



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Design and Technology	Sandwich snacks	4	Summer	6 hours
End of lower key stage 2 objectives	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught, and processed			
Cooking and Nutrition				
End of unit objectives	I can explain what the term 'seasonal food' means. <ul style="list-style-type: none"> • I know that different parts of the world have different seasonal food. • I can discuss the benefits and problems of unseasonal food being available in shops all year round. • I know that some foods, like wheat, are available all year round in the UK. • I can practice cooking skills including slicing, dicing, beating, whisking, folding, sieving, rolling and grating. • I can follow a recipe to make fairy cakes. • I can describe the cycle of wheat production in the UK. • I can distinguish between fruits that are grown in the UK and those that are grown abroad. • I know how food producers can speed up or slow down the ripening process to make fruits and vegetables 			

	<p>available all year round.</p> <ul style="list-style-type: none"> • I can follow a recipe to make fruit tarts using seasonal fruit. • I can follow a recipe to make stuffed peppers. • I know some of the nutrients we get from fruits, vegetables, meat, fish and dairy products. • I know when certain meats are in season in the UK and which are available all year round. • I can follow a recipe to make meatballs. • I know some vegetarian options that provide the same nutrients as meat. • I can explain how fish are caught or reared, processed and used in healthy meals. • I can use what I have learnt about seasonal food to design healthy meals and menus. 	
Vocabulary	Design	Influence, Designers, Produce, Plan, Explain, Persevere, Adapt, Original, Communicate, Idea/s, Suggest, Improvements
	Make	Tools, Task, Knowledge, Material, Best outcome, Attempt, Product, Awareness of audience
	Evaluate	Evaluate, Suggest, Improve, Purpose, Appearance, Altered, Checking, Successful
	Mechanisms	Hygiene, Hygienic, Safe, Creative, Present well

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Technical knowledge	1 hours	To learn that food can be divided into different groups and	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?	Slides Worksheet IA/IB/IC

Lesson 1		<p>that sandwiches can form part of a healthy diet.</p>	<ul style="list-style-type: none"> • Introduce children to the food pyramid and go through the slides explaining the different food groups. <p>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> <ul style="list-style-type: none"> • 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>Activity</p> <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>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 have? Are any of your options the same?</p> <p>Assessment Questions</p> <p>Do children know that food can be divided into different groups?</p> <ul style="list-style-type: none"> • Can children name the different food groups and describe their purpose? • Do children know that people have different preferences? 	<p>Squared paper Permission slip for next lesson</p>
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<p>Technical knowledge</p> <p>Lesson 2</p>	<p>1 hour</p>	<p>To taste a variety of different breads and sandwiches and examine flavours and textures.</p>	<p>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.</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? • Show children the sandwiches on the slides. Do you know what these sandwiches are? Do they look appealing? Which would you most and least like to eat and why? • 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? • Remind children of the importance of washing their hands before handling and tasting food. <p>Activity</p> <p>Set out a different food on each table and label clearly. Place a box, paper and pens at each table. Ask the children to get into the same number of groups as there are tables e.g. if there are 8 tables each with a different food on there should be 8 groups. Ask each group to choose a table to start at. Give children a few minutes to taste the food on their table then to write down adjectives to describe what the food was like and place in the box. When all groups have finished at their first table, move them round to the next table and repeat the activity. Continue until all groups have been to each table. • When the groups are back at their original tables, ask them to take out the adjectives from the boxes.</p>	<p>Slides</p> <p>Variety of breads and sandwiches</p> <p>Paper plates/cups</p> <p>Water</p> <p>Worksheet</p> <p>2A/2B</p> <p>Word bank</p> <p>Boxes, paper, pens (FSD? activity only)</p>
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<p>Design Lesson 3</p>	1 hours	To design and plan a sandwich for a particular purpose.	<p>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?</p> <ul style="list-style-type: none"> • 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, maybe they want to make a sandwich to take on a trip or for a party. • 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>Activity</p> <p>Children to plan their sandwich on worksheet 3C then draw an exploded diagram of their sandwich on worksheet 3B. You may wish to provide children with the Food Pyramid Card to support them.</p>	<p>Slides Worksheet 3A/3B/3C/3D Food pyramid card</p>

			<ul style="list-style-type: none"> • Ask children to get into groups. Each person in the group writes a recipe for their sandwich using worksheet 3D. When everyone has finished, each child passes their recipe to another child in their group for them to check. Does it make sense? Have they done everything in the correct order? Have they listed all the ingredients and equipment they will need? • When all recipes have been checked and amended where necessary, photocopy each one. Children to keep the photocopy for next lesson, and the originals to be bound together to create a sandwich recipe book. <p>Assessment Questions</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>Make Lesson 4</p>	1 hours	To be able to create a healthy sandwich.	<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. <p>Activity</p>	<p>Slides Sandwich designs from Lesson 3 Chopping boards, knives, graters, spreaders Paper plates Table coverings if appropriate Aprons Sandwich ingredients</p>

			<p>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.</p> <p>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>Assessment Questions</p> <p>Do children know how to work safely and appropriately with food?</p> <ul style="list-style-type: none"> • Can children follow their designs to create a sandwich? • Can children present their sandwich in a appealing way? 	
<p>Evaluate Lesson 5</p>	1 hour	To be able to evaluate a finished product.	<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"> • You have now designed, made and eaten your sandwich. What did it taste like? Smell like? Look like? <p>What texture did it have? Ask children to describe their sandwich to a partner.</p> <ul style="list-style-type: none"> • 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>Activity</p> <p>Children to complete their evaluation for their sandwich on worksheet 5B. When finished, ask children to re-design their sandwich, incorporating any alterations or new ideas they have had based on their evaluation.</p> <ul style="list-style-type: none"> • Ask children to get into pairs to role-play being a food critic and an interviewer. The interviewer asks the critic the questions from the list on 	<p>Slides Worksheet 5A/5B/5C End of Unit Quiz</p>

		<p>worksheet 5C for the critic to answer about the sandwich they have made. When finished, switch over so the interviewer becomes the critic and vice versa.</p> <ul style="list-style-type: none">• When all groups have finished, ask for volunteer pairs to come to the front and show their role-play to the class. Do you think the evaluation was fair? <p>Assessment Question</p> <p>Can children evaluate their work fairly and constructively?</p> <ul style="list-style-type: none">• Can children suggest improvements to their design?• Can children incorporate new design features based on their experience of the product?	
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