



Year group: Year 3
Term: Autumn
Subject: Design Technology – Food – Healthy Biscuits

Prior learning

EYFS – The children will have had a daily health snack capé. Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils

Year 2 Summer Term – Making a Sandwich

The children will have experience of spreading butter and chopping and grating to create healthy fillings for a sandwich.

What comes next?

Year 4 – Summer Term Stir fry/pizza The children will have experience of making Pizza dough using a variety of tools and techniques to make dough and add pizza toppings.

Notes and guidance

Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including mixing, kneading, rolling, cutting and baking

Food preparation and cooking techniques could be practiced by making food product using an existing recipe.

Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk. E.g. What should we do before we work with food? Why is following instructions important?

Key vocabulary

Texture Appearance Aroma Taste

Investigating and Evaluating Activities

Children can analyse existing products related to their project using sensory evaluations and record their results in a table. Explain that tasting is not the same as eating. Provide kitchen towel so children can spit out food they do not like. Provide water to cleanse palette between tasting products.

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			



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Substantive Knowledge

I know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught.

I know some ingredients are seasonal and aren't readily available all of the time.

I know how to use the appropriate equipment and utensils to prepare and combine food.

I know about what constitutes a healthy and balanced diet.

I know relevant sensory and technical vocabulary.

Disciplinary Knowledge

I know that chefs evaluate the foods they make to see if the appearance, texture and taste is desirable to their customers.

I know that chefs must be aware of healthy and balanced diets.

I know that chefs must be aware of any allergens that may be in the food they make.

Procedural Knowledge

I am able to generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product.

I am able to plan the main stages of a recipe, listing ingredients, utensils and equipment.

I can select and use appropriate utensils and equipment to prepare and combine ingredients.

I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Links to other curriculum areas

Science – Health Eating – Nutrition and Diet – Growing and Cooking

Maths – Measuring

English – Following a recipe

End Points

- To be able to use creativity and imagination to create high quality products.
- To master the use of a range of design technology tools and techniques.
- To be able to design, make and evaluate their products referring to whether it is fit for purpose and meets the design criteria.



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Key vocabulary definitions.

- **Texture** – How something feels when you touch or eat it.
- **Appearance** – How something looks including its colour, shape or shine.
- **Aroma** – The smell of something, especially food or drink.
- **Taste** – The flavour you notice when you put food or drink in your mouth.

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