Woodley Primary School
Together we care, inspire and achieve

Woodley Primary School – Knowledge Organiser

Design & Technology Focus:	Food	Year 3	Autumn

Key Vocabulary

Spelling	Definition
Appearance	How the food looks to the eye
Texture	How the product feels in the mouth
Sensory evaluation	Evaluating food products in terms of the taste, smell, texture and appearance
Preference test	Trying different foods and deciding which you like best
Strawberry huller	Tool to remove the stalk and leaves from a strawberry
Processed food	Ingredients that have been changed in some way to enable them to be eaten or used in food preparation and cooking

What I will know at the end of the unit

Objectives & Key Skills for the unit:

Designing
Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.
Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making
Plan the main stages of a recipe, listing ingredients, utensils and equipment.
Select and use appropriate utensils and equipment to prepare and combine ingredients.
Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating
Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Technical knowledge and understanding
Know how to use appropriate equipment and utensils to prepare and combine food.
Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
Know and use relevant technical and sensory vocabulary appropriately.

Facts:

How to analyse the appearance, taste, texture and aroma of existing products to design an appealing product for a particular user and purpose
To consider the sequence of steps, select the appropriate tools and ingredients, and use appropriate finishing techniques
To test and evaluate a variety of ingredients and record evaluations using tables and graphs
How to evaluate the product with reference to the original design criteria
How to select and use ingredients and equipment

Prior Knowledge
What I should already know …

EYFS:

Understands that equipment and tools have to be used safely
Eats a healthy range of foodstuffs and understands need for variety in food.
Practices some appropriate safety measures without direct supervision

Year 1 & Year 2:

Designing
Design appealing products for a particular user based on simple design criteria.
Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
Communicate these ideas through talk and drawings.

Making
Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely
Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating
Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences
Evaluate ideas and finished products against design criteria, including intended user and purpose.

Technical knowledge and understanding
Understand where a range of fruit and vegetables come from e.g. farmed or grown at home
Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Plate
Know and use technical and sensory vocabulary relevant to the project.

Possible Experiences

(Any visits, experiments, guest speakers, curriculum days, home / school projects etc.)

Skills and techniques

Grating cheese

Spreading butter on bread

Cutting using the bridge technique

Cutting using the claw technique