

Stone Hill School
Curriculum Plan 2020/21
FOOD TECHNOLOGY: YEAR 3

Intent:

To create learning opportunities through play and practical activities.

To develop pupils' fine motor skills.

Create a basic foundation of knowledge based on: safety, being healthy and following simple, one-step instructions.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Objective/s Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Autumn (1) (8 weeks)	1-4	Basic safety & good behaviour Safety, rules, right, wrong, behaviour	To understand the basic rules, expectations and conduct in the Food Tec room. To understand what can be 'hot' in the Food Tec room (prior learning needed of 'hot' and 'cold'). To be respectful of equipment.	Literacy: Following pictures/words. SMSC: Learning about 'right' from 'wrong'.
	5-8	How to correctly use/hold/recognise cutlery Knife, fork, spoon, safe	To develop their knowledge to use cutlery correctly (demonstrations, hand over hand, small world play. with play dough, prompts in the dining room) To identify 3 basic pieces of cutlery (knife, fork and spoon). To apply their knowledge in 'real life' situations (e.g. dining hall).	Literacy: Following instructions. SMSC: Learning how to be safe whilst using equipment. Numeracy: Visualisation. <i>Gatsby Benchmark (3)</i>
Autumn (2) 7 Weeks	1-3	What equipment do I need? Question, equipment, knife, fork, spoon	To recognise some pieces of cutlery To begin to answer questions about cutlery ('What is this?' 'What do I eat my dinner with?' etc.) To begin to know where cutlery is kept and stored in the food technology room. To begin to know what cutlery is needed to set a table. To know cutlery is needed when eating food To develop independence when eating or sourcing equipment from around the kitchen.	Literacy: Answering simple questions. Numeracy: Trial and improvement.
	4-7	Christmas celebrations Festive, celebrate, winter, Christmas	To recognise some key recipes used in Christmas cooking. To recognise some traditional Christmas cooking To know some preparation methods used to prepare festive dishes.	Literacy: Infer information. SMSC: Learning about culture.
Spring (1) 6 weeks	1-3	'Clean' and 'Used' Clean, used, washing up, liquid	To understand the terms 'clean' and 'used'. To recognise if a piece of equipment is 'clean' or 'used'. To begin to know and refer to items needed to clean pieces of equipment 'washing up liquid' 'sponge'. To follow simple one-step instructions to clean pieces of equipment. To begin to know and follow the routine of cleaning equipment.	Literacy: New terminology. Numeracy: Trial and improvement. SMSC: Recognise right and wrong.
	4-6	Hygiene (brushing teeth) Teeth, toothbrush, clean, dentist	To begin to recognise the equipment needed to brush your teeth. To know key times in the day to brush teeth. To know why it is important to brush your teeth. (sugary foods, food that can stain teeth, etc.) To practise brushing teeth. To learn the time and motion needed to brush teeth.	Literacy: Following instructions. Numeracy: Trial and improvement. SMSC: Learning about self-care. <i>Gatsby Benchmark (3)</i>
Spring (2) 6 weeks	1-6	Basic recognition of ingredients Fruit, vegetables, healthy	To recognise at least five fruits and vegetables.	Numeracy: Counting ingredients/measurements. Literacy: Discussions.

			To recognise at least one main ingredient used in each dish. Encourage children to recognise ingredients in their school dinners/ packed lunches/ during snack time.	SMSC: Enjoy learning about the world around them.
Summer (1) 5 weeks	1-5	Teddy bears picnic (Packed lunches) Picnic, packed lunch, sandwich, blanket, teddy, bear	To know types of food that can be in a packed lunch. To take part in a picnic. Each week make something to go in a packed lunch. To begin to learn why some food cannot be put in a packed lunch.	Numeracy: Visualisation. SMSC: Use imagination.
Summer (2) 7 Weeks	1-3	Mix, stir and chop Mix, stir, chop, safety	To begin to know the skills needed to mix, stir and chop ingredients. To begin to recognise the correct equipment needed to mix, stir or chop. To find the correct pieces of ingredients. To begin to recognise what ingredients need mixing, stirring and chopping.	Literacy: Following instructions. Numeracy: Working systematically.
	7-8	Trying new foods Sweet, sour, hard, soft, chewy	To recognise at least two different types of flavours (sweet, sour, etc.). To begin to try and simply explain why they do or do not like the taste of certain foods. To develop pupil confidence when trying new foods. To begin to recognise different tastes and textures.	Literacy: Give an opinion. Numeracy: Making connections and comparisons.

Intended impact:

Explain how the above will ensure pupils are ready for their next year

Y3 builds a foundation of learnt skills, understanding of acceptable behaviours and exploration of different tastes, textures and flavours. The above will also provide a purpose to daily routines (brushing teeth, washing hands, etc.) and why it is important we carry out these routines.

