

ADVENT TERM – CYCLE A
Design Technology – Year 6 AND Year 5 - Medium Term Planning – Food and Nutrition
Plan and make a healthy menu

LESSON 1	LESSON 2	LESSON 3
Recap & retrieval (Recap Y4) To know that a balanced diet gives your body all the nutrients it needs to function correctly. This means eating a wide variety of foods in the correct proportions.	Recall & retrieval Ultra-processed foods have been through significant changes, have added ingredients and often a low nutritional value.	Recall & retrieval - Ultra-processed foods have been through significant changes, have added ingredients and often a low nutritional value. - Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money
LEARNING INTENTION: To know that processed foods are unhealthy. Skills: Disciplinary Knowledge Year 5 To create an evaluative report about two or more products or inventions. Year 6 To create a detailed comparative report about two or more products or inventions. Aim: Build and apply a repertoire of knowledge understanding and skills in order to design and make high quality products for a wide range of users.	LEARNING INTENTION: To know that two products can be compared to identify pros and cons for each product. Skills: Disciplinary Knowledge Year 5 To create an evaluative report about two or more products or inventions. Year 6 To create a detailed comparative report about two or more products or inventions. Aim: Build and apply a repertoire of knowledge understanding and skills in order to design and make high quality products for a wide range of users.	LEARNING INTENTION: To know that organic food is healthier. Skills: Disciplinary Knowledge Year 5 To follow a recipe that requires a variety of techniques and source the necessary ingredients. Year 6 To follow a recipe that requires a variety of techniques and source the necessary ingredients independently. Aim: Build and apply a repertoire of knowledge understanding and skills in order to design and make high quality products for a wide range of users.
Key Vocabulary: Processed, pasteurised, freezing, appearance, value for money, taste.	Key Vocabulary: Texture, kneed, prove, comparisons, processed, leaving agents, yeast.	Key Vocabulary: Homemade, nutritional, hygiene, whole foods, organic, additives, pesticides
Key Knowledge: Child: There are different categories of processed foods.	Key Knowledge: Child: Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money.	Key Knowledge: Child: Organic produce is food that has been grown without the use of man-made fertilisers, pesticides, growth regulators or animal feed additives.

• Ultra-processed foods have been through significant changes, have added ingredients and often a low nutritional value. • A processed food is changed during preparation and includes processes, such as cooking, freezing, pasteurising, or the addition of ingredients. Teacher: • Pros of processed foods include convenience and availability. Cons include a lack of nutrients and unhealthy ingredients. • People's lives have been improved in countless ways due to new inventions and designs. • Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money.	• Sliced bread is processed. It can contain many more ingredients than homemade bread, including preservatives and artificial ingredients. • Yeast is a leavening agent that makes bread rise. • Kneading is a technique used to make bread dough. • Proving means to leave bread dough, which contains yeast, to rise. • Teacher: • Ingredients can usually be bought at supermarkets, but specialist shops may stock different items. • Greengrocers sell fruit and vegetables, butchers sell meat, fishmongers sell fresh fish and delicatessens usually sell some unusual prepared foods, as well as cold meats and cheeses.	Teacher: • Organic farmers use crop rotation, animal and plant manures, hand-weeding and biological pest control. • A recipe provides information to prepare a dish, including ingredients, quantities and a method. They may also contain nutritional information.
Scaffolding Labeled diagrams for the children to use and help them identify what the nutritional value on packages means.	Scaffolding Support with making of product from TA or video tutorial.	Scaffolding Picture instructions for the children to follow.
Learning Task Recap on the importance of a healthy lifestyle and the role of a healthy, balanced diet. Show the children the Processed food presentation and discuss the issues raised. Give the children a selection of processed food packaging and ask them to choose six different products. Encourage each child to complete the Processed food recording sheet to compare their chosen products. Discuss their findings and answers to the questions on the sheet. Ask the children for their thoughts on whether any processed foods have a place in a healthy, balanced diet.	Learning Task Recap on the use of processed foods and explain that they will compare a processed product with a homemade version. Show the children a shop-bought, processed, wholemeal loaf of bread. Look at the packaging and encourage the children to record their observations on the Comparing processed and homemade bread recording sheet. Explain that they will now make a homemade loaf of wholemeal bread so that they can make comparisons. Read the Wholemeal bread recipe together. Demonstrate and explain the techniques and discuss the use of yeast, kneading and proving. Invite groups of children to follow the recipe to make a loaf of	Learning Task Show the Whole foods presentation. Discuss the benefits of whole foods and the differences between whole foods and processed foods. Tell the children that they will be using whole foods to make a variety of homemade pasta sauces. Provide the children with the Homemade pasta sauce recipes. Read the recipes and invite groups of children to follow the recipes to make the sauces. Invite the children to taste the sauces and record their findings on their Homemade pasta sauce evaluation sheet. Note: Discuss hygiene rules associated with food preparation, including wearing an apron, washing

	wholemeal bread. While the bread is proving, encourage the children to record the ingredients and use by date of the homemade loaf on their Comparing processed and homemade bread recording sheet. When baked and cooled, ask the children to explore the loaves' taste and texture and make comparisons. Encourage them to complete their recording sheet with their observations and use the information gathered to answer the questions. Note: Discuss hygiene rules associated with food preparation, including wearing an apron, washing hands, washing fruit and vegetables to remove soil or chemicals and maintaining a clean workspace. Check for allergies and gain parental permission before tasting foods.	hands, washing fruit and vegetables to remove soil or chemicals and maintaining a clean workspace. Check for allergies and gain parental permission before tasting foods.
Extension Can the children name their favorite food and research if it is processed and what nutritional value it has?	Extension Research different bread recipes and follow one with a high nutritional value.	Extension Could anything be added to the already written recipe to improve taste, appearance and nutritional value?

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LESSON 4	LESSON 5	LESSON 6
Recall & retrieval - Ultra-processed foods have been through significant changes, have added ingredients and often a low nutritional value. - Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money. - Organic produce is food that has been grown without the use of man-made fertilisers, pesticides, growth regulators or animal feed additives.	Recall & retrieval - Ultra-processed foods have been through significant changes, have added ingredients and often a low nutritional value. - Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money. - Organic produce is food that has been grown without the use of man-made fertilisers, pesticides, growth regulators or animal feed additives. - Eating a balanced diet is a positive lifestyle choice that should be sustained over time.	Recall & retrieval - Ultra-processed foods have been through significant changes, have added ingredients and often a low nutritional value. - Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money. - Organic produce is food that has been grown without the use of man-made fertilisers, pesticides, growth regulators or animal feed additives. - Eating a balanced diet is a positive lifestyle choice that should be sustained over time. - A recipe needs to be followed exactly because different measurements of ingredients can affect the outcome of the product.
LEARNING INTENTION: To know that a healthy diet consists of a balanced proportion of foods.	LEARNING INTENTION: To know that preparation of equipment and ingredients is essential for following the design criteria.	LEARNING INTENTION: To know that the design process is continuous and changes can be made throughout.
Skills: Disciplinary Knowledge Year 5 To plan a healthy daily diet, explain how each meal contributes towards a balanced diet.	Skills: Disciplinary Knowledge Year 5 To follow the recipe using the appropriate tools and ingredients. Use a range of appropriate techniques.	Skills: Disciplinary Knowledge Year 5 To demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.
Year 6 To plan a healthy daily diet, justifying why each meal contributes towards a balanced diet.	Year 6 To follow the recipe confidently using the appropriate tools and ingredients. Use a range of appropriate techniques confidently.	Year 6 To confidently demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others.
Aim: Develop the creative, technical, and practical expertise to perform everyday tasks confidently and	Aim:	Aim:

to participate successfully in an increasingly technological world.	Develop the creative, technical, and practical expertise to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	Critique, evaluate and test their ideas and products and the work of others.
Key Vocabulary: Balanced diet, justify, design criteria, Eat Well plate, proportion, healthy, nutrients.	Key Vocabulary: Recipe, techniques, chopping, slicing, dicing, kneading and mashing, boiling, roasting, frying and baking	Key Vocabulary: Evaluate, compare, amendments, modifications, recipe.
Key Knowledge: Child: - Eating a balanced diet is a positive lifestyle choice that should be sustained over time. - Food that is high in fat, salt or sugar can still be eaten occasionally as part of a balanced diet. Teacher: - The Eat well plate has a pictorial representation about the proportions of eat food group a person should have. - The design criteria must be met for the product to be successful.	Key Knowledge: Child: - A recipe needs to be followed exactly because different measurements of ingredients can affect the outcome of the product. - Techniques include preparation techniques, such as chopping, slicing, dicing, kneading and mashing, and cooking techniques, such as boiling, roasting, frying and baking. Teacher: - Ingredients can usually be bought at supermarkets, but specialist shops may stock different items. - Greengrocers sell fruit and vegetables, butchers sell meat, fishmongers sell fresh fish and delicatessens usually sell some unusual prepared foods, as well as cold meats and cheeses.	Key Knowledge: Child: - Evaluating a product while it's being manufactured, and explaining these evaluations to others, can help to refine it. Teacher: - Design is an iterative process, meaning alterations and improvements are made continually throughout the manufacturing process.
Scaffolding Examples of design criteria and word bank of essential vocabulary that must be included in the recipe.	Scaffolding Guided support with using equipment and reading the recipe.	Scaffolding Provide a word bank that contains words that best describes the positives and negatives of products and can they choose appropriate ones for their product. Can their peers agree or disagree with their choices?
Learning Task Explain to the children that they will be designing a day's menu for an 11-year-old child using the	Learning Task Before the session, encourage the children to read their Meal planning sheet carefully and gather the equipment and ingredients they will need. Recap on	Learning Task Give each child a photograph of their meal. Invite the children to reflect on the recipes followed and the

knowledge they have learned about healthy eating and food. Provide the children with the Planning a menu information pack, which contains useful resources from the current and previous food-based design and technology projects, access to the internet and recipe books and the Healthy daily menu planning sheet. Encourage the children to plan their day's menu, ensuring that they fully meet the design criteria. When complete, encourage the children to explain their menu choices to a partner and justify how this fulfils the design criteria and contributes to a healthy, balanced diet. Allow each child to select one dish from their daily menu to make and ask them to complete the Meal planning sheet. Ensure that the children have included a list of ingredients, equipment, instructions and any relevant health and safety advice.	the health and safety advice for working in a kitchen. Ask the children to follow their planned recipe to prepare and cook their meals. Once all the meals are made, take photographs and encourage the children to taste and evaluate their creations. Note: Discuss hygiene rules associated with food preparation, including wearing an apron, washing hands, washing fruit and vegetables to remove soil or chemicals and maintaining a clean workspace.	meals made to complete the Meal evaluation sheet. Encourage the children to give feedback to each other. Ask the children to make any modifications to their chosen recipe in light of their evaluation and feedback.
Extension Compare design criteria with each other making alterations to improve the future product.	Extension When product is completed can they design a menu guide for their product. Telling people allergen information and nutritional value.	Extension Evaluate the cost effectiveness of their product giving them a budget for a small family and if making these healthy meals is financially viable with the budget? Research online or have a product price sheet.
Assessment Cumulative Quiz. Retrieval Practice.		