| **DT Year 1 Food and Nutrition Block D** | | | |
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| **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. | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | How does food affect your senses? | How does food affect your senses? | How does food affect your senses? |
| **Skills taught** | Can use a knife safely and accurately with control | Can use the techniques of grating and ribboning safely and with control | Can produce an accurate record of the processes involved |
| **Recall and retrieval** | Identify main food groups and distinguish between fruit and vegetables Name a range of vegetables Identify the five senses. | Identify the five senses and five key flavours: sweet, salty, sour, bitter and umami  Explain the benefits of eating raw vegetables in a variety of colours  Use the ribboning technique  Use appropriate vocabulary to describe flavours and textures and state preferences | Identify what makes food appealing to all our senses  Prepare crudités using the claw and bridge techniques  Use appropriate vocabulary to describe texture and taste and in the evaluation of outcomes |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can identify the five senses  Can identify key flavours and types of food that have particular tastes  Can explain that vegetables contain vitamins and minerals that the body needs  Can explain that cooking vegetables makes them less nutritious and eating raw vegetables is better for us  Can use appropriate vocabulary to describe flavours and textures and explain preferences | **Key knowledge**  Can recall key facts about the nutritional value of raw vegetables  Can explain that if an unfamiliar food looks attractive, smells pleasant and has a pleasing texture, we are more likely to want to taste it  Can use appropriate vocabulary to describe tastes and textures | **Key knowledge**  Can use adventurous vocabulary to describe the aroma of herbs and spices  Can explain how marinading and caramelisation affects the texture, appearance, taste and smell of food  Can state preferences with reasons and suggest ways their dish could be improved |
| **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** | Senses  Vitamins  Sensory  Caramelise  Marinade  Ribboning | Senses  Vitamins  Sensory  Caramelise  Marinade  Ribboning | Senses  Vitamins  Sensory  Caramelise  Marinade  Ribboning |