

# Woodley Primary School – Knowledge Organiser

<b>Design &amp; Technology</b> <b>Focus:</b>	Food	Year 4	Summer
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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

Prior Knowledge	
What I should already know ...	
EYFS :	<p>Understands that equipment and tools have to be used safely</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Practices some appropriate safety measures without direct supervision</p>
Year 1 & Year 2:	<p><b>Designing</b> 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.</p> <p><b>Making</b> 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.</p> <p><b>Evaluating</b> 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.</p> <p><b>Technical knowledge and understanding</b> 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.</p>

What I will know at the end of the unit	
Objectives & Key Skills for the unit:	<p><b>Designing</b> 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.</p> <p><b>Making</b> 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.</p> <p><b>Evaluating</b> 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.</p> <p><b>Technical knowledge and understanding</b> 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.</p>
Facts:	<p>How to analyse the appearance, taste, texture and aroma of existing products to design an appealing product for a particular user and purpose</p> <p>To consider the sequence of steps, select the appropriate tools and ingredients, and use appropriate finishing techniques</p> <p>To test and evaluate a variety of ingredients and record evaluations using tables and graphs</p> <p>How to evaluate the product with reference to the original design criteria</p> <p>How to select and use ingredients and equipment safely (including knives and ovens)</p>

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

