|  |  |  |  |
| --- | --- | --- | --- |
| **DT Year 6 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** | Can street foods save us? | Can street foods save us? | Can street foods save us? |
| **Skills taught** | Can use a range of knife skills and techniques safely and with increasing accuracy.  Can follow a modelled method to create a specific dish. | Can apply a simple kneading technique.  Can use utensils effectively to achieve a desired effect (such as rolling dough to a required thickness) | Can cook food on a hob safely and with control.  Can follow a modelled process Can handle and fold pastry accurately and with dexterity. |
| **Recall and retrieval** | The UK diet is influenced by a range of different cultures.  The bridge and claw are techniques used to chop, slice and dice ingredients safely.  The wider the range of vegetables we include in our diet, the wider the range of nutrients we take in. | Bread is a staple food in most cultures.  Yeast is a type of fungus that ferments when added to water, which causes bread dough to rise.  Kneading bread dough develops the gluten in flour and creates an elastic consistency | The UK diet is influenced by a range of different cultures.  Shallow frying is a method of cooking food over heat in a small amount of oil. |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can identify the nutrients some ingredients contain.  Can begin to explain how specific nutrients benefit the body. | **Key knowledge**  Can recall key learning and vocabulary related to bread making.  Can explain why specific ingredients are used and how they interact with each other in a recipe. | **Key knowledge**  Can explain how the snacks they have made are healthier than many common snacks eaten in the UK.  Can explain their preferences in terms of flavours and give reasons for their choices. |
| **Scaffolding** | Teacher guidance.  Visual steps to success. | Teacher guidance.  Visual steps to success | Teacher guidance.  Visual steps to success. |
| **Challenge** | Explain what might happen to the body if it didnt get the correct nutrients and vitameins. | Explain what would happen if bread did not contain yeast. What would the bread look like compared to other breads. | Explain where street food originated and the impac tthat this has had on the UK. |
| **Key Vocabulary** | Street food  Culture  Snack  Nutrient  Prove  Fry | Street food  Culture  Snack  Nutrient  Prove  Fry | Street food  Culture  Snack  Nutrient  Prove  Fry |