

Lent 2
Design & Technology – Cooking Eating Seasonally: Y3

Scripture Link:

National Curriculum Objective:

Design, make and evaluate a fruit tart (product) for _____ (user) for _____ (purpose)

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	I can explore and explain why food comes from different places around the world.	I can explain the benefits of seasonal foods..	I can develop my cutting and peeling skills.
Recall and Retrieval	<ul style="list-style-type: none"> • That different fruits and vegetables need different conditions to thrive. • That eating fruit and vegetables is good for us. • That a fruit has seeds and a vegetable does not. 	<ul style="list-style-type: none"> • What is climate? (The weather and temperature patterns in an area of the world.) • What is the weather like in a polar climate? (It is cold and it often snows.) • Complete Anagram activity on Kapow 	<ul style="list-style-type: none"> • Complete kapow Quiz about which foods grow in the UK • I know that eating seasonal foods can have a positive impact on the environment. • Seasonal means foods that grow in a given season, in a given country • That some seasonal foods that grow in the Uk and what season they grow in.
Sequence of substantive knowledge throughout the lesson	Design: <ul style="list-style-type: none"> • I know that food can be grown. • I know that there are different food groups. • I know that a balanced diet is important. • I know that seasonal means foods that grow in a given season in a given country. I know that some seasonal foods that grow in the UK and what season they grow in.	Design: <ul style="list-style-type: none"> • I know that eating seasonal foods can have a positive impact on the environment. 	Design & Make: <ul style="list-style-type: none"> • I know how to cut and peel safely.
Key Skills/disciplinary knowledge	Design: <ul style="list-style-type: none"> • I can describe how climate affects where foods grow. • I can identify seasonal ingredients from the UK. • I can taste seasonal ingredients. 	Design: <ul style="list-style-type: none"> • I can match fruits and vegetables with the season in which they grow in the UK. • I can find recipes containing seasonal foods. • I can describe the benefits of seasonal fruits and vegetables and their impact on the environment. 	Design & Make: <ul style="list-style-type: none"> • I can identify equipment used for preparing food. • I can explain why food would or would not need to be prepared. • I can describe the safety rules for preparation techniques. • I can peel foods by hand or with a peeler. • I can cut ingredients safely..

Key Vocabulary	Arid, climate, country, Mediterranean, mountain, polar, temperate, tropical, weather	Climate, export, import, seasonal, seasons	Cut, grate, peel, snip
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	<p>Pupils needing support:</p> <ul style="list-style-type: none"> could use the Activity: Food and climate matching instead of adding foods and climate zones to the blank map in the Main event; could use the Resource: Climate zones and food map which shows labelled foods. 	<p>Pupils needing support:</p> <ul style="list-style-type: none"> could use the Resource: Food images as inspiration or to stick onto the Activity: Seasonal food wheel. 	<p>Pupils needing support:</p> <ul style="list-style-type: none"> could use a table knife and the fork secure method; could work with an adult before the lesson looking at different foods and how some have a tough exterior and some do not.
Challenge	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be asked if they think it ever gets cold where bananas grow; could complete the Activity: Where in the world? Crossword; could be asked about environmental and political issues that might impact food production and distribution. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be asked to explain when and from where specific food (e.g. tomatoes) would need to be imported to limit the environmental impact and cost. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be asked to compare the knife and the peeler; could be asked about the health and safety aspects of the knife compared to the peeler.
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider links			

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	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	I can evaluate seasonal ingredients.	I can design a mock-up using criteria.	I can make and evaluate a dish.
Recall and Retrieval	<ul style="list-style-type: none"> I know that seasonal means foods that grow in a given season in a given country. I know that some seasonal foods that grow in the UK and what season they grow in Display the <i>Presentation: Odd one out</i> and ask the children which of these foods is the odd one out. Remind the children of the preparation techniques, cutting and peeling, from the last lesson. 	<ul style="list-style-type: none"> That' ingredients' means the items in a mixture or recipe That the amount of an ingredient in a recipe is known as a quantity. Display the <i>Presentation: Brain dump</i> and ask the children to write down everything they can remember about taste testing from last week. 	<ul style="list-style-type: none"> Display the <i>Presentation: Explain the answer</i> and ask the children why the colours of fruits and vegetables are important. Ask them to discuss this with a partner and then invite the children to provide some explanations. Similar coloured fruits and vegetables often have similar nutritional benefits. Safety rules for using, storing and cleaning a knife safely.
Sequence of substantive knowledge throughout the lesson	Evaluate: I know how to describe the flavour and texture of foods.	Make: <ul style="list-style-type: none"> I know that the appearance of food is as important as taste. I know that similar coloured fruits and vegetables often have similar nutritional benefits. 	
Key Skills/disciplinary knowledge	Evaluate: <ul style="list-style-type: none"> I can identify current seasonal foods. I can taste various fruits and vegetables and describe their flavours. I can contribute to a class taste wheel. I can describe the texture and flavour of ingredients 	Make: <ul style="list-style-type: none"> I can design a puff pastry tart using seasonal vegetables and fruits. I can use colours to identify nutritional benefits. I can describe my puff pastry tart and the benefits of its ingredients. I can choose ingredients based on a design brief. I can follow the instructions within a recipe. 	Make & Evaluate: <ul style="list-style-type: none"> I can taste tarts and provide feedback. I can consider taste, texture, appearance and use of seasonal ingredients. I can receive feedback on my tart and identify strengths.
Key Vocabulary	Fruit, ingredients, seasonal, taste, texture, vegetable	Complementary, design, mock-up	Appearance, evaluate, taste, texture

Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	Pupils needing support: <ul style="list-style-type: none"> could use only the image of the flavour wheel in the Presentation: Taste testing to help them describe the flavours. 	Pupils needing support: <ul style="list-style-type: none"> could use the Activity: Stem sentences to help them describe their design during the Wrapping up activity. 	Pupils needing support: <ul style="list-style-type: none"> could use a device to record their evaluation rather than writing it.
Challenge	Pupils working at greater depth: <ul style="list-style-type: none"> should use the Resource: Flavour thesaurus (which has a wider variety of foods and flavours) and add these words to their sticky note; could be asked about food pairings and why or why not ingredients would go together. 	Pupils working at greater depth: <ul style="list-style-type: none"> could use slide 3 of the Presentation: Seasonal tarts when choosing ingredients; could think about the flavours of their tart or the class's favourite ingredients and select other ingredients that balance or enhance their dish. 	Pupils working at greater depth: <ul style="list-style-type: none"> could be asked to look at the words other children used to describe the flavours in their tart and suggest ingredients to add balance to the tart.
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider curriculum links			