

Springdale First School



Imagine, Believe, Achieve

Year 3 / D&T / Food – Savoury Sandwiches

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p>In previous years, students have learnt:</p> <p>Rec: Healthy food choices – cutting fruit for fruit salad/skewers.</p> <p>Year 1: Healthy food eating and making a non-bake oat fruit snack, including food hygiene and some cutting techniques (peeling, chopping, grating, slicing).</p> <p>Year 2: Healthy me – Jigsaw.</p> <p>Year 3: Students have learnt about a balanced diet and the 5 main food groups (Science).</p>	<p>During this unit, students will have the chance to learn about Ella Woodward, founder of 'Deliciously Ella', a plant-based food company.</p>  <p>You may support more by:</p> <ul style="list-style-type: none">• Taking your child to a Farmer's Market to look at food produce.• Taking them shopping with you and discussing the different food aisles• Cooking in the kitchen with your child• Trying a variety of foods or taking them to a variety of different restaurants (vegetarian, Thai etc.)	<ul style="list-style-type: none">• Appearance – how the food looks to the eye.• Texture – how the product feels in the mouth.• Sensory evaluation – evaluating food products in terms of the taste, smell, texture and appearance.• Preference test – trying different foods and deciding which you like best.• Strawberry huller – tool to remove the stalk and leaves from a strawberry.• Processed food – ingredients that have been changed in some way to enable them to be eaten or used in food preparation and cooking.• Claw and Bridge technique – a technique used to safely cut fruit and vegetables

Enquiry Question: Who is Ella Woodward
Concept: Enquire



Children will know about Ella Woodward and healthy food choices, including reasons.

Ella Woodward was born on 31st May, 1991 in England. Her grandfather was Lord Sainsbury, of the Sainsbury supermarket.

She was diagnosed with several digestive conditions and was prescribed medicines to help with these. However, they were unsuccessful so she decided to change her lifestyle to include more exercise and a plant-based diet. Unfortunately, she didn't know how to cook so had to teach herself.

She started a blog and after a year, moved to other social media platforms. Following the success of her first app, she then wrote a cookbook and then decided to open a restaurant before moving into providing supermarkets with her food.

Practise – create a short biography for Ella Woodward.

Enquiry Question: Which foods do I like?
Concept: Enquire/Design



Children will know what food tasting is and this will inform their preferences.

They will also need to understand the importance of cleansing their palates after each filling.

Practise - Children will be given a range of dried & fresh fruits to sample.

Apply - Children to discuss appearance, smell, flavour/ taste, texture. It is important for children to understand that this is tasting and not eating.

They will also need to understand the importance of cleansing their palates after each filling.

Create a personal tasting table to refer back to.

Analysing existing products							
Filling	Appearance	Smell	Flavour/ Taste	Texture	Dislike	Neither	Like
1					☹️	😊	😄
2							
3							
4							
Word bank	Colourful Dark/pale Greasy Moist	Fruity Meaty Smoky Oniony Garlicky Fishy	Salty Herby Spicy Fishy Smoky	Crispy Crunchy Soft Chewy Sticky Smooth Hard			

Enquiry Question: How can I safely prepare food?
Concept: Enquire/Design



Children will know how to prepare food safely. Children will know how to cook food safely using boil.

Children will have had experience with grating fruit and vegetables in Year 1. They will now begin to grate cheese which is a softer food produce. Children will also learn how to apply different savoury spreads onto bread (butter, soft cheese, mayonnaise).

Cooking food:
 Some food that children may want to prepare may include cooking (boiling an egg, roasting a pepper). Children in small groups will experiment with cooking an egg for different amounts of time to see how the consistency of the egg changes. They will record these results in a table.
HINT: Once the time has finished for the egg, place it in ice water to stop it from cooking.

During this lesson, it is important to talk about safe handling of water, pans etc.

Food Hygiene:
 During food handlings lessons, children will also understand the importance of food hygiene including washing hands, hair tied back, wearing aprons, covering cuts etc.

Enquiry Question: How can I safely prepare food?	Enquiry Question: What will my sandwich look like?	Enquiry Question – Let's Make!																
Concept: Enquire/Design 	Concept: Design 	Concept: Make & Evaluate 																
<p> Children know how to use different cutting techniques to prepare food.</p> <p>Practise – Model cutting techniques and discussed those used before. https://www.foodfactoflife.org.uk/7-11-years/cooking-7-11-years/</p> <p>Apply - Children will use different foods (dried apricots, strawberries, carrots, dates, figs – whatever you would like to use in your bars) to practise cutting techniques (bridge and claw). They will understand how this techniques keeps their fingers safe.</p> <p>Bridge: Hold the food item in pinching grip with one hand (non-dominant) and place the knife in the arch. Pull the knife towards your body.</p> <p>Claw: Use the finger tips on one hand (non-dominant) to press down on the food item. Place the knife near your fingers tips (but not on) and pull the knife towards the body.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Food Hygiene: During food handlings lessons, children will also understand the importance of food hygiene including washing hands, hair tied back, wearing aprons, covering cuts etc.</p> <p>Deepen – discuss pros and cons of each cutting technique.</p>	<p> Children will know how to follow a design criteria to design their own healthy sandwich.</p> <p>Practise – create a design crieteria with the class.</p> <p>Apply - Children will think about the different foods they have tasted and plan their savoury sandwich. Children will draw and label a sandwich.</p> <p>Also think about food preparation technqiues they can use.</p> <p>Deepen – Chn will justify their selections using words from previous lessons. Children will also list the equipment they will need in order to prepare their sandwich.</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">THOUGHT</th> <th style="text-align: left; width: 50%;">ACTION</th> </tr> </thead> <tbody> <tr> <td>Who am I making the food product for? How can I make it appealing for the range of users?</td> <td>Discussing and communicating ideas, researching existing products, drawing annotated sketches, generating design criteria.</td> </tr> <tr> <td>What kind of food product shall I make that can be carried easily? What ingredients could it contain?</td> <td>Referring back to sensory evaluations carried out in IEAs.</td> </tr> <tr> <td>How will I make sure it looks appealing as well as tastes and smells good?</td> <td>Discussing ideas and how the type of food product and way it is eaten will affect the design.</td> </tr> <tr> <td>What techniques will I use to prepare the ingredients and what equipment do I need?</td> <td>Peeling, chopping, slicing, grating, spreading. Using tools such as round ended knives, vegetable peelers, apple corers, strawberry hullers and graters. Listing the equipment required.</td> </tr> <tr> <td>How long will it take? What order will I work in?</td> <td>Planning the order of the activity and timescale.</td> </tr> <tr> <td>More thoughts... appraising, reflecting and refining.</td> <td>Acting on ongoing evaluation fo make appropriate changes.</td> </tr> <tr> <td>Has the snack met the needs of the user and achieved its purpose?</td> <td>Evaluating the food product against the design criteria including the user and purpose. Recording final product through an annotated sketch.</td> </tr> </tbody> </table>	THOUGHT	ACTION	Who am I making the food product for? How can I make it appealing for the range of users?	Discussing and communicating ideas, researching existing products, drawing annotated sketches, generating design criteria.	What kind of food product shall I make that can be carried easily? What ingredients could it contain?	Referring back to sensory evaluations carried out in IEAs.	How will I make sure it looks appealing as well as tastes and smells good?	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Recording final product through an annotated sketch.	<p> Children will follow their design criteria to make and evaluate their product.</p> <p>Practise - Children will make their sandwich following their design criteria carefully.</p> <p>Apply - Along the way ensure chn have opportunities for discussion and evaluating – annotate plans throughtout process..</p> <p>When evaluating, they will discuss appearance, smell, flavour/ taste/ texture as well as ease of making.</p>
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