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| **Year:** 5 **Program of Study:** Food – Celebrating culture and seasonality**N.C POS:*** *Understand and apply the principles of a healthy and varied diet.*
* *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.*
* *Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.*

**Concept:** celebrations, diversity, similarity and difference, decades, change, location, society, food.**Key Vocabulary:** ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, design specification, innovative, research, evaluate, design brief.**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.**Future Learning**: -understand and apply the principles of nutrition and health (KS3) -cook a wide/varied range of healthy savoury dishes to feed themselves (KS3)Become competent in a range of cooking techniques (KS3)-understand source , seasonality and characteristics of a broad range of ingredients (KS3) |
| **Core Knowledge- non-negotiable****Explore*** Using research (first hand and secondary sources) of existing food products be able to talk about *-personal/cultural preferences ----key ingredients in these products? --nutritional value of a product - whether a product is locally sourced/seasonal/organic ingredients. E.g. What ingredients are sourced locally/in the UK/from overseas?*
* Use of correct technical/sensory vocabulary (following sensory evaluations) to describe food ingredients and products Discussions could include: *What ingredients help to make the product spicy/crisp/crunchy etc.? What is the impact of added ingredients/finishes/shapes on the finished product?*
* Know some key chefs and how they have promoted seasonality, local produce and healthy eating.

**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 and annotated sketches 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. This should include:

-Measuring out, cutting, shaping, and combining ingredients.- knowledge of which ingredients could be changed/ added to basic recipe to make changes-making different shapes to change the appearance of the food product e.g. *Which shape is most appealing and why***Evaluating*** Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs.
* Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
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| **Wider Influences*** Festivals
* Cultures/celebrating diversity
* Celebrations
* Special events
* Seasons
* Sustainability
* Food
* Our local community – e.g. visit to local bakery
* Visit From Fun Food Chef (see website)
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| **Enduring Understanding*** Know how to use utensils and equipment 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.
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