



Food – Eating seasonally



Year: 3 Term: Autumn

Essential Prior Knowledge

Children will already know:

How to identify fruits and vegetables

What makes a balanced diet and will have tasted combinations of different food groups.

Where our food comes from

How to design purposeful, functional, appealing products for themselves and other users based on design criteria.

How to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT.

How to prepare food safely and hygienically.

How to select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping

How to explore and evaluate a range of existing products.

How to conduct product research.

How to evaluate their ideas and products against design criteria.

Key knowledge (facts and skills) for unit

Technical and pre-design knowledge

Seasonal food – children to know that food grows at certain times of the year in different climates. They should know that we can get lots of food all year round from supermarkets but they are not necessarily seasonal. British seasonal food at this time (Autumn) for example: potato, parsnip, pumpkin. Eating seasonal food has a positive effect on the environment.

Seasons – children to know that different foods are available in spring, summer, autumn and winter and that this is different in the northern and southern hemispheres as they experience their seasons at different times.

Climate – children to know that climate affects the taste and growth of fruit and vegetables e.g. because weather (water, temperature and light) affect soil quality.

Balanced diet – children to know that the body needs a balanced diet to work properly and this involves drinking enough water and eating the right amount of foods from different food groups (revise and build on from Y2 Spring).

Five food groups - children to know why carbohydrates, proteins, fats and fibre are important for nutrition for our bodies and know some foods which belong to these groups (revise and build on from Y2 Spring).

Grown, caught, reared or processed - children to know the definitions of these actions and be able to explain which ingredients that they are using fit into these different categories. Grown ingredients: fruits, vegetables and cereals; reared ingredients: meat and poultry; caught ingredients: fish; processed ingredients: when ingredients such as oil, sugar or salt are added to foods and they are packaged e.g. canned beans, tuna, cheese, bread.

Contamination – children know to use the principles of food hygiene (learnt in Y2) to avoid contamination (passing on harmful germs) e.g. allowing raw or food or unwashed tools that have food poisoning bacteria on it to touch cooked or ready to eat food that leads to food-borne illness and food poisoning

Recipe – children to know the process for creating seasonal food recipes through discussing examples before selecting their own.

Design

- To know how to consider different food groups needed for a healthy, balanced diet when preparing a dish.
- To know how to use analysis and research of different ingredients to inform the seasonal meal design.
- To know where, when and how a variety of vegetables are grown.
- To know why certain foods are in season at different times of the year and that it is good to eat seasonal food.
- To know how to test and compare flavours, textures and the appearance of different seasonal ingredients.
- To know how to research seasonal food to produce a seasonal meal.
- To know how to draw and annotate sketches to show a design of a seasonal meal.
- To know how to develop a recipe for a seasonal meal, including tools and ingredients needed to make it.
- To know how to use computer-aided design where appropriate to help show a seasonal meal design.

Make

- To know how to include seasonal food in dishes prepared following a recipe.
- To know how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination
- To know how to use a range of cooking tools to cut, grate and peel fruit and vegetables in different ways.

Evaluate

- To know how to investigate and analyse a range of seasonal vegetables, explaining how they meet the design criteria.
- To know how to evaluate the seasonal meal against the design criteria, explaining strengths and weaknesses.

Key outcomes

Where in the world? - Children will research and analyse a variety of seasonal ingredients to understand where, when and how they are grown and discover that not all fruits and vegetables can be grown in the UK as each country has its own climate and growing seasons. Children will be able to explain that importing food negatively impacts the environment and is one of the reasons why we should eat foods grown seasonally in the UK to support food sustainability.

Which seasonal foods complement each other?- Children will taste test and compare flavours, textures and appearance of seasonal ingredients (such as parsnips, potatoes, pumpkin) and consider how they can be used together in a balanced meal to help inform their design ideas and produce a design criteria.

Can I design a balanced, seasonal meal? - Children will design a savoury meal (pie, pasty or soup) from a selection of seasonal vegetables (e.g. they choose three out of five selected vegetables that complement one another, are easy to cut and cook quickly) that is healthy and nutritious using seasonal vegetables, choosing tools and ingredients needed to produce their meal design.

Can I use a range of tools to accurately and safely make my meal? – Children will practise using a range of utensils and tools hygienically to slice, brush (e.g. like egg onto pastry), chop, peel and grate before making the final product.

Can I create a seasonal, nutritious meal? - Children will follow their recipe and design specification to hygienically produce a seasonal British meal using a balance of different seasonal, British ingredients. e.g. vegetables to make a soup/pasty/pie.

Does my meal meet my design criteria? - Children will evaluate and analyse if their product (seasonal dish) is fit for purpose and meets the design criteria through explaining strengths and areas for improvement.

Assessing Pupils' Understanding and Progress

Pupils with secure understanding indicated by: Their ability to explain that fruits and vegetables grow in different countries based on their climates. An understanding that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then and that that eating seasonal fruit and vegetables has a positive effect on the environment. Their ability to design their own recipe using seasonal ingredients. Their understanding of the basic rules of hygiene and safety when working with food, and their ability to use tools to follow the instructions within a recipe.

Pupils working at greater depth indicated by: Their ability to explain the features of the various climates of the world and name some countries that have this climate and the fruits and vegetables that grow there. An understanding that a country's climate will affect what fruits and vegetables will grow in each of that country's seasons, understanding why eating seasonal fruit and vegetables has a positive effect on local farmers and the environment. Their ability to design their own recipe using seasonal ingredients considering the taste, texture, smell and appearance of the dish. A good understanding of a how to work safely and hygienically with a variety of cooking tools to create successful results.

Key vocabulary

- Fruits and vegetables (Worldwide range)
- Season/seasonality
- Climate
- Weather
- Cut
- Slice
- Grate
- Boil
- Peel
- Contamination
- Balanced

Resources to support technical skills and knowledge

Kapow	https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-3/food-eating-seasonally/
YouTube BBC	https://www.youtube.com/watch?v=9Opt06QF9WY
Tips	<ul style="list-style-type: none">• Most seasonal fruit can be added raw to a dish and put straight in the oven with the crumble mixture without any prior cooking.• Rhubarb, however, will need to be cooked in a pan first.• Have the required ingredients for the recipe weighed out prior to the lesson.• Show <i>Pupil Video: Baking a basic fruit crumble</i>.• Give children a selection of seasonal vegetables from which to choose e.g. choose three out of five selected vegetables that complement one another, are easy to cut and cook quickly

