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| What? (Key Knowledge) | |
| Prior Learning | |
| - Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. •  - Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. | |
| Designing | |
| - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.  - Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.  - Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. | |
| Making | |
| - Write a step-by-step recipe, including a list of ingredients, equipment and utensils  - Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.  -Make, decorate and present the food product appropriately for the intended user and purpose. | |
| Evaluating | |
| - Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • - -- Understand how key chefs have influenced eating habits to promote varied and healthy diets. | |
| Technical knowledge and understanding | |
| - Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.  - Apply their understanding of computing to program and control their products. | |
| Possible Experiences | |
| Design, make and evaluate a recipe for Healthy cereal bars  **How could it be innovative?**  **What ingredients could it contain?** | |
| What? (Key Vocabulary) | |
| Spelling | Definition / Sentence |
| Finishing | related to the appearance of the product – shape, decoration and colour. |
| Texture | The feel and appearance of foods |
| Combine | Stir two or more ingredients until mixed together |
| Nutritional | The food necessary for health and growth |
| Appearance | The way something looks |
| Balanced diet | A variety of different food types necessary for health |
| **Possible Skills and Techniques** | |
| 1. **Mixing to combine ingredients if making healthy cereal bars** 2. **Rubbing in to mix oats and fruit if making a textured product** | |