

**Pioneer Federation**  
**Medium term plan**  
**UPKS2 Cycle 1, Term 6**  
**D.T**



<b>Subject:</b> D.T			
<b>Key Concept/ Theme:</b> Can changes be reversed?			
<b>Prior Learning links:</b> Cycle 2 – Why are people drawn to London?- T4 cooking unit			
<b>Vocabulary:</b> food groups, food labels, nutrients, minerals, calcium, protein, reared, ingredients, balanced, proportions, welfare, standards			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
CP	EH	SMV	PM
<ul style="list-style-type: none"> <li>• Understand the main food groups and the different nutrients that are important for health</li> <li>• Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat</li> <li>• Select appropriate ingredients and use a wide range of techniques to combine them</li> <li>• Confidently plan a series of healthy meals based on the principles of a healthy and varied diet</li> <li>• Use information on food labels to inform choices</li> <li>• Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</li> </ul> <p>To know the main food groups and the different nutrients they give.</p> <p>To know how a variety of ingredients are grown/developed.</p> <p>To know the different purposes for a range of tools.</p> <p>To know which information we can find from food labels and how to use this to make choices.</p> <p>To know how to research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and his/her technical skills.</p>			

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1.	<p>Prior learning reconnection (5/6 Cycle 2 and 3/4 Cycle 2 Term 3): What can the children remember about the Eat well plate? They should recall some facts from the recent Chartwells visit</p> <p>LO: <b>Let's learn about the different food groups and how they benefit our bodies.</b></p> <p>Activity: Gauge what the children can remember about the different food groups. What are they? How do they help us achieve a balanced diet? How can not having a balanced diet affect how we feel e.g. lack of motivation tiredness. Children to study the different food cards and see what nutritional value they provide for the body. They can create an informative poster demonstrating how the different food groups benefit the body.</p> <p>Plenary: Ask the children to think about what they have eaten so far today. Can they identify which food groups they have eaten and how they have benefitted them?</p>
2	<p>Reconnection: What are nutrients and how do they help our bodies to function?</p> <p>LO: <b>Lets learn how labels inform us about the quality of our food.</b></p> <p>Activity: Introduce the children to the red tractor labelling system. Why do they think the customer might want to know about the history of the food they eat? Explain that this is an important indication to the customer that animals have been reared in a healthy environment and their welfare has been considered. Discuss how over farming can be detrimental to the environment e.g. fishing loss of meadows. Give the children a range of labels to research themselves. What can they find out about what this label means and how this may encourage the customer to purchase the food? Does the company have a global reach e.g. Fairtrade This task could be completed in groups finishing with a presentation.</p>
3	<p>Food Labels- this is an additional/optional lesson- to raise awareness about labelling- using real packaging to learn about wheat based foods.</p>
4	<p>Reconnection: Can you tell me about a label you researched and what it means for the customer?</p> <p>LO: <b>Let's create a healthy nutritious snack.</b></p> <p>Activity: Now the children have learnt about nutrition and the importance of their food meeting high standards the children will be planning a healthy snack of their own. Show a range of existing recipes as a scaffold or for ease it could be that you focus on one recipe that could be adapted and easily modified e.g. Stir fry noodles. The children can then create their own twist with extra ingredients. They need to consider what nutritional value will be added by including these choices. Also, will these new additions taste good once mixed in with the other ingredients? The activity could be completed in small groups. By the end of the lesson they should have a plan with all their chosen ingredients.</p>
5	<p>Reconnection: Children to share plans what did you enjoy about planning a recipe? What was challenging?</p> <p>LO: <b>Let's design our food packaging.</b></p> <p>Activity: Show the children some examples of existing healthy snack packaging. How have the designers used colour and typography to hook the customer's attention? Has alliteration been used? How have adjectives been used to tempt the buyer? Who is the target audience? Once you have discussed the importance of these features, the children can focus on designing packaging for their healthy snack. Some children may wish to use Purple Mash to showcase their finished design.</p>

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5 and 6	<p>Reconnection: Share packaging designs. What makes your design successful? After seeing other examples, is there anything you might add or change?</p> <p>LO: <b>Let's Make our healthy snack.</b></p> <p>Children to make their recipe following their plan. Model different preparation techniques they may need to know e.g. dicing and peeling before starting on the making process. Ensure children are aware of food safety practices and can explain the importance of them. If the children make adaptations to their recipe during taste testing, ensure they jot them down as this will support them with the evaluation. Take pictures for D.T book children can then annotate with comments about the process. Use the design star as an instant evaluation tool. The children can indicate where they feel their recipe succeeded and what they might change next time e.g. further seasoning to improve the overall taste.</p>
<p><b><u>End points:</u></b></p> <p>To know the main food groups and the different nutrients they give.</p> <p>To know how a variety of ingredients are grown/developed.</p> <p>To know the different purposes for a range of tools.</p> <p>To know which information we can find from food labels and how to use this to make choices.</p> <p>To know how to research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and his/her technical skills.</p>	