

Design and technology.

Year 1 – Cooking and nutrition

LO: To know that all food comes from plants or animals. To know that food has to be farmed, grown or caught.



	Teaching Points	Independent Learning Tasks
Researching	<p>As a class look at a variety of shop bought biscuits. Identify the ingredients list on packaging.</p> <p>Talk about the basic ingredients of biscuits (flour, butter, sugar) and how we can vary the biscuit by adding alternatives – ginger, lemon, raisins, chocolate. (real ginger – ginger powder, lemon – lemon essence, grapes - raisins, chocolate - cocoa and photo)</p> <p>Research (homework) where these basic ingredients come from, followed by class circle time with our findings that flour comes from grains of wheat, butter from milk (cows) and sugar from plants. Share good homework examples.</p> <p>Intro books – Look inside Food, Farm to foodhall, The world came to my place today. (els books). Reinforcing food comes from plant and animals and food is farmed, grown or caught – story time sessions over the week.</p> <p>IFT – Children complete – I know where my food comes from sheet (to put in DT books). Milk carton- cow, pork-pig, fishfingers-fish, bread – wheat, chocolate-cocoa beans, egg – hen, tomato sauce – tomato, chips- potato</p> <p>Decide who your biscuits are going to be for (someone who lives in your house) Get children to ask them some questions to find out about their preferences. (eg What flavours do you like? Do you like crunchy or soft? What shape of biscuit do you like?)</p> <p>Watch Mary Berry making 3 flavours of biscuits with her granddaughters: Mary Berry's Mini Three Way Biscuits - YouTube</p> <p>She talks about making biscuits for the Dutch Bureau – she made biscuits that they liked. Who will you design biscuits for? Think about what they would like!</p>	<p>Taste testing of shop bought biscuits. Children to fill out evaluation table.</p> <p>What do they look like? Colour, shape, depth, can you see the added ingredients?</p> <p>How do they smell?</p> <p>What do they taste like?</p> <p>What star rating would you give the biscuit?</p> <p>Homework – research where these three ingredients come from (flour, butter, sugar)</p>

Practical Tasks	<p>Look at the variety of added ingredients that can change a biscuit? Eg raisins, oats, choc chips, ginger, lemon.</p> <p>Questions to consider: How would it change a basic biscuit? Would it change the colour? Texture? Flavour? Who would like a biscuit like this?</p>	<p>Pass round the ingredients to look at, smell, describe. (eg raisins, choc chip, lemon, orange, ginger) (Link with 5 senses in science)</p> <p>Do we know where these additional ingredients come from? Show the children how it often says on packaging where the products are made and we can see from the ingredients list what is in a product.</p>
Designing	<p>Share the basic recipe for a biscuit – explain how the ingredients go at the top, with the quantities and the instructions are underneath. Recap the previous lesson when we evaluated biscuits. Which ones did the children like the look of? Which ones did they like the taste of? Which ones do you think your intended receiver of biscuit will like?</p>	<p>Children to create own recipe for their biscuit. What will their added ingredient be? What shape will they choose – heart shape, round, square? Create a shopping list for the teacher to get the ingredients. Recap that there are 3 basic ingredients for biscuits but we can vary the added ingredient. Create a shopping list for your teacher and complete design sheet.</p>
Making	<p>Correct food hygiene to be taught – hair tied back, hands thoroughly washed, sleeves pushed back, work surfaces clean. Use scales accurately. Demonstrate spooning dry ingredients into the scales – not tipping from a large bag. Show how to use 2 spoons to spoon out margarine / butter, use 1 to scoop it out and 1 to knock it into mixing bowl. Demonstrate the skill of rubbing in the fat to make breadcrumbs. Talk about pouring just a little milk in to bind the mixture into sphere. Teach how to flour the surface so it doesn't stick and roll out to the desired depth.</p>	<p>In small groups (grouped according to biscuit design) children to make dough, roll out, and cut biscuits.</p> <p>Need TA support to cook biscuits in ovens in bungalow.</p>

Evaluating	<p>Evaluate your biscuits – what do you think? Are you happy with the shape? Depth? Size? Colour?</p> <p>Taste and smell your biscuits – are you happy? Will the intended user like them?</p> <p>Paired discussion about their biscuits.</p>	<p>Children to put biscuits into a labelled bag and take home. For homework ask children to get feedback from the eater! At school evaluate their own biscuits by completing this sentence:</p> <p>I really like.....</p> <p>If I made them again I would....</p>
Vocabulary	<p>Equipment, utensils and method:</p> <p>Cutter</p> <p>Hygiene</p> <p>Packaging</p> <p>Ingredients</p> <p>Product</p> <p>Scales</p> <p>Recipe</p> <p>Weights – grams</p> <p>Rubbing in</p> <p>Cutting</p> <p>patting</p>	<p>Food names:</p> <p>Wheat</p> <p>Butter</p> <p>Flour</p> <p>Sugar</p> <p>Chocolate chips</p> <p>Ginger</p> <p>Lemon</p> <p>Raisins</p> <p>Milk</p> <p>Cocoa</p> <p>Grapes</p>