



Knowledge and Skills Mind Map (DT)

Year 3 Summer Term

Knowledge - 
Skill - 



Prior Learning

- **Year 1 Spring:** Fruit Kebab
- **Year 2 Autumn:** Vegetable Salad
- Know some ways to prepare ingredients safely and hygienically.
- Have some basic knowledge and understanding about healthy eating and *The Eatwell Guide*.
- Have used some equipment and utensils and prepared and combined ingredients to make a product.

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Food:

Healthy and Varied Diet
'Can I design, make and evaluate a healthy soda bread for a specific user?'



1. Can I explore and evaluate a range of breads and ingredients?

- **Vocab:** taste, texture, aroma, appearance, savoury, moist, crispy, soft, preference
 - Know that we can evaluate food by using our senses (taste, smell, touch and sight).
 - Know that different breads have different sensory characteristics (e.g. texture, taste and appearance).
 - Know that we can describe foods using specific sensory vocabulary (taste, texture, smell, appearance)
- Task:** Provide a range of breads (e.g. white bread, wholemeal bread, soda bread, flatbread) and model how to carry out a sensory evaluation (looking at appearance, smelling aroma, tasting and describing texture using appropriate vocabulary), then children taste samples. In books, children record their findings in a table (taste, texture, smell, appearance) and write a short preference using a sentence starter such as "I prefer this bread because..."
- **Evaluating (Investigating):** Carry out sensory evaluations of a variety of ingredients and products.
 - **Technical Knowledge and Understanding:** Know and use relevant technical and sensory vocabulary appropriately.

3. Can I design a healthy soda bread for a specific user?

- **Vocab:** design, user, purpose, criteria, ingredients, annotated, texture, taste
- Know that we must design a product for a specific user and purpose (e.g. a family member who enjoys healthy food).
- Know that design criteria help us decide what our product should include (e.g. healthy ingredients, pleasant taste, appealing appearance and suitable texture).
- Know that we must plan to work safely and hygienically when making food (e.g. washing hands before cooking, tying hair back, using clean equipment and following instructions carefully to avoid cross-contamination).

Task: Discuss possible users (e.g. a child, a family member, someone who enjoys healthy food) and model how to create simple design criteria (e.g. must include healthy ingredients, must taste pleasant, must have a good texture), then children design their own soda bread by drawing and labelling ingredients they will include and explaining their choices. In books, children create an annotated design (labelling ingredients and features) and write a short explanation e.g. "I have chosen these ingredients because..."

Designing:

- Generate and clarify ideas through discussion to develop design criteria including appearance, taste, texture and aroma for a particular user and purpose.
- Use annotated sketches to communicate ideas.

Technical Knowledge and Understanding: Know and use relevant technical and sensory vocabulary appropriately.

2. Can I explain how to create a healthy and varied food product?

Vocab: healthy, varied diet, Eatwell Guide, balance, nutrients, ingredients

- Know that a healthy diet includes a variety of different foods from the main food groups (e.g. carbohydrates, fruit and vegetables, protein and dairy).
- Know that the Eatwell Guide shows how much of each food group we should eat to stay healthy (e.g. more fruit and vegetables and carbohydrates, and smaller amounts of fats and sugars).
- Know that we can use this knowledge to choose ingredients for a healthier product (e.g. using wholemeal flour instead of white flour, adding seeds for protein, or including less sugar and fat).

Task:

Show the Eatwell Guide and model how different foods fit into the main food groups (e.g. carbohydrates, fruit and vegetables, protein, dairy). Children sort a range of ingredients (e.g. flour, oats, seeds, fruit, dairy) into food groups and discuss which would make a soda bread healthier. In books, children label the Eatwell Guide and group ingredients into categories and write a short explanation e.g. "A healthy soda bread should include... because..."

Technical Knowledge and Understanding:

- Understand the principles of a healthy and varied diet.
- Know about a range of ingredients and how they contribute to a healthy product.



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4. Can I explain where the ingredients in my product come from?

- **Vocab:** grown, reared, caught, harvested, processed, ingredient
- Know that ingredients come from different sources such as grown (e.g. wheat for flour, oats, seeds), reared (e.g. milk from cows, butter), or caught (e.g. fish).
- Know that many ingredients are processed before we use them (e.g. wheat is harvested and ground into flour, milk is processed into butter).
- Know that we must handle ingredients safely and hygienically when exploring them (e.g. washing hands before and after handling food, not tasting raw ingredients unless instructed, and keeping surfaces clean).

Task: Explain used in soda bread (e.g. flour, oats, butter, milk, seeds) and model how to identify where they come from (grown, reared or processed), then children sort ingredients into categories and discuss how they are produced. In books, children group ingredients under headings (grown, reared, caught/processed) and write a short explanation e.g. "Flour is grown because it comes from wheat..."

- **Technical Knowledge and Understanding:** Know about a range of ingredients and whether they are grown, reared or caught.

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6. Can I evaluate my soda bread using sensory language and design criteria?

Vocab: evaluate, taste, texture, aroma, appearance, preference, criteria, improve

- Know that we can evaluate our product by comparing it to our design criteria (e.g. whether it is healthy, tastes good and is suitable for the user).
- Know that we can describe our product using sensory vocabulary (e.g. taste: savoury, bland; texture: soft, crumbly, dense; aroma: fresh; appearance: golden, rough).
- Know that we can suggest specific improvements based on our evaluation (e.g. adding more flavour, adjusting ingredients, improving texture or baking time).

Task: Children taste their finished soda bread and model how to evaluate using sensory language (taste, texture, smell, appearance), then compare it to their design criteria and discuss how well it meets the needs of the user. In books, children write a short evaluation including what worked well, how it met the design criteria and one improvement e.g. "My soda bread was successful because... Next time I would..."

Evaluating:

- Evaluate the ongoing work and the final product with reference to design criteria and the views of others.
- Carry out sensory evaluations using appropriate vocabulary

5. Can I prepare, combine and bake ingredients safely?

Vocab: measure, mix, knead, bake, dough, ingredients, utensils, hygienic

- Know that we must follow basic food hygiene rules (e.g. washing hands before cooking, tying hair back, cleaning surfaces and using clean equipment).
- Know that ingredients must be measured and combined carefully to ensure a successful product (e.g. using the correct quantities of flour, liquid and raising agent).
- Know that a raising agent (e.g. baking soda) helps the bread to rise by creating air bubbles in the mixture, making the bread lighter and softer.
- Know that different techniques change the product (e.g. mixing combines ingredients evenly, kneading develops the dough structure, and baking cooks the bread).

Task: Model how to prepare soda bread by measuring ingredients, mixing and kneading dough, and shaping it ready for baking, then children follow their design to prepare and bake their own soda bread using appropriate tools and techniques. In books, children write a simple sequence of steps (recipe method) explaining what they did e.g. "First we..., Next we..., Finally we..."

Making:

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.

Technical Knowledge and Understanding: Know how to use appropriate equipment and utensils to prepare and combine food.