Springfield School

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| Blackbirds Class Medium Term Planning for D&T | |
| Topic: India | Vocabulary: Design, make, evaluate  Prepare, mix, cook, stir |

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| **Lesson 1 ‘link it’**  **Cooking and preparing. How can we be safe whilst we are cooking?**  Exposition – What are the rules when cooking? What sort of food can we find in India?  Groups – Create our H&S rules for cooking. Taste a range of different India foods.  Plenary – Share work | **Lesson 2 ‘learn it’**  **Cooking Curry**  Exposition – Look at the recipe together and edit accordingly (design)  Group – Prepare and make curry (make)  Plenary – Taste the curry (evaluate) | **Lesson 3 ‘learn it’**  **Cooking Nan Bread**  Exposition – Look at the recipe together and edit accordingly (design)  Group – Prepare and make nan bread (make)  Plenary – Taste the nan bread (evaluate) | **Lesson 4 ‘learn it’**  **Cooking Onion Bhaji**  Exposition – Look at the recipe together and edit accordingly (design)  Group – Prepare and make onion bhaji (make)  Plenary – Taste the onion bhaji (evaluate) |
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Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Design**  use annotated sketches and cross-sectional drawings to develop and communicate their ideas;  When designing, explore different initial ideas before coming up with a final design;  **Make**  use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;  **Evaluate**  consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;  evaluate their product against their original design criteria;   * **User** – who the products are for * **Purpose** – what tasks the products will perform * **Functionality** – how the products will work * **Design decisions** – the opportunities pupils have to make choices * **Innovation** – the scope pupils have to be original with their thinking * **Authenticity** – how believable/ real the products will be to pupils   **Cooking and nutrition**    Children understand and apply the principles of a healthy and varied diet.  They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  **Children can:**  a start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;  b understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;  c with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven;  d use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking;  e explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes;  f understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body;  g prepare ingredients using appropriate cooking utensils;  h measure and weigh ingredients to the nearest gram and millilitre;  i start to independently follow a recipe;  j start to understand seasonality. | 1. start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; 2. understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; 3. with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven; 4. use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; 5. explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; 6. understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; 7. prepare ingredients using appropriate cooking utensils; 8. measure and weigh ingredients to the nearest gram and millilitre; 9. start to independently follow a recipe;   start to understand seasonality. |

Progression of Learning

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Knowledge of health and safety when cooking Science * Knowledge of different foods eaten in India | Activities provided during lesson  Resources  **PPTs**  **Pictures**  **Real objects**  Activities to plan, make and evaluate recipes and foods | Independent activities linked to lesson  Resources  **PPTs**  **Books**  **Pictures**  Activities to support food preparation  Evaluate dishes and changes/improvements to recipes for next time | How will the pupils share knowledge during or end of lesson  **Explore and discuss photographs of lessons**  Share and compare work | Retrieve or generalization of learning after lesson   * Discuss different foods and recipes * Understand the importance of food hygiene * Use tools and equipment to make other recipes * Use planning process to support learning I other subjects * Use evaluation process to support learning and development |