

### DT Class 3 Summer 1 Cycle B Food Preparation

<p><b>As this topic has not been formally covered using the new skills, this half term we will be going over the KS1 substantive knowledge so that the children are able to practise these skills now we have the equipment available.</b></p>	<p><b>Markers for Assessment</b></p>		<p>Below</p>	<p>Above</p>
<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe textures</li> <li>• Wash hands &amp; clean surfaces explain hygiene and keep a hygienic kitchen</li> <li>• Say where some foods come from (i.e. plant or animal)</li> <li>• Describe how food is farmed, home-grown, caught</li> <li>• Describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>• Discuss how fruit and vegetables are healthy</li> <li>• Cut, peel and grate safely, with support</li> <li>• Cut, peel and grate with increasing confidence</li> <li>• Describe properties of ingredients and importance of varied diet</li> <li>• Explain there are groups of food</li> <li>• Describe “five a day”</li> </ul> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet.</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>	<p><b>I can cut, peel and grate safely with support.</b></p> <p><b>I can suggest ideas for a healthy meal/snack or drink (Depending on what you decide to design and make)</b></p> <p><b>I know where some of our foods come from</b></p>			

<p><b>Prior Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>Food Preparation has not been formally covered in the New Curriculum.</b></li> </ul>	<p><b>Vocabulary</b></p> <p>animals, caught, chop, farmed, food safety, grate, grown, healthy, ingredients, plants, slice, design, food groups, hazard, hygiene, peel, prepare, safe knives, varied diet</p>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Why are some vegetables more expensive at certain times of the year?</li> <li>• Why can eating seasonally be healthier?</li> <li>• What do we need in our diets for them to be balanced?</li> <li>• How do we keep same when using this piece of equipment?</li> </ul>	

Year 3

Year 4

Year 5