| **DT Year 6 Food and Nutrition Block C** |
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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..
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|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | Does food affect the way you feel? | Does food affect the way you feel? | Does food affect the way you feel? |
| **Skills taught** | Can record and present findings in a coherent way | Can use a range of sewing techniques accurately and effectively  | Can use running stitch accurately to attach pieces of fabric securely |
| **Recall and retrieval** | Know the basic food groups Hold utensils correctly | Dice vegetables using the claw method Know the difference between simple and complex carbohydrates Cook pasta and a simple tomato sauce Know how to use seasoning to adjust flavour | Identify some foods which have remedial qualities Make a basic stock Use a range of culinary techniques to prepare vegetables: dice, chop, grate, peel |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**Can name a range of fasteners and their component parts Can identify the advantages and disadvantages of using each type of fastener Can explain how and why different fasteners are suitable for different purposes Can record and present findings in a coherent way  | **Key knowledge**Can explain the techniques they have used Can identify where they have been successful and suggest improvements  | **Key knowledge**Can recall and refer to prior learning when making a design decision Can explain a process and identify strengths and areas for development in their own work |
| **Scaffolding** | Working ExamplesVisual steps to successTeacher support | Working ExamplesVisual steps to successTeacher support | Working ExamplesVisual steps to successTeacher support  |
| **Challenge** |  |  |  |
| **Key Vocabulary** | ShankBurrHook and loopBucklefastenerRaw edges | ShankBurrHook and loopBucklefastenerRaw edges | ShankBurrHook and loopBucklefastenerRaw edges |