

TERM: Spring 2A			THEME: Healthy Snacks																						
Prior Learning			Knowledge																						
Children have gained experience of following a simple recipe to create a chosen food type. Children have designed and created their food stuff from their own recipe. Children have had experience of evaluating a range of food including naming and identifying fruit and vegetables. Revised Vocabulary <table><tr><td>healthy</td><td>fresh</td><td>sweet</td></tr><tr><td>savoury</td><td>research</td><td>success criteria</td></tr><tr><td>questionnaire</td><td>ingredients</td><td>recipe</td></tr><tr><td>product</td><td>hygiene</td><td>fruit</td></tr><tr><td>vegetable</td><td>gram</td><td>tally</td></tr><tr><td>tasty</td><td>user</td><td>net</td></tr><tr><td>packaging</td><td>labelling</td><td></td></tr></table>			healthy	fresh	sweet	savoury	research	success criteria	questionnaire	ingredients	recipe	product	hygiene	fruit	vegetable	gram	tally	tasty	user	net	packaging	labelling		• Know that nutrients are what the body gets from food to help it survive and grow. • Know that food can be divided into the groups processed, pre-cooked and fresh. • Know that heathy foods contain nutrients. • Know that processed foods have been changed in some way. • Know that pre-cooked foods can be eaten straight way or re-heated. • Know and understand the term target market. • Know that market research helps us to create a successful design brief. • Know that fresh fruit and vegetables are healthy foods. • Know that a design brief is closely matched to the needs of the user. • Begin to know the food types and ingredients required to create a healthy packed lunch • Begin to group foods according to protein, carbohydrates, fruit and vegetables or fats & oils • Know that certain foods can be dangerous to some users who have allergies.	
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Disciplinary Knowledge & Skills			New Vocabulary																						
▶ Follow instructions / recipes. ▶ Join and combine a range of ingredients. ▶ Begin to understand the different food groups. ▶ Be able to research and evaluate the needs of a user. ▶ Create an effective questionnaire that answers a design brief through a mixture of closed and multiple-choice questions. ▶ Use findings and analysis from market research to create an effective design brief. ▶ Propose realistic suggestions as to how they can achieve their design brief. ▶ Investigate similar products to the one to be made to give starting points for a design.			<table><tr><td>nutrients</td><td>What your body gets from food to help it survive and grow</td></tr><tr><td>processed</td><td>Foods that have been changed in some way to enable them to be eaten or used in cooking.</td></tr><tr><td>pre-cooked</td><td>Food that has already been prepared and can be eaten from the packet or reheated</td></tr><tr><td>analysis</td><td>detailed examination to get a better understanding of something.</td></tr></table>		nutrients	What your body gets from food to help it survive and grow	processed	Foods that have been changed in some way to enable them to be eaten or used in cooking.	pre-cooked	Food that has already been prepared and can be eaten from the packet or reheated	analysis	detailed examination to get a better understanding of something.													
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- Decide which design idea to develop.
- Consider and explain how the finished product could be improved.
- Discuss how well the finished product meets the user's design criteria.

design brief	specifications we follow when planning and creating a product
allergies	reaction to a food or substance
target market	the group of people we are designing for
market research	Gathering information to inform our designs
analysis	Understanding the findings of the questionnaire and actions to be taken
evaluation	Make a judgement about a product
protein	One of the three main nutrients found in food used to build and strengthen muscles
carbohydrate	One of the three main nutrients found in food and is the main source of energy for your body.
fats & oil	Found in food and supply essential fats and calories for the body.