

Year Group	3
Term	Summer
Subject	DT

Topic	Healthy Eating / Food
Curriculum Intent	For children to explain the importance of a healthy, balanced diet. To plan and safely make a healthy snack (sandwich/wrap).

Key Vocabulary	tools, equipment, safety, hygiene, ingredients, fresh, pre-cooked, texture, processed, techniques – chopping, peeling, grating, mixing, slicing, Eatwell plate, claw grip, bridge grip, healthy diet, balanced diet.
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skills	The children describe the purpose of their product and make decisions about resources that are available. The children can select tools and equipment suitable for the task. They can order the main stages of making. They can follow procedures for safety and hygiene and using food ingredients.
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Knowledge	Technical knowledge Children know that food ingredients can be fresh, pre-cooked and processed Cooking and nutrition • know that food is grown (such as tomatoes, wheat and potatoes) in the UK, Europe and the wider world • know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing • know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The 'eatwell' plate
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Summer MTP

Week	Learning Objective	Activities	Differentiation	Outcome
1	Lesson 1: To share my own thoughts and know what foods are part of a healthy diet	Discuss the Eatwell plate and food groups (on ppt). Children to create their own drawing of a healthy lunchbox, labelling foods and which food group they belong to.	SEN – cut and stick or just draw and adult support to label. Challenge: To say why a range of food groups is important.	To know foods that are part of the eat-well plate. To know which foods are fresh. To know which foods are processed
2	Lesson 2: To try different foods and give my opinions on which ones I like best	Children to try a range of foods in preparation for making their wrap/sandwich. Children then record their opinions of each food they have tried.	SEN – adult support to scribe Challenge: Consider texture and which textures go well together	To Identify ingredients to make a sandwich. To give opinions on different sandwich fillings.
3	Lesson 3: To know how to use a variety of utensils safely to prepare food	Children to discuss range of utensils and how to use them safely. Children to then watch videos (links on ppt) of different cutting grips and practise each of these on a piece of playdough. Children to also practise how to grate something safely. https://www.youtube.com/watch?v=wVJUD8SSQRA https://www.youtube.com/watch?v=uhNvNMOMBg8 https://www.youtube.com/watch?v=v4keMFH7CIU (stop vid at 1.10)	SEN- help with having cutting grips modelled by an adult.	To use different grips when cutting food To know how to use different equipment to prepare food in different ways
4	Lesson 4: To design a new sandwich for me	Children to recap all the foods they have tasted so far and use this knowledge to plan their own healthy sandwich. They need to try and include all different food groups if possible. *Photocopy sheet for children to take home so parents can provide ingredients for chosen date*	SEN – adult support to scribe ingredients in the list box on sheet	To include fillings from different parts of the eat-well plate
5	Lesson 5: To make a sandwich	Briefly recap the different grips and how to safely grate, along with hygiene and health and safety. Children to then use knowledge and skills learnt to create their own healthy wrap/sandwich.	SEN – adult support with cutting/grating. Challenge: To carefully consider size of food that they are cutting	To be able to use food hygiene and health & safety knowledge, along with cutting skills to create a healthy wrap/sandwich.
6	Lesson 6: To know how to evaluate my final product	Discuss key questions – what your sandwich tasty? Did it include a range of the food groups? More on ppt. Children to then evaluate their sandwich/wrap using recording sheet.	SEN – scaffolded sheet with adult support. Challenge: To give reasons for evaluation choices and suggest improvements for next time.	To be able to evaluate the final product, saying what was successful and what could be changed next time.

