



Year 3 – DT: Food – Healthy and Varied Diet

Traditional British Sandwiches [afternoon tea]

Key Knowledge	Key Skills	Key Vocabulary (with definitions)	Key Questions
<p>To know some ways to prepare ingredients safely and hygienically.</p> <p>To have some basic knowledge and understanding about healthy eating and The eatwell plate.</p> <p>To have used some equipment and utensils and prepared and combined ingredients to make a product.</p> <p>To research where sandwiches originate from.</p> <p>To know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>To know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p>	<p>To 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.</p> <p>To use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>To plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>To select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>To select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p>	<p>Healthy and varied diet: is a diet that maintains or improve overall health. A healthy diet provides adequate amounts of the nutrients necessary for good health.</p> <p>British: relating to Great Britain or the United Kingdom, or to its people or language.</p> <p>Sandwiches: an item of food consisting of two pieces of bread with a filling between them, eaten as a light meal.</p> <p>Bridge hold: The bridge technique is used to cut ingredients into smaller, more manageable pieces. Form a bridge over the ingredient with your hand, making the sure the arch is nice and high so there's plenty of room for the knife to fit underneath. Hold the item securely with your fingers on one side and your thumb on the other.</p> <p>Claw grip: by keeping the fingers curled inward and gripping the food with the fingernails, the fingers stay out of harm's way. The side of the knife blade should rest against the first knuckle of the guiding hand, helping keep the blade perpendicular to the cutting board.</p> <p>Boil: cook or be cooked by immersing in boiling water or stock.</p> <p>Chop/Slice: to cut solids into pieces with a sharp knife or other chopping devices.</p> <p>Recipe: a list of ingredients and instructions for making a food dish.</p> <p>Ingredients: one of the parts of a mixture.</p> <p>Method: a way of doing something.</p> <p>Processed food: ingredients that have been changed in some way to enable them to be eaten or used in food preparation and cooking.</p> <p>Preference test: trying different foods and deciding which you like best.</p>	<p>When investigating: What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre? How do the sensory characteristics affect your liking for the food? Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed?</p> <p>When making and evaluating: What should we do before we work with food? Why is following instructions important?</p>

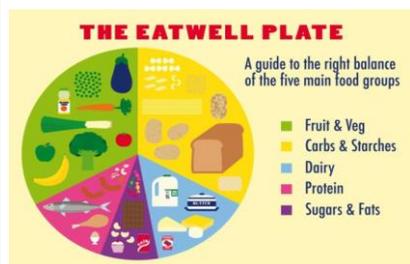


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To know where/which animal meat comes from. (Beef - cow. Pork, ham and bacon – pig. Lamb – sheep)
To know and use relevant technical and sensory vocabulary appropriately.

The 5 main food groups (Eatwell plate):
Fruit and vegetables
Carbohydrates
Protein
Dairy
Fats (including oils and sugar)



To carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.

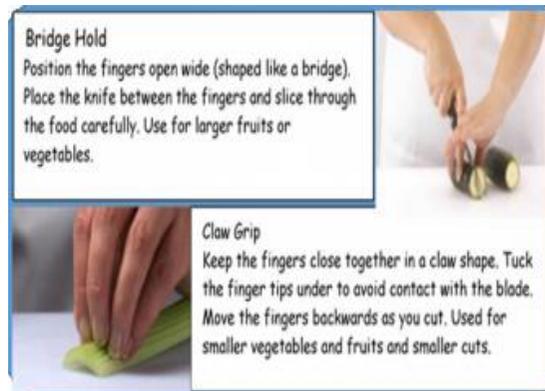
To evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Appearance: how the food looks to the eye.

Texture: how the product feels in the mouth.

User: a person who uses or operates something.

Purpose: the reason for which something is done or created or for which something exists.



- Bread
- Butter
- Cured ham
- Mustard
- Cucumber
- Mint cream cheese
- Egg salad
- Cress
- Knife
- Butter knife
- Spoon
- Chopping board
- Apron
- Peeler
- Grater
- Mixing bowl

- Taste
- Sweet
- Sour
- Hot
- Spicy
- Smell
- Greasy
- Moist
- Fresh
- Savoury
- Hygienic
- Edible
- Crown
- Reared
- Caught
- Frozen
- Tinned
- Seasonal/Harvested

What is a bridge hold?

What is a claw grip?

What do you need to consider to make it part of a balanced diet?

How do we select the ingredients?

How could we make it appealing to eat?



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Outcome: Traditional British Sandwiches [afternoon tea]

Ham and Mustard



Cucumber and mint cream cheese



Egg and cress



Useful links:

https://www.youtube.com/watch?v=i0LToP_Yc6A

<https://www.teawithmum.com/traditional-afternoon-tea-finger-sandwiches/>

www.foodafactoflife.org.uk