

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

Subject: DT – Food (Sandwiches) Year: A - Spring (KS1)

NC/PoS:

- Use the basic principles of a healthy and varied diet to prepare dishes.
- To understand where food comes from.
- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Select from and use a range of tools and equipment to perform practical tasks [for example cutting.]
- Select from and use a wide range of materials and components, including ingredients, according to their characteristics.
- Explore and evaluate a range of existing products.
- 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.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria.

Prior Learning (what pupils already know and can do)

- Know what common fruit and vegetables taste like, undertaking sensory activities i.e. appearance, taste and smell.
- Know how to cut soft fruit and vegetables to make a fruit kebab.
- Know to eat a healthy range of foodstuffs and understand the need for variety in food.
- Know that safety is needed when tackling new challenges, and consider and manage some risks – when making toast or chocolate/banana snack.
- Now how to transport and store equipment safely.
- Know how to practice some appropriate safety measures without direct supervision – using knives to cut fruit.

End points (what pupils MUST know and remember)

- Children know how to design a healthy snack and can explain the user and purpose. For example: a cold sandwich
- Children know how to draw an annotated sketch of their sandwich and can label it with ingredients.
- Children know how to select from a variety of ingredients to create their sandwich, considering the taste, colour and general appeal of the ingredients.
- Children know how to select from knives, graters, peelers and juicers to prepare common fruits and vegetables (tomatoes, cucumber, lettuce, onion, avocado) discussing why some preparation methods may not be suitable for some of the fruits/vegetables - e.g. you wouldn't grate a tomato as it just turns mushy.
- Children discuss different, existing sandwiches and evaluate their appeal, potential purpose and user. Consider which fillings are often paired together and which fillings the children like. (e.g. ham and cheese/ cheese and tomato/ chicken, tomato and lettuce/ salmon and cucumber)
- Children evaluate their own sandwich considering the intended user, purpose and its overall appeal as well as considering its effectiveness of being a healthy snack.
- Children know that food comes from different countries and can be grown.

Key Vocabulary

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

texture, taste, appearance, smell, preference, healthy/varied diet, slicing, peeling, grating, chopping, appeal, evaluation

### Session 1:

#### Evaluate existing products

- Evaluate existing sandwiches that are available to buy from shops - (e.g. ham and cheese/ cheese and tomato/ chicken, tomato and lettuce/ salmon and cucumber) Consider how these can be changed to suit tastes (ham, cheese AND lettuce/ cheese, tomato AND ham/chicken/ chicken, tomato, lettuce AND mayo etc)
- Ensure there are a range of fillings and breads/wraps to evaluate.
- Discuss the type of bread that is used – which is the healthier option? Which goes better with the filling?
- Discuss the fillings available – which ones are more popular in the class? Vote on the favourites and present on a bar chart. Which ones last longer? Which ones taste, smell and look the nicest/best appearance? Which are the healthiest?
- Briefly discuss any potential allergies/intolerances/dietary requirements in relation to sandwiches e.g. dairy free, vegetarian, vegan etc consider their audience and if any of these apply and how they can overcome them e.g. dairy free – dairy free bread (Warburtons is good for not using milk in their bread), dairy free/plant based butter etc. Vegetarian – use of meat alternatives, egg or cheese instead etc.
- Discuss the founder of the sandwich: In 1762, John Montagu, the 4th Earl of Sandwich<sup>®</sup>, invented the meal that changed dining forever. As the story goes, he was playing cards and did not want to leave the gaming table to eat. He asked for a serving of roast beef to be placed between two slices of bread so he could eat with his hands. Thus, the Sandwich was born.

Vocab: taste, texture, appearance

### Session 2:

#### Practising skills

- Practise the various preparation skills that are required to make the sandwich.
- Practise slicing, grating, peeling and chopping the various fillings they may use (tomatoes, cucumber, lettuce, onion, avocado)

Vocab: slicing, peeling, grating, chopping

### Session 3:

#### Designing

- Children to design a healthy sandwich by creating an annotated sketch to show what their sandwich will entail.
- They should choose their type of bread – bread (white, brown, 50/50, seeded), wrap (white, brown, 50/50), bagel or thin. Discuss the difference between white and brown bread and emphasis that brown bread is the healthier option and they should choose this option if possible.
- They should choose their filling – tomatoes, cucumber, lettuce, onion, avocado, ham, chicken etc
- They should also consider any butter or sauces they require.
- The children need to ensure they are considering the Eatwell plate to ensure their sandwich is healthy – Have they got carbohydrates? Dairy? Fruit or veg (salad)? Meat or other protein?
- Children to mention any dietary requirements they have considered on their plan.
- Children to consider preparation styles required – chopping, slicing, grating, peeling
- Innovation: Have you considered how to make the sandwich different and better than others of the same kind?

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- Individual liberty – children are encouraged to make their sandwiches different and unique.

Vocab: healthy diet, Eatwell plate

Session 4:

Making

- Children to make their sandwiches by following their plan and evaluating as it they go along to make necessary changes.
- Children need to follow basic hygiene standards – hands washed, hair up, jewelry off, aprons on (if available), work spaces cleared and using plates or chopping boards if available/ necessary.
- Children to consider the appeal of their sandwich, how will they present it? Cut in half, cut in triangles, stacked on top of each other etc.
- Resilience – during the entire making process, we discuss keeping on trying and never giving up even if the task gets tricky.

Vocab: evaluate, appeal

Session 5:

Evaluating

- Children to evaluate their sandwich based on the design criteria.
- Children should consider if it is appealing, suitable for their target audience and a healthy snack.
- Children should consider if they have changed anything and if so why?
- Honesty – during the evaluation stages discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work.

Vocab: evaluation

Future learning this content supports:

LKS2 mini food unit – hot sandwich

UKS2 food - pizza