

# Ashtree Primary School and Nursery Medium Term Plan for DT

## Year 1/2 – Food and Nutrition – Scones

### Key Vocabulary

measure, weigh, mix, stir, pour, stamp, brush, knead, grate, rub.

#### Prior Knowledge

**Year 2s:** Use the basic principles of a healthy and varied diet to prepare dishes.

To weigh and measure by counting ingredients and using different size measuring spoons To be able to cut e.g. soft foods with butter or table knife e.g. banana, canned peach slices into equal pieces To loosely combine ingredients Spoon ingredients between containers accurately

**Year 1s:**

<u>Year 1</u>	<u>Year 2</u>
<p><b>Skills:</b> Measure or weigh using measuring cups or electronic scales with support. Combine liquid and dry ingredients safely and hygienically</p> <p><b>Knowledge:</b> Explore where ingredients come from. Know that all food comes from plants or animals · that food has to be farmed, grown elsewhere (e.g. home) or caught</p>	<p><b>Skills:</b> It is important that they understand that we need certain skills and techniques to be able to make food products. Measure or weigh using measuring cups or electronic scales. Measure liquids. Combine liquid and dry ingredients.</p> <p><b>Knowledge:</b> Explore recipes and ingredients to identify likes and dislikes. Suggest improvements to existing recipes. Explore where ingredients come from. Know that all food comes from plants or animals. That food has to be farmed, grown elsewhere (e.g. home) or caught</p>

#### KS1 Design and Technology National Curriculum

##### Food and Nutrition:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

#### Design and Evaluate

Children can be taught key knowledge by learning the skills below:

10.1.23 Step 1: Investigate history behind scones- what is a scone? What different types (sweet/savoury) What are the key ingredients in a scone? Where do they come from?

Opportunity to taste different recipes. Decide who to make the scones for Link to Valentine's Day (giving to a loved one) 17.1.23 Step 2: Make a plain scone try with jam and cream - evaluate

24.1.23 Step 3: Make a cheese scone try with butter - evaluate and compare. Which do you prefer and why? Evaluate

31.1.23 Step 4: Investigate existing packaging. Is it useful? How could we improve it? Design own packaging: card and ribbon.

7.2.23 Step 5: Make own packaging.

### Curriculum Enhancements and Designers

### Misconceptions

When rubbing the spread into the flour, lift your hands to help get air into the mixture and shake the bowl to encourage large lumps to the surface.

Children in KS1 should know that everyone should eat at least five portions of fruit and vegetables every day. A portion is what fits into the palm of a hand. Variety is important and different types of fruit and vegetables count, for example: • fresh, e.g. tomatoes • frozen, e.g. frozen peas • dried, e.g. raisins • canned, e.g. sweetcorn or carrots • juice, e.g. orange juice

### Suggested Activities

*Children to try cream and jam on top but which is better the Cornish or Devon way – fb question?*

### Curriculum links

- ❖ Science:
- ❖ PSHE:
- ❖ Maths: measuring
- ❖ English: reading and writing instructions

### This will lead children..

That a scone is a British baked product either sweet or savoury.

- That the main ingredient of a scone are: flour, butter, sugar, milk and also healthy alternatives.

I will also learn how to measure and weigh my chosen ingredients to the nearest gram or millimetre.

- That the main equipment used to make scones are: an oven, mixing bowl, whisk.
- That scones are available in different flavours and recipes.

I will use my knowledge of existing products to create a design of my choice.

- How to recognise specific parts of my design that will appeal to the user e.g taste, texture
- How to plan systematically and make my own scone, starting to independently follow my chosen design