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| **DT Year 5 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** | Why are our diets so different? | Why are our diets so different? | Why are our diets so different? |
| **Skills taught** | Can use a pestle and mortar safely and effectively.  Can suggest ways in which they might adapt a recipe and adjust flavours. | Can show precision and creativity in their arrangement of ingredients.  Can select and arrange colours and textures in a visually attractive way.  Can apply knife skills learnt in previous lessons. | Can use a range of techniques accurately and confidently to prepare a range of vegetables. |
| **Recall and retrieval** | Knead, roll and stretch dough.  Gluten is a substance found in flour which develops elasticity when kneaded in dough.  Yeast is used as a raising agent in bread making. | The UK diet is influenced by the diets of different cultures.  Bread is a staple of most countries around the world and there are a variety of bread types. | Vegetables can be prepared using a range of techniques: • ribboning • slicing • dicing • grating.  A healthy diet includes a range of vegetables and ingredients.  The visual appeal of food can be improved by: • including a variety of colours • adding height • adding odd numbers of ingredients.  Eating a variety of colours of vegetables ensures that we obtain the range of vitamins the body needs. |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can identify foods that originate from different countries.  Can explain the term unleavened and give examples of unleavened breads.  Can explain how the method for making flatbread differs from the method for making bread with yeast. | **Key knowledge**  Can explain the differences and similarities between the Danish and UK diet.  Can explore and explain the nutritional value, taste and texture of rye bread. | **Key knowledge**  Can identify some countries where food is made to be shared.  Can explain the health benefits of eating chickpeas and yoghurt.  Can explain why chickpeas are a good alternative to eating meat. |
| **Scaffolding** | Teacher guidance.  Visual steps to success. | Teacher guidance.  Visual steps to success | Teacher guidance.  Visual steps to success. |
| **Challenge** | Show pupils some images of bread products from around the world (refer to supporting images) and challenge them to identify their country of origin.  Challenge pupils to describe how the dough’s colour and consistency changes during the cooking process. | Refer pupils to a world map and challenge them to find Denmark. Establish, through discussion, that Denmark is relatively close to the UK and has a similar climate and range of foods. | Provide pupils with a range of salad vegetables and flatbreads and challenge them to create their own mezze bowl. |
| **Key Vocabulary** | Culture  Presentation  Variety  Fibre  Knead  Smorrebrod  Flatbread  Mezze  Unleavened | Culture  Presentation  Variety  Fibre  Knead  Smorrebrod  Flatbread  Mezze  Unleavened | Culture  Presentation  Variety  Fibre  Knead  Smorrebrod  Flatbread  Mezze  Unleavened |