

Preston Primary School Knowledge Organiser

Topic: Design and Technology

Term: Spring 2

Year: Unit 3

Duration: 4 Weeks



Cooking and Nutrition: Design, make, and evaluate a healthy Chinese dish.

In this Long Enquiry, the children will be designing, making, and evaluating a healthy Chinese dish.

The Powerful Knowledge we will take away from this Learning Enquiry (what will be learning):



- I know what a healthy and balanced diet looks like and understand the importance of eating varied foods.
- I have tasted some popular Chinese and British dishes and snacks and can make comparisons between the two cuisines.
- I will know how to be safe in the kitchen. I will learn how to handle sharp objects with care and understanding the importance of hand hygiene.



- I know how to prepare different types of food, e.g., washing and chopping vegetables.



- I can design a dish from Chinese cuisine and consider the financial impact by budgeting.
- I can cook this dish. Once cooked, I can evaluate my design and suggest improvements.

Our Key Vocabulary:

Word	Meaning
Design	Planning, developing, and communicating your ideas of what to make.
Make	To work with ingredients, tools, equipment, or materials to create your design.
Evaluate	To reflect upon your ideas and product against the design criteria.
Design criteria	The specific and concise requirements that a product must meet in order to be successful. This is used to evaluate the final product.
Savory	Food that is either salty or spicy. Savory food is not sweet.
Culture	The ideas, customs, and traditions of a particular society.
Compare/ comparison	To find similarities and differences between two different things. We will be comparing British and Chinese foods.
Appearance	What a food looks like. Does it look appealing? What can you see?
Hygienic	Clean and sanitary. We will be making sure our hands are clean before we cook and following good hygiene practices.
Preparation techniques	Preparing and being prepared. In cooking, it relates to the act of preparing food for cooking, e.g., chopping, and peeling vegetables.
Taste	The way our mouths perceive flavour. Foods can taste salty, sweet, spicy, or bland.
Aroma	The way something smells. A pleasant aroma is a nice smell.
Measurement	The size, length, or weight of something. In cooking, we measure the weight of ingredients when following recipes. You can also measure the volume of liquid in millilitres.

What I already know:

Previously, the children should have learnt about the following bullet points. Have a discussion with your child about the following bullet points and what they could mean. **In Unit 2 I learned that...**

- Food comes from plants or animals.
- Food has to be grown elsewhere, or caught.
- Everyone should eat a balanced diet and I can explain what a balanced diet is.

In Unit 2, I learned these skills:

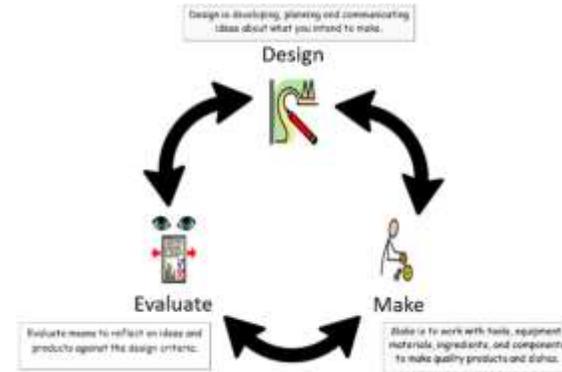
- I can use the basic principles of healthy eating to design and make a meal.
- I can understand and demonstrate how to prepare food safely and hygienically.
- I can understand that ingredients cost money, but you can grow some yourself.
- I can select from and use a range of tools and equipment to perform practical tasks such as cutting, peeling, and grating.
- I can make and prepare a meal based on my design criteria.
- I can evaluate my dish based on its taste and appearance.
- Investigate and explore a variety of different material and discuss which materials are stronger and more stable.

Egg fried rice is a popular Chinese dish. It contains rice with a mixture of vegetables and egg mixed in.



The Design, Make and Evaluate Model of Design and Technology:

We will use the Design, Make and Evaluate continuous cycle during every Design and Technology lesson. The cycle shows how we will be constantly evaluating during the design and make stages to improve our products or dishes along our invention journey. As well as evaluating our final product or dish at the end of our long enquiry to conclude what went well, what we would improve next time and what challenges we have faced along the way.



The progression of skills in this Long Enquiry:

- To understand that a healthy diet is made up from a variety and balance food groups.
- Understand how to cook a variety of predominantly healthy dishes safely and hygienically.
- Compare and learn about food from a different culture to your own.
- Taste and evaluate food from a different culture. Discuss the differences in textures, taste, and smell.
- Design a traditional savoury dish from a different culture.
- Use a range of techniques to prepare food such as: slice, grate, chop, cut, peel, mix and spread, knead, and bake ingredients.
- Measure ingredients accurately using statutory measurements.
- Know that recipes can be adapted to the taste, texture, and aroma.
- Evaluate your dish based on its taste, texture, and appearance.