| **DT Year 5 Food and Nutrition Block D** |
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| **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** | What can you learn from different cultures’ diets? | What can you learn from different cultures’ diets? | What can you learn from different cultures’ diets? |
| **Skills taught** | Can form a wrapper to encase a prepared filling Can use knife skills with accuracy | Can use knife skills safely and with accuracyCan follow the method involved in stir-frying | Can select and mix spices to add flavour to vegetables  |
| **Recall and retrieval** | Chop, slice, ribbon, peel and grate vegetables Make the link between good nutrition and improved health, energy levels and resistance to illness Identify the vitamins and minerals found in a range of vegetables and their associated health benefits Explain that the nutritional value of vegetables reduces as they are cooked  | Explain how changes in lifestyles over time require a change in diet Explore the nutritional value of traditional Asian recipes, ingredients and cooking methods Make a traditional Vietnamese summer rollUse traditional Asian ingredients such as mint, coriander, fish sauce and rice wine vinegar to add flavours | Identify and use some core ingredients and flavours found in Asian cuisineExplore how specific vegetables enhance our health and have medicinal qualities, such as garlic and ginger Use the stir-fry cooking technique |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**Can explain how diets need to change in line with changes in lifestylesCan explain why we need fewer carbohydrates and more vegetables in our diet Can identify core flavours of sweet, sour, salty and spicey and know some ingredients that provide these flavours Can suggest alternative ingredients that could be used to adapt or change a recipe  | **Key knowledge**Can explain why eating a range of vegetables is good for them Can explain why cooking vegetables for a short period of time is healthier than cooking them for a long time Can identify vegetables that have medicinal qualities Can explain preferences about flavours and textures and make suggestions for improvements | **Key knowledge**Can name a range of spices and identify some of their medicinal qualities and health benefits Can describe the textures and flavours of food and suggest ways in which a recipe could be improved or adapted Can state preferences about their food and give reasons why they like or dislike specific flavours |
| **Scaffolding** | Working ExamplesVisual steps to successTeacher support | Working ExamplesVisual steps to successTeacher support | Working ExamplesVisual steps to successTeacher support  |
| **Challenge** |  |  |  |
| **Key Vocabulary** | CultureMigrationSpicesMedicinalFragrantStir-fry (noun and verb.) | CultureMigrationSpicesMedicinalFragrantStir-fry (noun and verb.) | CultureMigrationSpicesMedicinalFragrantStir-fry (noun and verb.) |