

Hartford Primary School

YEAR GROUP	Year 4	SUBJECT	Design and Technology	TERM	Autumn
Prior Learning (What should they already know)	<ul style="list-style-type: none"> EYFS: Where food comes from. Healthy eating. Year 1 and 2: Food Preparing fruit and vegetables (including cooking and nutrition requirements for KS1) Continuation of where food comes from, healthy eating and the eatwell plate.				
Key themes and threads	<ul style="list-style-type: none"> Food Technology 				
RETRIEVAL VOCABULARY	appearance, smell, fresh, hygienic, edible, eatwell plate, grown caught, frozen, tinned, harvested healthy/varied diet planning, design criteria, purpose, user, evaluations, bridge and claw technique, grating, chopping, slicing, mixing, spreading, kneading and baking.	NEW VOCABULARY	name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, preference, greasy, moist, cook, savoury, reared, processed, seasonal, annotated sketch, sensory		

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I’m leaving the lesson with
LESSON 1	Research and evaluate existing products and design criteria I can talk about what a variety of pizzas I can make simple drawings of pizzas and annotate them.	<ul style="list-style-type: none"> Provide children opportunities to explore a variety of pizzas and ingredients Annotated sketches Explore Raffaele Esposito who invented the pizza: https://www.youtube.com/watch?v=T1rpG3aAMOA Collate design criteria as a class 	I know the history of pizza and that Raffaele Esposito invented the modern pizza. I know some of the key ingredients of a pizza. I know the difference between some healthy and unhealthy options.
LESSON 2	Focused practical tasks I can demonstrate a variety of chopping skills	<ul style="list-style-type: none"> Chopping skills: bridge and claw technique, grating, chopping, slicing using a variety of vegetables Recipe write up. 	I know how to chop food effectively and safely. I know the key requirements of a recipe.
LESSON 3	Focused practical tasks (skill development) I can follow a recipe in order to make, knead and bake bread.	<ul style="list-style-type: none"> Skill focus: Mixing, kneading and baking. Make a garlic bread. 	I know how to combine ingredients to form a dough. I know the technique needed to knead effectively. I know the importance of following health and safety rules when baking. I know that a dough requires heat to bake it.
LESSON 4	Design and elaborate design brief (personalise their own) I can personalise a design	<ul style="list-style-type: none"> Look at a design criteria made previously. Explore their own design brief relating to seasonality and culture. Explore what toppings they will use. 	I know what a design brief needs. I know how to choose specific ingredients to fit my design brief. I know where my ingredients on my plan originate from.

	brief for a specific purpose and user.	<ul style="list-style-type: none"> Children plan and annotate their designs. Photocopy to take home and parents provide toppings apart from tomato base. Children choose what base they would like e.g. naan, flatbread, muffins etc. 	<p>I know how to organise a list of ingredients that I will need.</p> <p>I know how to design a pizza for a specific purpose and user.</p>
LESSON 5	Make I can make a pizza for a specific purpose and user.	<ul style="list-style-type: none"> Children follow their designs to make pizzas to take home to bake. 	<p>I know how to follow my design and alter if necessary.</p> <p>I know how to prepare vegetables safely and purposefully.</p> <p>I know how to spread ingredients effectively.</p> <p>I know how to use presentation skills to make a food product look appealing.</p> <p>I know how to follow a process step by step, making changes if necessary.</p>
LESSON 6	Evaluate I can evaluate my product against my design criteria I can explain why or why not my pizza is suited to its purpose and user	<ul style="list-style-type: none"> Children carry out their evaluations of their pizzas. 	<p>I know how my pizza met its design criteria.</p> <p>I know how to explain why my pizza was suited to its purpose and audience.</p> <p>I know how I could improve my product to make it better.</p>

Helpful resources to reference	CURRICULUM_DT_MTP_AUTUMN Possible Plan Bee unit
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