



Design and Technology

Year 3 – Cooking and Nutrition – Eating Seasonally		
Prior Learning	Year 3	Future Learning
In Year 2, children will:	In Year 3, children will:	In Year 4, children will:
Design - Designing three wrap ideas based on a food combination which work well together. Make - Chopping foods safely to make a wrap. - Constructing a wrap that meets a design brief. - Grating foods to make a wrap. - Snipping smaller foods instead of cutting. Evaluate - Describing the taste, texture and smell of fruit and vegetables. - Taste testing food combinations and final products. - Describing the information that should be included on a label. - Evaluating food by giving a score. Technical Knowledge - To know that 'diet' means the food and drink that a person or animal usually eats.	Design - Designing a recipe for a savoury tart. Make - Following the instructions within a recipe. - Tasting seasonal ingredients. - Selecting seasonal ingredients. - Peeling ingredients safely. - Cutting safely with a vegetable knife. Evaluate - Establishing and using design criteria to help test and review dishes. - Describing the benefits of seasonal fruits and vegetables and the impact on the environment. - Suggesting points for improvement when making a seasonal tart. Technical Knowledge - To know that not all fruits and vegetables can be grown in the UK. - To know that climate affects food growth. - To know that vegetables and fruit grow in certain seasons.	Design - Designing a biscuit within a given budget, drawing upon previous taste testing judgements. - Designing packaging for a biscuit that targets a specific group. Make - Following a baking recipe, including the preparation of ingredients. - Cooking safely, following basic hygiene rules. - Adapting a recipe to meet the requirements of a target audience. - Using a cuboid net to create packaging. Evaluate - Evaluating a recipe, considering: taste, smell, texture and appearance. - Describing the impact of the budget on the selection of ingredients. - Evaluating and comparing a range of food products. - Suggesting modifications to a recipe (e.g. This biscuit has too many raisins,

- To understand what makes a balanced diet. - To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. - To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. - To know that 'ingredients' means the items in a mixture or recipe.	- To know that cooking instructions are known as a 'recipe'. - To know that imported food is food which has been brought into the country. - To know that exported food is food which has been sent to another country. - To know that eating seasonal foods can have a positive impact on the environment. - To know that similar coloured fruits and vegetables often have similar nutritional benefits. - To know that the appearance of food is as important as taste.	and it is falling apart, so next time I will use less raisins). Technical Knowledge - To know that the amount of an ingredient in a recipe is known as the 'quantity.' - To know that safety and hygiene are important when cooking. - To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping. - To understand the importance of budgeting while planning ingredients for biscuits. - To know that products often have a target audience.	
	Vocab		
	Complementary, country, cut, design, evaluate, export, fruit, grate, import, ingredients, Mediterranean, mock-up, mountain, peel, polar, seasonal, seasons, snip, taste, temperate, texture, tropical, vegetable, weather		
Pupils who are secure will be able to:			
- Explain that fruits and vegetables grow in different countries based on their climates. - Understand that seasonal fruits and vegetables grow in a given season. - Understand that eating seasonal fruit and vegetables positively affects the environment. - Design a tart recipe using seasonal ingredients.			
National Curriculum Subject Content			
Design	Make	Evaluate	Technical Knowledge
- Use research and develop design criteria to inform	- Select from and use a wider range of tools and	- Investigate and analyse a range of existing products.	- Apply their understanding of how to strengthen,

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, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Understand how key events and individuals in design and technology have helped shape the world.	stiffen and reinforce more complex structures. - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. - Apply their understanding of computing to program, monitor and control their products.
Cooking and Nutrition			
- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			