

Year 34 A2 Design Technology - Food Sandwich Snacks 2018

Year ¾ Key Skills to be covered, taken from National Curriculum – pitching at the correct year group and differentiation within plan for different groups

Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:

Design:

- Develop more than one design or adaptation of an initial design.
- Plan a sequence of actions to make a product.
- Record the plan by drawing using annotated sketches.
- Begin to use cross-sectional and exploded diagrams.
- Use prototypes to develop and share ideas.
- Think ahead about the order of their work and decide upon tools and materials.
- Propose realistic suggestions as to how they can achieve their design ideas.
- Consider aesthetic qualities of materials chosen.

Food:

- Develop sensory vocabulary/knowledge using, smell, taste, texture and feel.
- Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).
- Follow instructions/recipes.
- Make healthy eating choices – use the *Eatwell plate*.
- Join and combine a range of ingredients.

Evaluate:

- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.
- Research needs of user.
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user.
- Decide which design idea to develop.
- Consider and explain how the finished product could be improved.
- Discuss how well the finished product meets the design criteria of the user.

To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.

To taste a variety of different breads and sandwiches and examine flavours and textures.

To design and plan a sandwich for a particular purpose.

To be able to create a healthy sandwich.

To be able to evaluate a finished product.

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Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	Selecting and using quality descriptive vocabulary/creating recipes
Mathematics links	Cost/how long food can be left out/use and sell by dates
Computing links	Researching
Other links	Health and safety in the kitchen

Possible Experiences including visits/visitors/other:
<p>Consider what could augment your planning to really enthuse the children in your class:</p> <ul style="list-style-type: none"> • A range of bread types the children may not have experienced • Tasting opportunities

Display/Resources ideas:
<p>Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:</p> <ul style="list-style-type: none"> •

Session	Key Objective from skills listed above (What is it that you want the children to learn?) resources	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt/assessment questions (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	<p>To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.</p> <p>Slides Worksheet 1A/1B/1C Squared paper Permission slip for next lesson</p>	<p>• What is your favourite sandwich? Ask children to discuss their ideas and then share with the class. List the ideas on the board. Which of these sandwiches do you think is the healthiest?</p> <p>• Introduce children to the food pyramid and go through the slides explaining the different food groups. Look back at the list of sandwiches again. Which of these sandwiches are 'balanced' (i.e. contain a few of the different food groups)? Which are not? Why?</p> <p>• Look at the scenarios on the slides e.g. Lucy is a vegetarian and doesn't like eggs. What healthy sandwich could you make for her? Ask children to think, pair, share their ideas for each one.</p> <p>Lower ability: Tell children that today they will be carrying out a survey to find out whether the children in the class prefer white or brown bread. Children to record their answers on worksheet 1A then complete a bar graph to show their results.</p> <p>Middle ability: Tell children that today they will be carrying out a survey to find out what the favourite sandwich fillings in the class are. Provide children with the blank tally chart on worksheet 1B for children to complete. When finished, children to create a bar graph to show their results on squared paper.</p> <p>Higher ability:</p>	<p>• Do children know that food can be divided into different groups?</p> <p>• Can children name the different food groups and describe their purpose?</p> <p>• Do children know that people have different preferences?</p> <p>EVIDENCE IN BOOKS</p>	<p>• Ask the children to imagine that they are going to be opening their own sandwich shop in the high street and that they need to design a healthy menu that caters for lots of different tastes. What kinds of fillings would you provide? Which different kinds of bread could customers have their fillings in? How will you make sure your sandwiches are healthy? Provide children with a copy of worksheet 1C in pairs and ask them to design their menu. When finished, compare with another pair. What different ideas did you</p>

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		<p>Tell children that today they will be carrying out a survey to find out what the favourite sandwich fillings in the class are. Provide children with squared paper and ask them to create their own tally chart and bar graph to show their results. When finished, ask children to discuss in pairs what this information tells us - does our class like healthy sandwiches? Which fillings are most/least popular? etc.</p> <p>Plenary What have you found out today about sandwiches? Give children some examples of unbalanced sandwiches are see if they can find a way to make them more healthy e.g. by switching to brown bread, by adding salad, etc.</p>		<p>have? Are any of your options the same?</p> <p>NB: Next week the children will be tasting a variety of breads and fillings. Give out a permission slip for parents to complete to ensure you are aware of any special dietary requirements.</p>
2	<p>To taste a variety of different breads and sandwiches and examine flavours and textures.</p> <p>Slides Variety of breads and sandwiches Paper plates/cups Water Worksheet 2A/2B Boxes, paper, pens (FSD? activity only)</p>	<p><i>Pre-prepare the bread and sandwiches before the lesson begins. Cut into small pieces and place on paper plates on each table or to pass round the class one at a time. Label each food so the children know what They are eating. Ensure that children with any allergies or special dietary requirements are not exposed to any harmful foods. Provide children with water to sip between each different flavour.</i></p> <ul style="list-style-type: none"> • Display a variety of different breads on the slides, e.g. granary, naan, pitta, baguette, etc. How many of these different types of bread have you tried? • Look at a variety of different shop-bought sandwiches in their packets. Do they look appealing? How are they packaged? Why do you think they are packaged like that? • Tell children that today they will be tasting a variety of these foods and exploring their flavours and textures. Create a list on the board under each heading: appearance; texture; taste; smell. What words might we use to describe food under these different headings? • Go through health and safety points before the tasting session begins. <p>ALL: Children to taste each different item and describe the taste, texture smell and appearance on worksheet 2B.</p> <p>Plenary Ask the children if they have discovered something they like this lesson that they didn't know they liked before. What was your favourite type of bread? What was your favourite filling? If you were to make your own sandwich now, what would you use from today?</p>	<ul style="list-style-type: none"> • Do children know that there are a variety of different sandwiches? • Can children taste and describe different foods? • Do children know that different combinations of ingredients affect the taste and texture of the product? <p>PHOTOS AND RECORDS IN BOOKS</p>	

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<p>3</p>	<p>To design and plan a sandwich for a particular purpose.</p> <p>Slides Worksheet 3A/3B/3C/3D</p>	<ul style="list-style-type: none"> • Tell the children that over the next few lessons they will be designing, making and evaluating their own sandwich. What do you think you will have to do to make a successful sandwich? • What might you make your sandwich for? Ask children to think, pair, share ideas. Maybe you will have a class picnic when your sandwiches are made. • Show the children the recipe for a ham sandwich on the slides. What is wrong with it? How could we make these instructions clearer? Go through the correct order for making a sandwich. • How will you make sure your sandwich is healthy? Ask children to think back to lesson 1 and the food pyramid. What different food groups will your sandwich have? • Demonstrate how to draw an exploded diagram of a sandwich. <p>Lower ability: Children to plan their sandwich on worksheet 3A using pictures to show each step of the process, then draw an exploded diagram of their Sandwich on worksheet 3B.</p> <p>Middle ability: Children to plan their sandwich on worksheet 3A describing each step of the process, then draw an exploded diagram of their sandwich on worksheet 3B.</p> <p>Higher ability: Children to plan their sandwich on worksheet 3C then draw an exploded diagram of their sandwich on worksheet 3B.</p> <p>Plenary Ask children to get into pairs to evaluate their sandwich designs. How many of the different food groups have you got in your sandwich? What purpose is your sandwich designed for? Check that children know what ingredients they will need to bring into school for next lesson if you are not going to provide all the ingredients yourself.</p>	<ul style="list-style-type: none"> • Can children choose a purpose for their sandwich design? • Can children describe each step in the process of making their sandwich? • Can children design a healthy sandwich? 	
<p>4</p>	<p>To be able to create a healthy sandwich.</p> <p>Slides Sandwich designs from Lesson 3 Chopping boards, knives, graters, spreaders Paper plates Table coverings if appropriate Aprons Sandwich ingredients</p>	<p>NB: For the purposes of evaluation you may want to teach Lesson 4 and Lesson 5 together.</p> <ul style="list-style-type: none"> • Ask children to get out their sandwich designs from last lesson. Give children a few moments to look over their plans to refresh their memories. • Tell children that today they will be making their sandwiches by following their designs. Go through the health and safety points on the slides. • Make sure children are aware that the quality of their finished product will depend on how much care and attention they take over the presentation and assembly of their sandwich. Remind children that appearance also counts when it comes to food. 	<ul style="list-style-type: none"> • Do children know how to work safely and appropriately with food? • Can children follow their designs to create a sandwich? • Can children present their sandwich in a appealing way? <p>PHOTOGRAPHIC EVIDENCE OR SANDWICH EATING VIDEO</p>	

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		<p>Lower ability: Children to follow their design to create their sandwich. Support children when using knives or graters and ensure that they are following their designs. When finished, present sandwich on a paper plate.</p> <p>Middle ability: Children follow their design to create their sandwich. When finished, present sandwich on a paper plate.</p> <p>Higher ability: Children follow their design to create their sandwich. When finished, present sandwich on a paper plate. Encourage children to think about how they can improve the presentation of their sandwich. How could you place the sandwich on the plate so that it looks most appealing? What else could you do to improve the way it looks?</p> <p>Plenary Give children some time to look at all the sandwiches. Make sure children are aware that they must not Touch anyone else's sandwich. Which sandwiches Are well presented? Which do you think look tastiest? What do you think your own sandwich looks like? Finally, eat and enjoy!</p>		
5	<p>To be able to evaluate a finished product.</p> <p>Slides Worksheet 5A/5B/5C End of Unit Quiz</p>	<p>.</p> <ul style="list-style-type: none"> • You have now designed, made and eaten your sandwich. What did it taste like? Smell like? Look like? What texture did it have? Ask children to describe their sandwich to a partner. • Ask children to get out their sandwich designs from Lesson 3. How useful was your design when you were making your sandwich? How easy was it to follow your plan? Did you include everything you needed to include? Did you have to change anything as you were making your sandwich? Ask children to think, pair share their ideas. <p>SANDWICH EVALUATION When finished, ask children to re-design their sandwich, incorporating any alterations or new ideas they have had based on their evaluation.</p>	<p>End of Unit QUIZ!</p> <ul style="list-style-type: none"> • Can children evaluate their work fairly and constructively? • Can children suggest improvements to their design? • Can children incorporate new design features based on their experience of the product? 	