

**Phase:** 5/6

**Subject:** Design and Technology

**Focus:** Cooking and Nutrition

**Term:** Autumn

## What I should already know?

Experience of describing the characteristics of food. Skills in using equipment safely. Awareness of food hygiene. Using criteria to inform designs. Use of simple evaluation techniques. Using weighing and measuring skills.

## Vocabulary

Finishing	Related to the appearance of the product—shape, decoration and colour.
Rubbing in	Rubbing the dry ingredients together with the fat, lifting to put air into the mixture, so that it resembles fine breadcrumbs
Knead	Pulling and squeezing dough to make it smooth
Dough	A mixture of flour, yeast and water before it is cooked
antibacterial	Anything that destroys bacteria

## Knowledge

- Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.
- They should know that seasons may affect the food available.
- To know how food is processed into ingredients that can be eaten or used in cooking.
- Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.
- Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
- Understand that recipes can be adapted to change the appearance, taste, texture and aroma.

### THOUGHT

### ACTION

Who am I making the snack for?  
 What is it for?  
 How can I make it appealing for the range of users?  
 What kind of snack shall I make?  
 What ingredients could it contain?  
 How could it be innovative?

Where will the snack be served/eaten?

What techniques will I use and what equipment do I need?

What order will I work in? How long will it take?

More thoughts... appraising, reflecting and refining

Has the snack met the needs of the user and achieved its purpose?

Discussing ideas, researching existing products, drawing annotated sketches, generating a simple design specification

Discussing ideas and how the type of snack and way it is eaten will affect the design

Listing the ingredients and equipment required

Planning the order of the activity and timescale

Preparing, cooking and finishing  
 Make changes throughout as appropriate

Evaluating the snack against the original design specification



Mixing to combine ingredients if making savoury muffins or scones



Rubbing in to mix fat and flour if making a yeast based product



Kneading a bread dough



Ingredient	What I do	Where I come from
Flour	Give the biscuit structure, make it thick	Wheat grain
Bicarbonate of soda	Produce carbon dioxide, make the biscuits rise	A white chemical powder
Ground ginger	Give a hot flavour	Ginger root
Butter	Give colour, flavour and make the biscuit crumbly	Cream from milk
Brown sugar	Give the biscuit colour, a sweet taste and make the biscuit crisp	Sugar beet or cane
Golden syrup	Give a sweet taste and help to make a soft texture	Sugar beet or cane
Egg	Help to give structure with the flour and help to set the mixture when cooked.	Chicken

### By the end of the unit I should know..

- Have used experience of using food to help generate ideas
- Explain why certain foods and processes have been used to adapt a recipe
- Followed an order of work and have chosen equipment appropriately.
- Have made and evaluated a new biscuit for a particular occasion/person
- Have used equipment safely and tried to be accurate in making.

<u>Question 1 -</u>	<u>Start of Unit</u>	<u>End of Unit</u>

<u>Question 2 -</u>
Start of unit:
1.
2.
3.
End of unit
1.
2.
3.

<u>Question 3 -</u>
Start of unit:
1.
2.
3.
End of unit
1.
2.
3.

<u>Question 4—</u>	<u>Start of Unit</u>	<u>End of Unit</u>

<u>Question 5—</u>	<u>Start of Unit</u>	<u>End of Unit</u>

<u>Question 6—</u>
Start of unit:
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End of unit:
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