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| **DT Year 4 Medium Term Planning – Food and Nutrition** | | | |
| **National Curriculum**  **Cooking and nutrition**  As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.  **Pupils should be taught to:**  Key stage 1 use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.  **Key stage 2** understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | What’s really in your food? | What’s really in your food? | What’s really in your food? |
| **Skills taught** | Can copy a modelled process or technique such as kneading, rolling and stretching. | Can follow a series of steps in a process to make bread.  Can describe the taste and textures of their bread and identify things they would do differently next time. | Can grate and cook vegetables safely. |
| **Recall and retrieval** | Ultra-processed food is less healthy than fresh food.  Vitamins, fibre and protein are nutrients the body needs and can be found in a range of fresh food.  Healthy alternatives to processed food can be created from fresh ingredients. | Mass-produced food often contains additional ingredients as flavour enhancers, sugar, salt and preservatives.  Identify the nutrients present in flour, cheese and tomatoes: carbohydrates, vitamins, protein and calcium.  Knead, roll and stretch dough.  Gluten is a substance found in flour which develops elasticity when kneaded in dough. | Mass-produced food can contain many additional ingredients such as saturated fat, sugar, salt and preservatives.  Grate and chop vegetables safely. |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can identify and compare ingredients found in mass-produced pizzas and homemade pizzas.  Can show an understanding of the link between highly processed food and poor health. | **Key knowledge**  Can describe the difference in flavour and texture between mass produced and homemade bread.  Can show an understanding of the terms ‘fermentation’ and ‘proving’ | **Key knowledge**  Can explain why tinned soup is less healthy than fresh.  Can explain why eating large quantities of sugar is unhealthy. |
| **Scaffolding** | Teacher guidance.  Visual steps to success. | Teacher guidance.  Visual steps to success | Teacher guidance.  Visual steps to success. |
| **Challenge** | Explain the differences on home made pizza and mass produced pizza | Challenge pupils to compare the white sliced loaf with some more traditional baked loaves.  Prompt them to compare the texture, taste and appearance. | Compare the difference between tinned soup and home made. Think about texture, taste and cost. |
| **Key Vocabulary** | Ingredients  Processed  Bread  Gluten  Knead  Ferment | Ingredients  Processed  Bread  Gluten  Knead  Ferment | Ingredients  Processed  Bread  Gluten  Knead  Ferment |