| **DT Year 4 Medium Term Planning – Food and Nutrition** | | | |
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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.  **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’s really in your food? | What’s really in your food? | What’s really in your food? |
| **Skills taught** | Can copy a modelled process or technique such as kneading, rolling and stretching. | Can follow a series of steps in a process to make bread.  Can describe the taste and textures of their bread and identify things they would do differently next time. | Can grate and cook vegetables safely. |
| **Recall and retrieval** | Ultra-processed food is less healthy than fresh food.  Vitamins, fibre and protein are nutrients the body needs and can be found in a range of fresh food.  Healthy alternatives to processed food can be created from fresh ingredients. | Mass-produced food often contains additional ingredients as flavour enhancers, sugar, salt and preservatives.  Identify the nutrients present in flour, cheese and tomatoes: carbohydrates, vitamins, protein and calcium.  Knead, roll and stretch dough.  Gluten is a substance found in flour which develops elasticity when kneaded in dough. | Mass-produced food can contain many additional ingredients such as saturated fat, sugar, salt and preservatives.  Grate and chop vegetables safely. |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Can identify and compare ingredients found in mass-produced pizzas and homemade pizzas.  Can show an understanding of the link between highly processed food and poor health. | **Key knowledge**  Can describe the difference in flavour and texture between mass produced and homemade bread.  Can show an understanding of the terms ‘fermentation’ and ‘proving’ | **Key knowledge**  Can explain why tinned soup is less healthy than fresh.  Can explain why eating large quantities of sugar is unhealthy. |
| **Scaffolding** | Teacher guidance.  Visual steps to success. | Teacher guidance.  Visual steps to success | Teacher guidance.  Visual steps to success. |
| **Challenge** |  | Challenge pupils to compare the white sliced loaf with some more traditional baked loaves.  Challenge pupils to compare the white sliced loaf with some more traditional baked loaves. Prompt them to compare the texture, taste and appearance. |  |
| **Key Vocabulary** | Ingredients  Processed  Bread  Gluten  Knead  Ferment | Ingredients  Processed  Bread  Gluten  Knead  Ferment | Ingredients  Processed  Bread  Gluten  Knead  Ferment |