

**Advent 2**  
**Design & Technology – Cooking and Nutrition: Adapting a recipe: Y4**

**Scripture Link:**

**National Curriculum Objective:**

**Design, make and evaluate a \_\_\_\_\_ (product) for \_\_\_\_\_ (user) for \_\_\_\_\_ (purpose)**

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	I can evaluate existing biscuit products.	I can prepare and cook a dish.	I can select ingredients and follow a budget.
<b>Recall and Retrieval</b>	<ul style="list-style-type: none"> <li>There are different techniques to prepare food.</li> <li>There are different food groups.</li> <li>Taste testing is an important part of selecting ingredients.</li> <li>Why different packages might be used for different foods</li> <li>Where to find the nutritional information on packaging.</li> </ul>	<ul style="list-style-type: none"> <li>Eating fruit and vegetables are good for you.</li> <li>Nutrients are substances in foods that all living things need to make energy, grow and develop.</li> <li>I should have a maximum of 5 tsp of sugar a day to stay healthy.</li> <li>Many foods and drinks we do not expect to contain sugars, do, we call these 'hidden sugars'.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the amount of an ingredient in a recipe is known as the 'quantity'.</li> <li>That ingredients means the items in a mixture or recipe.</li> <li>Taste testing is an important part of selecting ingredients.</li> <li>Display the <i>Presentation: Speak like an expert</i> and ask the children to discuss with their partner how to make biscuits for one minute.</li> </ul>
<b>Sequence of substantive knowledge throughout the lesson</b>		<b>Make:</b> <ul style="list-style-type: none"> <li>I know that the amount of an ingredient in a recipe is known as the 'quantity'.</li> <li>I know that safety and hygiene are important when cooking.</li> </ul> I know the following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping.	<b>Design:</b> <ul style="list-style-type: none"> <li>I know the importance of budgeting while planning ingredients for a recipe.</li> </ul>
<b>Key Skills/disciplinary knowledge</b>	<b>Evaluate:</b> <ul style="list-style-type: none"> <li>I can evaluate and compare a range of products.</li> </ul>	<b>Make:</b> <ul style="list-style-type: none"> <li>I can follow a baking recipe and cooking technique.</li> <li>I can understand safety and hygiene rules.</li> <li>I can discuss how a recipe can be changed.</li> </ul>	<b>Design:</b> <ul style="list-style-type: none"> <li>I can select ingredients for a target audience.</li> <li>I can calculate the cost of extra ingredients.</li> <li>I can create a design for the final product.</li> </ul>

<b>Key Vocabulary</b>	Buttery, crunchy, ingredients, target, audience, taste, texture	Combine, cream, hygiene, sieve, sift, wooden spoon	Addition, appearance, budget, design, ingredients, Multiplication, pounds
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>	<p>Pupils needing support:</p> <ul style="list-style-type: none"> <li>could use the Resource: Taste testing word bank to help them describe the biscuits.</li> </ul>	<p>Pupils needing support:</p> <ul style="list-style-type: none"> <li>could use a larger sieve or a smaller amount of the ingredients when practising parts of the recipe;</li> <li>could be provided with opportunities to repeat the tasks within the recipe to secure their understanding.</li> </ul>	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> <li>could use supporting mathematical resources like a hundred square, a multiplication grid or counters;</li> <li>could use packets of ingredients to help them make choices.</li> </ul>
<b>Challenge</b>	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> <li>could be asked to think about times when special biscuits might be needed; could think about reasons why people buy biscuits.</li> </ul>	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> <li>could be given opportunities to explain the need to mix ingredients or to sift the flour.</li> </ul>	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> <li>could be asked to think about how budget setting influenced their choices and, if they are over budget, which ingredients they would remove and why.</li> </ul>
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>			
<b>Wider links</b>			

**Advent 2**  
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	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	I can take inspiration from existing products.	I can make and test a prototype biscuit.	I can evaluate a final product.
<b>Recall and Retrieval</b>	<ul style="list-style-type: none"> <li>the importance of budgeting while planning ingredients for a recipe.</li> <li>select ingredients for a target audience.</li> <li>Nutrients are substances in foods that all living things need to make energy, grow and develop.</li> <li>I should have a maximum of 5 tsp of sugar a day to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Safety rules – cutting and peeling/preparing fruit</li> <li>The appearance of food is as important as taste</li> <li>That its important to test my design as I go along so that I can solve any problems that may occur.</li> <li>Following cooking techniques; sieving, measuring, mixing, stirring, cutting out and shaping.</li> </ul>	<ul style="list-style-type: none"> <li>How to describe the taste and texture of foods</li> <li>I know that products often have a target audience.</li> <li>the importance of budgeting while planning ingredients for a recipe.</li> </ul>
<b>Sequence of substantive knowledge throughout the lesson</b>	<b>Design:</b> <ul style="list-style-type: none"> <li>I know that products often have a target audience.</li> </ul>		
<b>Key Skills/disciplinary knowledge</b>	<b>Design:</b> <ul style="list-style-type: none"> <li>I can describe the packaging of different biscuits.</li> <li>I can create a design for a biscuit box.</li> </ul> I can fold and construct a cuboid template.	<b>Make:</b> <ul style="list-style-type: none"> <li>I can follow a recipe.</li> <li>I can modify the recipe using my design ideas and budget.</li> <li>I can collect feedback from a member of my target audience</li> </ul>	<b>Evaluate:</b> <ul style="list-style-type: none"> <li>I can create criteria for evaluation.</li> <li>I can present my design for evaluation.</li> <li>I can evaluate the designs of others using criteria.</li> </ul>
<b>Key Vocabulary</b>	Construct, cuboid, cut, fold, layout, target, audience	Adapt, ingredients, modify, unique, market, research	Comment, compare, evaluate, opinion
<b>Main teaching activity</b> <i>If the school has another short term planning</i>			

<b><i>format, this does not need to be included.</i></b>			
<b>Scaffolding</b>	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> <li>• could be provided with example images when designing their packaging;</li> <li>• could use a pre-cut net to create the design for their box.</li> </ul>	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> <li>• could record responses from the market research participant using a device.</li> </ul>	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> <li>• could work with a partner to discuss the biscuits as they move around.</li> </ul>
<b>Challenge</b>	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> <li>• could use the examples in the Pupil video: Creating 3D shapes to create a 3D shape without using the net template.</li> </ul>	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> <li>• could answer why it is important to measure and mix ingredients correctly;</li> <li>• could answer how they think adding additional ingredients will change the appearance of the mixture or biscuit;</li> <li>• could use the Activity: Feedback template, which allows the children to dive deeper with their questioning.</li> </ul>	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> <li>• could be asked to use their market research when explaining their product to the other groups.</li> </ul>
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>			
<b>Wider curriculum links</b>			