

CYCLE B

Year 1 & 2			
What do we need to learn?	How are we learning this through real life experiences?	DT Skills	Knowledge
<p>Cooking & Nutrition: Balanced diet</p> <ul style="list-style-type: none"> • To recognise food and their food groups. • To identify the balance of food groups in a meal. • To identify an appropriate piece of equipment to prepare a given food. • To select a balance combination of ingredients. • To design based on criteria. • To evaluate a dish based on design criteria. 	<ul style="list-style-type: none"> • Using ingredients from the school garden- picking, washing, preparing. • Discussion with sport and nutrition coach- Zarrin Gallea- Workington Town. 	<p>Design</p> <ul style="list-style-type: none"> • Designing three wrap ideas. <hr/> <p>Make</p> <ul style="list-style-type: none"> • Chopping foods safely to make a wrap. • Constructing a wrap that meets a design brief. • Grating foods to make a wrap. • Snipping smaller foods instead of cutting. • Spreading soft foods to make a wrap. • Identifying the five food groups. • Learning about balanced diet. <hr/> <p>Evaluate</p> <ul style="list-style-type: none"> • Describing appearance, smell and taste. • Taste and evaluating different food combinations. • Describing the information that should be included on a label. 	<ul style="list-style-type: none"> • To know that ‘diet’ means the food and drink that a person or animal usually eats. • To know what makes a balanced diet. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To know that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that ‘ingredients’ means the items in a mixture or recipe. • To know how to cut, grate, snip and spread to prepare foods. • To know how to review and give a score to evaluate.

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Year 3 & 4			
What do we need to learn?	How are we learning this through real life experiences?	DT Skills	Knowledge
<p>Cooking & Nutrition: Adapting a recipe</p> <ul style="list-style-type: none"> • To evaluate existing biscuit products. • To prepare & cook a dish. • To select ingredients & follow a budget. • To take inspiration from existing products. • To make and test a prototype biscuit. 	<ul style="list-style-type: none"> • Links to biscuit factory in Carlisle or a local bakery. • Links with local business to discuss budgeting, marketing etc. 	<p>Design</p> <ul style="list-style-type: none"> • Designing a biscuit within a given budget. • Conducting market research. <p>Make</p> <ul style="list-style-type: none"> • Following a baking recipe. • Understanding safety and hygiene rules. • Adapting a recipe. 	<ul style="list-style-type: none"> • To know that the amount of an ingredient in a recipe is known as the ‘quantity.’ • To know that safety and hygiene are important when cooking. • To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. • To know the importance of budgeting while planning ingredients for a recipe.

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<ul style="list-style-type: none"> To evaluate a final product. 		<p>Evaluate</p> <ul style="list-style-type: none"> Evaluating an adapted recipe. Evaluating and comparing a range of products. Suggesting modifications. 	<ul style="list-style-type: none"> To know that products often have a target audience.
<p>DT Day</p>	<p>Digital World: Mindful Moments Timer Micro:bit Sketchpad</p>		
<p>Year 5 & 6</p>			
<p>What do we need to learn?</p>	<p>How are we learning this through real life experiences?</p>	<p>DT Skills</p>	<p>Knowledge</p>
<p>Cooking & Nutrition: Come dine with me</p> <ul style="list-style-type: none"> To explain the use of complementary flavours. To research and design a three-course meal. To explain recipe choices. 	<ul style="list-style-type: none"> Links with local restaurant- Golden Lion, Portobello, Maryport Tandoori. Picking, washing, preparing ingredients from the school garden. 	<p>Design</p> <ul style="list-style-type: none"> Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken. <hr/> <p>Make</p> <ul style="list-style-type: none"> Following a recipe, including using the correct quantities of each ingredient. Adapting a recipe based on research. Working to a given timescale. 	<ul style="list-style-type: none"> To know that ‘flavour’ is how a food or drink tastes. To know that many countries have ‘national dishes’ which are recipes associated with that country. To know that ‘processed food’ means food that has been put through multiple changes in a factory. To understand that it is important to wash fruit and

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<ul style="list-style-type: none"> • To apply culinary skills and knowledge- starter. • To apply culinary skills and knowledge- main. • To apply culinary skills and knowledge- desert. 		<ul style="list-style-type: none"> • Working safely and hygienically with independence. 	<p>vegetables before eating to remove any dirt and insecticides.</p> <ul style="list-style-type: none"> • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
<p>DT Day</p>	<p>Digital World: Navigating the World Tinkercad Micro:bit</p>		
	<p>Evaluate</p> <ul style="list-style-type: none"> • Evaluating a recipe, considering taste, smell, texture and origin of the food group. • Taste testing and scoring final products. • Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. • Evaluating health and safety in production to minimise cross contamination. 		