

## Laughton All Saints' D&T Overview - Food

Food	Disciplinary Knowledge			Substantive Knowledge	Vocabulary
	Designing	Making	Evaluating		
EYFS	<p>Design by talking about what they intend to do, are doing and have done.</p> <p>Say who and what their products are for.</p> <p>Draw what they have made, with some children draw their ideas before they make.</p>	<p>Opportunities to make their own choices and to discuss the reasons for these.</p> <p>Learn procedures for safety and hygiene.</p> <p>Develop practical skills and techniques using a range of textile materials.</p>	<p>Ask questions about a range of existing products.</p> <p>Explore the designed and made world through the indoor and outdoor environment, and through roleplay.</p>	<p>Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</p> <p>Experience of cutting soft fruit and vegetables using appropriate utensils.</p> <p>Learning and using appropriate technical vocabulary.</p>	<p>Taste</p> <p>Smell</p> <p>Feel</p> <p>Soft</p> <p>Hard</p> <p>Fruit</p> <p>Vegetable</p>
Key Stage 1	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>• Communicate these ideas through talk and drawings.</li> </ul>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>• Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul>	<p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the Eatwell plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	<p>Fruit</p> <p>Vegetable</p> <p>Nutrients</p> <p>Pith</p> <p>Salad</p> <p>Sensory evaluation</p> <p>Kebab</p>

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Lower Key Stage 2	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>• Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul>	<p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>• Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul>	<p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <ul style="list-style-type: none"> <li>• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>• Know and use relevant technical and sensory vocabulary appropriately</li> </ul>	<p>Appearance Texture Sensory evaluation – Preference test Strawberry huller Processed food</p>
Upper Key Stage 2	<p><b>Designing</b></p> <ul style="list-style-type: none"> <li>• Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</li> <li>• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</li> <li>• Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</li> </ul>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Write a step-by-step recipe, including a list of ingredients, equipment and utensils</li> <li>• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</li> <li>• Make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul>	<p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</li> <li>• Understand how key chefs have influenced eating habits to promote varied and healthy diets.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>• Understand about seasonality in relation to food products and the source of different food products.</li> <li>• Know and use relevant technical and sensory vocabulary.</li> </ul>	<p>Finishing Rubbing in Knead Bran Dough Endosperm Germ Yeast Unleavened bread</p>

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