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| **DT Year 3 Food and Nutrition Block D** | | | |
| **National Curriculum - Key Stage 2**  **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 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** | How does food affect your body and mind? | How does food affect your body and mind? | How does food affect your body and mind? |
| **Skills taught** | Can use the claw method to cut food safely  Can identify different flavours such as salty, sweet and sour, and can begin to suggest ways that the taste of food can be changed | Can use the bridge technique effectively  Can slice and grate vegetables and fruit with accuracy and control  Can identify which ingredients provide specific flavours and make suggestions about how to adjust flavours in a dish | Can state preferences about the food they have made and suggest ways in which flavours could be changed or improved |
| **Recall and retrieval** | Explain that vegetables contain vitamins and minerals that the body needs  Explain that cooking vegetables makes them less nutritious and eating raw vegetables is better for us  Prepare vegetables by slicing, chopping, grating and ribboning | Explore how food benefits the body and mind  Revisit the importance of vitamins and foods that are a good source of these nutrients  Revisit and practise knife skills and the bridge technique  Explore how to adapt the flavour of food by seasoning | Recognise the importance of fibre and how it aids digestion  Identify foods that are high in fibre such as wholegrains  Revisit and practise the bridge technique  Revisit and practise knife skills and grating  Identify flavours and suggest ways in which flavours can be adjusted  Make a marinade |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can recognise that good nutrition keeps the body healthy, provides energy and helps the body to repair  Can identify some foods that are a good source of vitamins | **Key knowledge**  Can explain why fibre is important for health  Can identify foods that contain fibre | **Key knowledge**  Can identify foods that contain vitamins and fibre  Can name some spices and describe their flavour, stating preferences  Can explain the effects of marinading and roasting  Can explain what caramelisation means and how it affects the flavour and texture of food |
| **Scaffolding** | Working Examples  Visual steps to success  Teacher support | Working Examples  Visual steps to success  Teacher support | Working Examples  Visual steps to success  Teacher support |
| **Challenge** |  |  |  |
| **Key Vocabulary** | fibre  nutrition  minerals  seasoning  claw  bridge | fibre  nutrition  minerals  seasoning  claw  bridge | fibre  nutrition  minerals  seasoning  claw  bridge |