

Year 34 A2 Design Technology - Food Spring 2019 FOOD TECHNOLOGY
SPRING 2019 CYCLE B
SEASONAL FOOD
BLOCKED UNIT OVER 1 WEEEEK

Design		Make	Evaluate
<ul style="list-style-type: none"> ▪ 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. ▪ Use CAD where appropriate. 		<ul style="list-style-type: none"> ▪ Prepare pattern pieces as templates for their design. ▪ Cut slots. ▪ Cut internal shapes. ▪ Select from a range of tools for cutting shaping joining and finishing. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques. 	<ul style="list-style-type: none"> ▪ 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. ▪ Investigate key events and individuals in Design and Technology.
Food	Textiles	Structures	Mechanical and Electrical Systems and ICT
<ul style="list-style-type: none"> ▪ 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 <i>Eatwell plate</i>. ▪ Join and combine a range of ingredients. ▪ Explore seasonality of vegetables and fruit. ▪ Find out which fruit and vegetables are grown in countries/continents studied in Geography. ▪ Develop understanding of how meat/fish are reared/caught. 	<ul style="list-style-type: none"> ▪ Develop vocabulary for tools materials and their properties. ▪ Understand seam allowance. ▪ Join fabrics using running stitch, over sewing, blanket stitch. ▪ Prototype a product using J cloths. ▪ Use prototype to make pattern. ▪ Explore strengthening and stiffening of fabrics. ▪ Explore fastenings (inventors?) and recreate some. ▪ Sew on buttons and make loops. ▪ Use appropriate decoration techniques. 	<ul style="list-style-type: none"> ▪ Develop vocabulary related to the project. ▪ Create shell or frame structures. ▪ Strengthen frames with diagonal struts. ▪ Make structures more stable by giving them a wide base. ▪ Measure and mark square section, strip and dowel accurately to 1cm. 	<ul style="list-style-type: none"> ▪ Develop vocabulary related to the project. ▪ Use mechanical systems such as gears, pulleys, levers and linkages. ▪ Incorporate a circuit into a model. ▪ Use electrical systems such as switches bulbs and buzzers. ▪ Use ICT to control products. ▪ Use lolly sticks/card to make levers and linkages. ▪ Use linkages to make movement larger or more varied.

OVERVIEW:

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Children will learn why certain British foods are seasonal, and consider some pros and cons of foods from other parts of the world being available all year round. They may then either cook, or learn more about the process of wheat production.

Children will learn how and when a variety of fruits are produced in Britain, including how farming methods are used to slow down or speed up the ripening process. They may then either cook, or visit a pick your own fruit farm.

Children will learn about a variety of vegetables grown in Britain, when they are in season, and why they are important in a healthy diet. They may then either cook, or create a seasonal food collage.

Children will learn about the nutritional value of meat, eggs and dairy products, as well as discover why some meats are seasonal and some are available all year round. They may then either cook, or try tasting and describing a range of vegetarian foods.

Children will learn about how, where and when fish is farmed or caught in Britain, consider some issues associated with fishing, and learn about quality assurance marks on the fish we buy. They may then either cook, or create an information text about eating less fish to combat overfishing.

Children will learn about some unusual foods that are only in season for a brief period each year. They will then reflect on their prior learning, showing what they have understood through a variety of games and writing activities.

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> READING RESEARCHING READING PACKAGING/ARTICLES/RECIPIES
Mathematics links	<ul style="list-style-type: none"> WEIGHING AND MEASURING INGREDIENTS
Computing links	<ul style="list-style-type: none"> TAKING PICTURES AND EDITING USING THE iPad
Other links	<ul style="list-style-type: none"> Science links, how foods change when cooked. Links to home and how children eat in their home and community. Links to healthy eating in science.
Possible Experiences including visits/visitors/other:	
Consider what could augment your planning to really enthuse the children in your class:	
<ul style="list-style-type: none"> Hands on experiences of touching and tasting foods 	
Display/Resources:	
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:	
Links o farm visit in June	

Session	Key Objective from skills listed above	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt	Possible extension into homework if
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	(What is it that you want the children to learn?)		(Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	appropriate to enhance and deepen learning
1 Slides Cooking Safely A/B Fairy Cake Recipe 1A Growing Wheat 1A Flow Diagram 1A PLUS: Ingredients and equipment listed in recipe	To cook using British ingredients available all year round. 14 CHILDREN PLUS 2 ADULTS	<p>What does 'seasonal food' mean? Children are to discuss their ideas. The following slide defines this.</p> <ul style="list-style-type: none"> • Go on to explain how the seasons differ in the Northern and Southern hemispheres. Show the slide with a globe, hemispheres labelled. • Why are some foods that are not in season in Britain available all year round in supermarkets? Children are to think, pair, share their ideas. Space is provided on the slide to record their responses. • Did you think of these? The slide suggests some reasons for the availability of certain foods all year round. Can you think of some benefits/problems with this? Again, allow time for children to think, pair, share their ideas. The following slide provides space to record their responses. • Did you think of these? The slide suggests some benefits/problems children may have thought of. • Foods grown in Britain such as grains are available all year round. The slide explains why. Lots of foods we eat every day are made from grains. Can you think of some? The following slide reveals some of these foods. • Explain that today we will be making food using flour made by milling grain. Children will need to work hygienically and safely. How can you do this? Allow time for children to discuss this before starting the Main Activity. <p>Print the Cooking Safely A/B sheets double-sided. Children may look at side A and discuss what information might be included. Once they have discussed and annotated side A, they may turn the sheet over to see the hygiene and safety guidance.</p> <ul style="list-style-type: none"> • Provide Fairy Cake Recipe 1A. A copy of the recipe with detailed teacher's notes is included. Prior to, or during this activity you may wish to demonstrate some of the key skills required. Children are to work in groups of four to prepare the cakes, following the recipe. 	<p>Group work. Children to weigh and measure their own ingredients.</p> <p>PLENARY: Show the Plenary slide. It explains how some exotic fruits can be grown all year round in Britain inside greenhouses. Even though it is possible, these exotic fruits are rarely commercially produced in Britain in this way. Why? Allow time for children to think, pair, share their ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children know what 'seasonal food' is? • Do children know why certain foods are available all year round in Britain? • Can children use a variety of techniques to bake cakes safely and hygienically? <p>PHOTOS FOR BOOKS REVIEW OF WORKING SAFELY BY THE CHILDREN</p>	BRING IN PICTURES OF FRUT AND VEGETABLES FROM MAGAZINES ETC FOR WORK IN SESSION 3
2 Slides Food Calendar A/B/C/D/E Fruit Tarts Recipe 2A Cooking Safely	To know how seasonal fruits in Britain are grown and processed.	Do you remember what 'seasonal food' or 'seasonality' means? Can you think of some words to describe the different seasons in Britain? Allow some time for children to discuss these questions. Space is provided on the following slide to note children's ideas.	<p>Group work. Children to weigh and measure their own ingredients.</p> <p>FOLLOW UP:</p>	

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<p>Writing/Drawing Frames PLUS: Ingredients and equipment listed in recipe</p>		<ul style="list-style-type: none"> • Do you know which of these fruits are grown commercially in Britain? You may wish to discuss what is meant by ‘grown commercially’. The following slide reveal the answers. • Go on to explain that these fruits are suited to the climate and weather conditions found in Britain. Do you know what time of year many of these fruits are harvested? The following slides reveal the answer and show images of fruit being harvested. • Provide copies of Food Calendar A for children to look at. Which are your favourite fruits on the calendar? When are they in season? Why are we able to get many of them all year round? Allow time for children to think, pair, share their ideas. Following this, show slides briefly giving some reasons and describing modern processing methods for storing and ripening fruit at different times. • Explain that today we will be using seasonal fruit (or preserved fruit) to cook with today <p>Provide copies of the Cooking Safely sheet and the Fruit Tarts Recipe 2A (the recipe includes a choice: use jam or fresh soft fruit). A copy of the recipe with detailed teacher’s notes is included. Children are to work in groups of four to make the tarts, working safely, hygienically and following the recipe.</p>	<p>Paint pictures of a fruit orchard in different seasons. Images of orchards at different times of year can be found on D&T Pinterest board: http://www.pinterest.com/planbeeteaching/dt/</p> <p>PLENARY: Before modern methods of storing, refrigerating and ripening fruit, people had to use other methods to preserve fruit so that it would last throughout the year. Show the Plenary slide briefly explaining how fruit was traditionally preserved by making jam.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children understand that some seasonal fruits are suited to the climate and weather conditions In Britain? • Do children know how fruit may be processed and/or preserved? • Can children follow instructions for a recipe using seasonal fruit or jam? 	
<p>3</p>	<p>To understand why vegetables form an important part of a healthy and varied diet.</p>	<p>What’s the difference between fruit and vegetables? Allow some time for children to think, pair, share their ideas. The following slides have a branching diagram which explains how we categorise the plants we eat and some descriptions of the characteristics of vegetables.</p> <ul style="list-style-type: none"> • Vegetables are important for keeping healthy. They should form a large part of a healthy diet. Why? Allow time for children to discuss this. Following this, show the slides describing the importance of the vitamins, minerals and fibres in vegetables. 	<p>PLENARY: What are your favourite fruit and vegetables? What are your least favourite? Do you think you eat enough of them? How could you improve your diet? Allow time for children to think, pair, share their ideas.</p> <p>ASSESSMENT QUESTIONS:</p>	<p>GIVE CHILDREN THE STUFFED PEPPERS RECIPIE TO TRY AT HOME</p>

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		<ul style="list-style-type: none"> • Let's have a look at a vegetable food calendar (provide copies of Food Calendar B). Which vegetables are currently in season in Britain? When are your favourite vegetables in season? At what time of year are lots of vegetables in season? Why do you think this is? Allow time for children to think, pair, share their ideas. • Vegetables are versatile! They can be eaten raw or cooked, on their own or as ingredients in a meal. The slide shows images of vegetables being prepared and cooked. <p>With reference to the Food Calendar, children are to create a collage of seasonal food for one of the four seasons. They may cut out images of food from the magazines, print images or draw images. You may wish to provide other collage materials, too. Before starting this, you may wish to spend some time discussing and planning the design of the collages, e.g. what shape/size they will be, what materials will be used, what foods will be depicted, what they would like their finished works of art to look like</p>	<ul style="list-style-type: none"> • Do children know why vegetables form an important part of a healthy diet? • Do children know when some British vegetables are in season? • Can children prepare a healthy meal using seasonal vegetables? 	
4	To find out about how seasonally produced meat can form part of a healthy diet.	<ul style="list-style-type: none"> • Meat and other products from animals form an important part of many people's diets. Can you think of some foods we eat which come from animals? Allow some time for children to think, pair, share their ideas. The following slide has space to note children's ideas. • What's in these food products that's good for us? Again, allow time for children to discuss their ideas. The following slides describe some of the vitamins, minerals and fats in meat and dairy products that are important for a healthy, varied diet. • Let's take a look at a food calendar (provide copies of Food Calendar C). Some meats are only in season in Britain at certain times of year. Chicken and pork are in season all year round. Why do you think this is? Once children have discussed and responded to the question, show the slide giving 	<p>Focus on vegetarian alternatives to meat that provide some of the same nutrients. Vegetarian Foods 4A lists some vegetarian foods rich in the nutrients found in meat and fish. Provide a variety of these for children to examine, taste and describe. Space is included on the sheet for children to note observations.</p> <p>PLENARY: Show the Plenary slide, which has an image of an 'eatwell' plate. Explain that the image</p>	GIVE CHILDREN THE MEATBALL RECIPIE TO TRY AT HOME

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		<p>reasons.</p> <ul style="list-style-type: none"> • Turkey is only in season for some of the year. It can be especially difficult to buy a whole, fresh turkey in any month other than December! Why? The following slide explains. • Meat from animals that eat grass and live outside is different. The slides briefly explain. 	<p>represents guidelines about the quantities of different foods we should eat. What are guidelines? How are they different to instructions or rules? Discuss.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Can children name a variety of food products that come from animals? • Do children know some reasons why some meat is not in season all-year-round? 	
5	To know how fish are caught or reared, processed and used in healthy meals.	<p>Where does the fish we eat in Britain come from? Allow time for children to discuss this, then show the following slides describing sea fishing around the UK as well as fish farms and fresh water line fishing.</p> <ul style="list-style-type: none"> • Not all fishing is done in a way which is good for the fish stocks, the environment and us. Do you know some of the problems caused by fishing? Again, once children have discussed this, show the slides suggesting some problems. • Do you know what to look for when buying fish? The slides explain some of the phrases and symbols used to describe fish that has been caught and processed in ways that are less harmful. • Let's have a look at a food calendar (provide Food Calendar D). What do you notice about some of the fish and seafood? Why do you think some are only available at certain times of year? Allow some time for children to think, pair, share their ideas. Following this, show the slides giving some reasons. • Fish have lots of nutrients which can form part of a healthy diet. Share the information about some of these, then go on to explain that some vegetarian foods also have these nutrients. 	<p>Provide the Fish-Free Fridays 5A sheet. It describes what the campaign is, and why it might be important for fish, the environment and us. Children are then to design a poster, radio/TV advert, a flyer or another persuasive text about Fish-Free Fridays. The included Writing Frames may be used for this task.</p> <p>PLENARY: Show the Plenary slide. Lots of fish are available all year round thanks to tinning. The slide briefly describes the process</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children know some ways in which fish are caught or reared and processed in Britain? • Do children know some of the nutrients in fish? • Can children prepare a healthy, savoury meal using fish or vegetarian alternatives? 	
6	To show what you have learned about eating seasonal food as part of a healthy, varied diet.	<p>Let's look at a food calendar (provide copies of Food Calendar E). The food calendar shows some unusual foods that are in season for a short time each year. What do you notice? Have you tried any of these foods? Can you think of any reasons why they are only in season for a short time? Allow some time for children to think, pair, share their ideas. The following slides focus on the production of some of these foods and the reasons for their limited seasonality.</p> <ul style="list-style-type: none"> • You have learned lots about seasonal food! Why do you think eating seasonal food is a good thing? Are there any disadvantages to eating seasonal food? Allow some time for children to think, pair, share their 	<p>children are instructed to design a menu for a meal made using seasonal ingredients which includes a vegetarian alternative. They may use the Food Calendar and work done in previous lessons to help them. The menu may be designed on the Writing/Drawing Frames.</p> <p>LA Support</p>	<p>CHILDREN CAN TAKE HOME THEIR BOARD GAMES TO MAKE AND PLAY AT HOME.</p>

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		<p>ideas. The following slide provides space to note children's ideas.</p> <ul style="list-style-type: none">• Did you think of these? Share the information about the benefits of eating seasonal food.• Explain that today we will be looking back at everything we have learned about seasonal food in Britain.	<p>PLENARY: Show the Plenary slide. What have you learned about each of these food groups? What foods can you name in each of them? Do you know the best time to buy any of these foods? Do you know how to prepare any of them? Spend some time discussing these questions with children.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none">• Do children know some reasons why some foods are only in season for a short time?• Can children explain why it is a good thing to eat seasonal food?• Can children recall and apply what they have learned about seasonal food in Britain?	
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