

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT – Mini food (Fruit taquito) Year: 5 (UKS2)

NC/PoS:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion and annotated sketches.
- Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand and apply the principles of a healthy and varied diet
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand the source, seasonality and characteristics of a broad range of ingredients

Prior Learning (what pupils already know and can do)

- Children know how to research and design a healthy snack/dish that is innovative, functional and appealing
- Children know how to generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams.
- Children know how to select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities.
- Children know how to investigate and analyse a range of existing food products
- Children know how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Children know how to understand and apply the principles of a healthy and varied diet
- Children know how to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Children become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Children understand the source, seasonality and characteristics of a broad range of ingredients

End points (what pupils MUST know and remember)

- Children know how to research and design a healthy snack/dish that is innovative, functional and appealing
- Children know how to generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams.
- Children know how to select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities.
- Children know how to investigate and analyse a range of existing food products
- Children know how to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Children know how to understand and apply the principles of a healthy and varied diet
- Children know how to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

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<ul style="list-style-type: none"><li>- Children become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</li><li>- Children understand the source, seasonality and characteristics of a broad range of ingredients</li></ul>
<b>Key Vocabulary</b> Taquito, healthy, meal, knife, cutting, slicing design, user, purpose, evaluate, appeal, food groups, balanced
<b>Session 1:</b> Evaluating existing products <ul style="list-style-type: none"><li>- Look at pictures and recipes of different fruit taquitos.</li><li>- Where do taquitos originate from? Mexico! Link to UKS2 Autumn term geography work on North America.</li><li>- Why are they healthy? Why are they unhealthy? What ingredients are there? What is always the same? What changes?</li><li>- Link with work from EYFS (fruit kebabs), KS1 (overnight oats, banana berry split) and LKS2 (fruit pie) on the use of different fruits.</li></ul> Nutrition: Why should we eat a balanced diet?
Vocab: taquito, healthy
<b>Session 2:</b> Designing <ul style="list-style-type: none"><li>- Design a fruit taquito, consider the use of the different fruits (apples, berries, jackfruits, raisins, pumpkin etc).</li><li>- Discuss which fruit is in season and encourage the children to choose from these ones if possible.</li><li>- The user is them and the purpose is for them to know how to make and enjoy a fruit based dessert.</li><li>- Communicate these ideas through talk and annotated sketches. Why are you choosing those fruits?</li></ul>
Vocab: design, user, purpose, healthy, meal, food groups, balanced
<b>Session 3:</b> Making <ul style="list-style-type: none"><li>- Make fruit taquito.</li><li>- Use utensils and equipment to cut the fruits safely.</li><li>- Discuss the different parts of the fruit they will use – e.g. they wouldn't use the green leaves on a strawberry.</li><li>- As you introduce the packets of fruit, discuss the different countries the fruit comes from.</li><li>- Ensure safety when opening the oven and placing the taquitos inside. Discuss the changes that occur during the making process. What happens to the colour of the tortilla? What happens to the texture of the fruit?</li><li>- Resilience – during the entire making process, discuss keeping on trying and never giving up even if the task gets tricky.</li></ul>
Vocab: vegetable, leaves, utensil, knife, slicing, cutting
<b>Session 4:</b> Evaluate <ul style="list-style-type: none"><li>- Evaluate: How is the fruit taquito appealing for the target user and purpose?</li></ul>

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- Evaluate ideas and finished products against design criteria, including intended user and purpose. Did the fruits selected work well together? Are there any you would change? Would you prepare any of the fruit differently next time?
- Honesty – during the evaluation stages discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work

Vocab: evaluate, appeal

Future learning this content supports:

UKS2 – Culture and seasonality (if completed when year 5)

KS3 – food tech