigerator, sugar, substitute</i> <u>Review - Reception</u>	Tier 3 <u>New</u> Nutrition <u>Review</u>
NC objective:	Vocabulary and crucial knowledge:	
<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<u>Context of study:</u> <ul style="list-style-type: none"> <u>The importance of healthy food choices.</u> <u>How to use simple tools such as cutlery.</u> <u>Washing hands before handling food is very important.</u> <u>Crucial Knowledge:</u> To know that food technology is the application of food science to the selection, preservation, processing, packaging and distribution and use of safe food.	

To know that you can have dips for food. What dips do you know? Do you favourite?

Children will taste some dips and evaluate them.

Children need to know evaluate means have an opinion or decide around something e.g. do they like or dislike the dip?

Children will discuss when dips might be eaten e.g. party, event, snack Discuss where some dips originate and when and how they might be eaten in that country, e.g. Raita – India, Guacamole – Mexico, Hummus – Greece.

Children discuss how they might describe the different dips.

Encourage the children to think about the key words: ingredients, dips, evaluate, senses, taste, texture, smell, appearance. Children use the dip evaluation to help them describe a range of different dips when they taste them.

Children will need to know that a dipper is the accompaniment to a dip. What dipper did we use last lesson?

Children discuss different foods that might work well to use as a dipper. Explain that because you want them to really focus on evaluating the dipper you will use the same base ingredient as a dip. This base ingredient will be Greek/natural yoghurt

Children will evaluate the dippers and add any sensory vocabulary to describe them such as crunchy, dry, hard, sweet and juicy.

Design:

Children will design and make a healthy dip and dipper snack for the snack menu.

Children will be introduced to the design criteria for the product they are making.

The dilemma – we are rewriting the snack menu and want to include a dip and dipper for children to enjoy at playtime.

We would like to create a dip and dipper for the snack menu which is :

- Healthy.
- Nut –free.
- Tasty.
- Appealing to 5-9 year olds.

Children need to know that a healthy snack needs to be nutritional.

Children know that nutrition refers to the nutrients in food and how the body uses them

Children recap the food groups (links to science) know that the size of the different sections represents which ones we should eat more of and which ones we should eat less of. Allow time for children in partners to discuss the ingredients in the beany dip (nut free recipe as stated on design criteria).

Children discuss where the ingredients belong on the Eatwell Plate. Using the pictures help the children identify which groups

the ingredients belong in. Invite children to move the images to the correct place on the plate. Repeat the activity above using the ingredients for the guacamole dip and raita.

Children will discuss the three dips they have looked at today. Which would they consider to be the healthiest and why?

Children will know the food hygiene rules e.g. tie back long hair, aprons on, clean surfaces.

Children will watch teacher model how to make guacamole Use the making vocabulary when describing your actions.

During the demonstrations the children will think about different ingredients that could be added to dips such as chopped pepper, cheese. Allow some children to join in.

Children will know that their dip can be presented in different ways, e.g. layered, blended or marbled and they need to decide for their design.

Children will watch the teacher model how to cut the dippers in a safe way.

Children will work with an adult to practice some of the skills demonstrated and experiment with producing some different dips and dippers.

Children should be encouraged to mix a variety of ingredients together to explore different taste combinations.

Children will decide who will be the intended eater of the dip and dipper. How could they make it appealing for this person?

Children will design their dip, dipper and presentation through illustrations and notes.

Children will plan on their design proforma and record everything such as ingredients, equipment and method (pictures can be used). When adding the ingredients to the plan for your dip and dipper re-cap the concept of nutrition and the different food groups using the Eatwell Plate.

(you may want to provide the children with a list of ingredients available to them next week, to limit the amount of resources needed for next session).

Make:

Children will ensure they are safe and have thought about food hygiene before they begin making their dip.

Use a child to clearly model someone following the rules one at a time and then the whole class copying. This will ensure everyone is ready at the same time to start making the dips and dippers.

Children will follow the plan they made by choosing the ingredients and equipment they planned to use.

Children need to carefully follow their plans however, they should be encouraged to use a clean spoon to taste their dip and adjust their designs accordingly.

Children will need to edit their plans if they make any changes during the making process. Children should continuously evaluate their dip as it is developed, identifying strengths and possible changes they might make. Children evaluate their work and explain what they did and talk about what went well and what could have been improved. Have they met the original design criteria?

Evaluate:

Children will understand to continuously evaluate their dip as it is developed, identifying strengths and possible changes they might make.

Children will know to evaluate their work and explain what they did and talk about what went well and what could have been improved. Have they met the original design criteria?