

Term 2

**Unit Overview: LKS2 DT
Healthy and Varied Diet**

<p><u>National Curriculum Links</u> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p><u>Make</u></p> <ul style="list-style-type: none"> • Select form and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. • 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. 	<p><u>Substantive Knowledge</u></p> <ul style="list-style-type: none"> ❖ Know that a recipe can be adapted by adding or substituting one or more ingredients. ❖ Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. ❖ To prepare a variety of predominately savoury dishes safely and hygienically. <p><u>Designing</u></p> <ul style="list-style-type: none"> ❖ Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. ❖ Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p><u>Making</u></p> <ul style="list-style-type: none"> ❖ Plan the main stages of a recipe, listing ingredients, utensils and equipment. ❖ Select and use appropriate utensils and equipment to prepare and combine ingredients. ❖ Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> ❖ Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using tables and simple graphs. ❖ Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> ❖ Know how to use appropriate equipment and utensils to prepare and combine food. ❖ Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. ❖ Know and use relevant technical and sensory vocabulary appropriately. 	<p><u>Unit Outcomes</u> Design, make and evaluate a sandwich for my peers to eat for their lunch.</p> <table border="1"> <tr> <td data-bbox="1603 440 1832 1327"> <p><u>Key People</u></p> <p>Jamie Oliver – Recipes and links to promoting healthy eating.</p> <p><u>Related Learning</u></p> <p>Science: Using and developing skills of observing and questioning. Humans get nutrition from what they eat. Discuss changes of state if heat is used.</p> <p>Maths: mass kg/g.</p> <p>Spoken language: developing relevant vocabulary e.g., sensory descriptors. Ask relevant questions to extend their knowledge.</p> </td> <td data-bbox="1832 440 2116 1327"> <p><u>Vocabulary</u></p> <p><u>Designing</u> Functionality, innovation, purpose, specification, brief, planning, taste, edible, healthy, varied, cost, smell, preference, fresh, texture.</p> <p><u>Making</u> Cut, blend, mix, spread, slice, grate, chop, chopping board, knife, grater.</p> <p><u>Knowledge and Understanding</u> Sandwich, filling, foods, fridge, food groups, hygiene, healthy eating, Eatwell, thin, thick, grown, frozen, tinned, processed, seasonal harvested.</p> <p><u>Intended Users</u> Peers, themselves, family, siblings, visitors to the school.</p> </td> </tr> </table>	<p><u>Key People</u></p> <p>Jamie Oliver – Recipes and links to promoting healthy eating.</p> <p><u>Related Learning</u></p> <p>Science: Using and developing skills of observing and questioning. Humans get nutrition from what they eat. 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<p><u>Evaluate</u></p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products 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. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products (for example, gears, pullets, cams, levers and linkages). Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). Apply their understanding of computing program, monitor and control their products. 	<p><u>Christian Values</u></p> <p><u>Courage</u>: Have courage to try new ideas and be innovative.</p> <p><u>Respect</u>: Evaluate your own work in a positive and respectful way. Support peers and offer feedback on their designs.</p> <p><u>Trust</u>: Having trust in a process and being able to work towards a vision. Trusting your own creative ideas is an important part DT.</p>		<p><u>Purpose of Products</u> Celebration, picnic, lunch boxes.</p> <p><u>Key Competencies</u> problem-solving, teamwork, negotiation, consumer awareness, organisation, motivation, persuasion, leadership, perseverance</p>
<p><u>Prior learning</u></p> <ul style="list-style-type: none"> ❖ Know some ways to prepare ingredients safely and hygienically. ❖ Have some basic knowledge and understanding about eating and <i>The Eatwell Guide</i>. ❖ Have used some equipment and utensils and prepared and combined ingredients to make a product. 	<p><u>Future application of skills:</u></p> <p>Food: Celebrating Culture and Seasonality.</p> <ul style="list-style-type: none"> - Know that seasons may affect the food available. - Know that different food and drink contain different substances. - Know how food is processed into ingredients that can be eaten or used in cooking. 		<p><u>British Values</u></p> <p><u>Democracy</u>: Children work together to support each other in lessons and children that are more able can be given the opportunity to lead with their own examples of their work. Children take turns both in speech and practically with others. Children understand that it is not always possible or right to have their own way and understand</p>

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		<p>the value of compromise. Children must take the views and opinions of others into account but still have the right to make their own choices.</p> <p><u>Rule of Law</u>: Children understand the importance of safety rules when using tools.</p> <p><u>Individual Liberty</u>: Children are taught that DT is a very subjective and personal subject which provides an opportunity to express themselves. The children are encouraged to make decisions with their own design choices, style and sometimes media choice. Children are expected to take responsibility for all of the equipment used when working in DT.</p> <p><u>Tolerance</u>: Children understand that many great design ideas originate from other cultures. When completing the food and nutrition units, food from different cultures are discussed as well as food that is accepted in different faiths.</p> <p><u>Mutual Respect</u>: Children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own.</p>
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