



DT Medium Term Plan

Year	3 and 4	Term:	Autumn 2	Unit:	Healthy Human
Big Question:	What is needed to make a healthy packed lunch?				
Prior Substantive Knowledge	Investigate - Explore existing products and investigate how they have been made. - Decide how existing products do/do not achieve their purpose. - Talk about their design as they develop and identify good and bad points. Design Use pictures and words to convey what they want to design/make. - Propose more than one idea for their product. Make - Can create collaboratively, sharing ideas, resources and skills. Evaluate - Can return to and build on my previous learning, refine my ideas and developing my ability to represent them. - Can share creations, talk about process and evaluate my work.	Cross-curricular	Art – different fruits, Science- Healthy Eating		
		Key Vocab	Investigate, design, make, evaluate, Eatwell plate, healthy, seasonal, fruit, vegetables, grown, reared, caught, processed, design criteria, design brief, research, ingredients		
		Essential vocab	Investigate, design, make, evaluate, seasonal, reared, caught, processed.		
Substantive Knowledge:					Disciplinary Knowledge (Think like)
Declarative Knowledge (Know what)		Procedural Knowledge (Know how)			
Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. - Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). - Make healthy eating choices – use the Eatwell plate. - Explore seasonality of vegetables and fruit. - Find out which fruit and vegetables are grown in countries/continents studied in Geography. - Develop understanding of how meat/fish are		Investigate ■ Consider and explain how the finished product could be improved. ■ Propose realistic suggestions as to how they can achieve their design ideas.- Consider aesthetic qualities of materials chosen. Design - Explore existing products and investigate how they have been made. - Decide how existing products do/do not achieve their purpose. - Talk about their design as they develop and identify good and bad points.			- Follow instructions/recipes. - Join and combine a range of ingredients.



DT Medium Term Plan

reared/caught.		Evaluate - Decide which design idea to develop. - Consider and explain how the finished product could be improved. - Discuss how well the finished product meets the design criteria of the user.			
Teacher Knowledge	To understand the eatwell plate and seasonality of different foods. Know what is needed to create a healthy lunch.		FRUITS	Faith – Faith in the Power of Food: Recognise that the foods you choose to eat have a profound impact on your physical, mental, and emotional well-being. Relationships – understanding food not just as a set of rules or restrictions, but as something that can positively impact your physical, emotional, and mental well-being. Treat Others with Respect - Peer evaluation during the Design and Evaluate stages of the process	
Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Investigate	To understand how to make healthy eating choices.	- Investigate similar products to the one to be made to give starting points for a design. - Make healthy eating choices – use the Eatwell plate.	Share with the children the letter asking them to create a healthy packed lunch. Discuss with the children what they see to be a healthy lifestyle. <i>How can we have a healthy lifestyle?</i> Discuss that it is not restricting one food group but rather understanding the eatwell plate and consuming certain foods in moderations. Reaffirm to the class that to be healthy, nutritious food is needed to provide energy for the body. A variety of food is needed in the diet because different foods contain different substances that are needed to keep you healthy. Discuss the different between food that has been grown, caught and reared.	To create their eatwell with definitions of the different food types with further examples of this food type.	Pictures of the different foods to show the groups they are in on the eatwell plate.



DT Medium Term Plan

			From a set of images chn to identify which has been grown, caught and reared. <i>Why do the chn think this?</i> <i>Why do we need food?</i> Stay healthy, give us energy and help us grow. Reaffirm that most diets in the world are made of what the eatwell plate consists of. Discuss the different elements of the eatwell plate.		
Investigate	To explore the seasonality of foods	- Investigate similar products to the one to be made to give starting points for a design. - Make healthy eating choices – use the Eatwell plate.	Explain to the children that we will be exploring the seasonality of fruit and vegetables, whilst also developing an understanding of how meat or fish are reared and caught. Ask the chn – <i>what is seasonality?</i> There are advantages to buying and eating food that is in season. <i>What are these?</i> Discuss the advantages with the children. Show children images of food which is only produced in the UK over the summer months but can be accessed in shops all year round. <i>Why is this?</i> Consumers have become used to buying ingredients and food that are out of season in the UK. Ingredients and food are generally available throughout the year because they have been imported from other countries where they are in season at different times of the year.	1. Write the months of the year in the correct season. The first one has been completed. 2. Write the names of the foods in the correct season. The first one has been written.  Chn to be given a table with seasonal foods to complete the chart above. Chn to be supported with the seasons. To then complete the chart using the table of seasonal foods provided	Pictures of each season to be at hand for the chn and pictures of the animals.

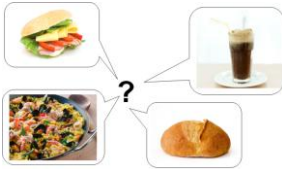
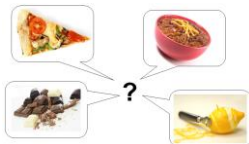
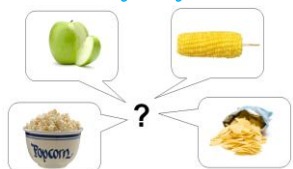


DT Medium Term Plan

			Why do you think some consumers are concerned about this? The UK imports about half of its food. Some consumers are concerned about the origins of their food and the distance it has travelled. Reducing the distance can help lessen the impact. How can consumers help lessen the distance food has travelled? Discuss seasonal food in the UK. Can any of the children name any food which is seasonal in the UK and when in the year it is produced? Ask the children to use the table to answer the following: Which months is lamb in season? Which ingredients are in season for the longest/shortest time? Many reared and caught foods have certain seasons when they are at their best. <table><tr><th></th><th>Jan</th><th>Feb</th><th>Mar</th><th>Apr</th><th>May</th><th>Jun</th><th>July</th><th>Aug</th><th>Sept</th><th>Oct</th><th>Nov</th><th>Dec</th></tr><tr><td>turkey</td><td>*</td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>*</td><td>*</td></tr><tr><td>lamb</td><td></td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td></td><td></td></tr><tr><td>cockles</td><td></td><td></td><td>*</td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>crab</td><td></td><td></td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr><tr><td>duck</td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td></tr><tr><td>mackerel</td><td>*</td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td></tr></table> Which months is Lamb in season? Which ingredients are in season for the longest/shortest time? 		Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec	turkey	*	*									*	*	lamb				*	*	*	*	*					cockles			*	*									crab					*	*	*	*	*	*	*	*	duck	*								*	*	*	*	mackerel	*	*							*	*	*	*		
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Plan	To develop sensory vocabulary/ knowledge using smell, taste, texture and feel and to analyse the appearance of a range of foods (mainly savoury)	Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).	Food tasting	Children to work in mixed ability groups to try the foods provided.																																																																																												
			Introduce senses and why we use them	Children to use the words that they have magpied/ created from the images shown during the ppt to																																																																																												
			Which senses do we use?																																																																																													
			Discuss the definition of appearance with the children																																																																																													

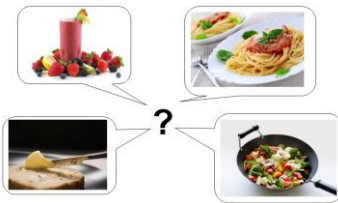


DT Medium Term Plan

			The size, shape, colour, temperature and surface texture all play an important part in helping to determine your first reaction to a food. Often if a food does not look appetising, then you will not eat it. Appearance is therefore vitally important if you want your food to be eaten and enjoyed. <i>What type of language can we use when describing appearance?</i> <i>What words would you use to describe these foods?</i>  <i>Discuss smell/ odour</i> <i>Give examples of words used to describe smell/ odour.</i> <i>Can the children think of any additional words to describe the foods below?</i>  <i>As above with sound</i> <i>Which words would the children use to describe the sound of the foods below?</i>  <i>Discuss taste with the children. The tongue can detect five basic tastes:</i>	describe the different foods they taste. A3 paper to be split into the 5 senses. Chn from within each group to add words to each section to describe the foods they are tasting. Sheets to be shrunk to A4 and stuck into workbooks. Photos to be taken as evidence.	
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DT Medium Term Plan

			bitter; salt; sour; sweet; umami. Describe umami in further detail. What words would the children use to describe the taste of the foods below?  As above with the texture of food.		
Plan	To design their own packed lunch for children at school.	- Identify the strengths and weaknesses of their design ideas in relation to purpose/user. - Draw/sketch products to help analyse and understand how products are made.	Talk to the children about creating our own pack lunch for children at school. Explain what these terms mean: Target market is the term we use to refer to the group of people who we are designing our products for. Design criteria are the specifications we follow in planning and creating our product. The design brief is... To design a healthy packed lunch for a primary school child. The ingredients chosen must be tasty. It must be low in salt and sugar. It must have at least 4 different fruit and vegetables. The packed lunch must look appetising and be fun to eat. Children to use this brief to create some ideas for their packed lunches in a spider diagram.	To create a spider diagram outlining ideas for their product. Complete the design plan for their packed lunch	Key vocabulary to be given



DT Medium Term Plan

			Chn to share their ideas as they go. Children will be reminded of the foods they tasted during the previous lesson. Which fillings could we have for our sandwich? Which vegetables could we use? What could be a healthy dip? What fruit could we have in our fruit salad to make it colourful and tasty? Is their a healthy treat that we could include? Encourage the children to think about their previous taste session when answering these questions. Once they have completed activity 1 with their ideas. They need to complete their design to create their ideal healthy packed lunch. <table><tr><td>Healthy sandwich</td><td colspan="2">Vegetables and dip</td></tr><tr><td></td><td>Fruit salad</td><td>Healthy treat</td></tr></table>	Healthy sandwich	Vegetables and dip			Fruit salad	Healthy treat		
Healthy sandwich	Vegetables and dip										
	Fruit salad	Healthy treat									
Make	To create their own packed lunch based on their design	■To use their design to create a sandwich, dip, fruit salad and a healthy treat	Remind the children about keeping safe and food hygiene In small groups create their own packed lunch based on their healthy design. Rotate the children after each activity to ensure they have finished their packed lunch.	Different stations for each area. Children to make their own packed lunch.	Support to be given to anyone who needs help cutting.						



DT Medium Term Plan

Evaluate	To discuss how well the finished product meets the design criteria of the user.	■ Consider and explain how the finished product could be improved. ■ Discuss how well the finished product meets the design criteria of the user.	Design criteria are the important things we need to include when creating our product. Evaluation is when we identify the strengths and areas of development in a product. Chn to check their product against their design criteria <table><tr><th>Analyse</th><th>Did it meet the criteria?</th><th>Write examples of why it did (or did not) meet the criteria</th></tr><tr><td>Was it colourful?</td><td>✓</td><td>The fruit and vegetables gave the packed lunch a lot of colour.</td></tr><tr><td>Was it healthy?</td><td></td><td></td></tr><tr><td>Did it look fun to eat?</td><td></td><td></td></tr><tr><td>Would it be tasty? (think about our taste test)</td><td></td><td></td></tr></table> Chn to complete the above analysis grid- reflecting on their product and how well it responded to the design brief, the findings from the questionnaire and the previous taste test. Following this, chn to identify the strengths of their product and areas for development, as below: <table><tr><th>Strengths of product</th><th>Areas for development</th></tr><tr><td> • It is colourful with a lot of different fruit and vegetables. • It is healthy with very little salt and sugar. • Cutting the food into different shapes made it look fun. </td><td> • The chopped up vegetables could have been more exciting. • There were not many carbohydrates so I might become hungry quickly. • I missed having a different type of drink. </td></tr></table> Did the product match the design brief? Can the children identify strengths and areas for development in their product?	Analyse	Did it meet the criteria?	Write examples of why it did (or did not) meet the criteria	Was it colourful?	✓	The fruit and vegetables gave the packed lunch a lot of colour.	Was it healthy?			Did it look fun to eat?			Would it be tasty? (think about our taste test)			Strengths of product	Areas for development	• It is colourful with a lot of different fruit and vegetables. • It is healthy with very little salt and sugar. • Cutting the food into different shapes made it look fun.	• The chopped up vegetables could have been more exciting. • There were not many carbohydrates so I might become hungry quickly. • I missed having a different type of drink.	Children to complete the evaluation sheet.	Support to be given to the children and key words shared
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