



Prior Learning

- **Year 1 Spring:** Fruit Kebab
- **Year 2 Autumn:** Vegetable Salad
- **Year 3 Summer:** Soda Bread
- Know some ways to prepare ingredients safely and hygienically.
- Have some basic knowledge and understanding about healthy eating and *The Eatwell Guide*.

1. Can I explore and evaluate a range of biscuits?

Vocab: taste, texture, aroma, appearance, sweet, savoury, crumbly, crunchy, soft, preference

- Know that we can evaluate food by using our senses (taste, smell, touch and sight).
- Know that different biscuits have different sensory characteristics (e.g. some are crunchy or crisp, while others are soft or crumbly, and may taste sweet or savoury).
- Know that we can use sensory vocabulary to describe food, including:
 - taste (e.g. sweet, savoury, bland)
 - texture (e.g. crunchy, soft, crumbly)
 - smell (e.g. sweet, buttery, fresh)
 - appearance (e.g. golden, pale, smooth, rough).
- Know that we can evaluate products by explaining our preferences and giving reasons (e.g. "I prefer this biscuit because it is crunchy and not too sweet").

Task: Provide a range of biscuits (e.g. plain, wholemeal, oat-based, seed-based) and model how to carry out a sensory evaluation (looking at appearance, smelling aroma, tasting and describing using appropriate vocabulary). Children taste samples and compare them. In books, children record their findings in a sensory evaluation table (taste, texture, smell, appearance) and write a short preference using a sentence starter such as "I prefer this biscuit because..."

- **Investigating and Evaluating:** Carry out sensory evaluations of a variety of ingredients and products.
- **Technical Knowledge and Understanding:** Know and use relevant technical and sensory vocabulary appropriately.

Page 1

Food:

Healthy and Varied Diet
'Can I design, make and evaluate a healthy food product (biscuit) for a specific user?'



3. Can I design a healthy biscuit 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 child who prefers less sugar or an adult who enjoys healthier snacks).
- Know that design criteria help us decide what our product should include (e.g. healthy ingredients, pleasant taste, suitable texture and appealing appearance).
- Know that we can choose ingredients based on taste, texture and how healthy they are (e.g. adding oats or seeds, reducing sugar, choosing wholemeal flour).
- Know that we can communicate our ideas through annotated designs (labelling ingredients and explaining choices).

Task: Discuss possible users and model how to create simple design criteria (e.g. must be healthy, must taste good, must have a suitable texture), then children design their own biscuit by drawing and labelling ingredients and features. In books, children create an annotated design and write a short explanation using a sentence starter such as "I have chosen these ingredients because..."

Designing:

- Generate and clarify ideas through discussion to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.
- Use annotated sketches to develop and 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 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 make a food product healthier by choosing ingredients carefully (e.g. using wholemeal flour instead of white flour, reducing sugar, or adding oats and seeds).
- Know that we should think about the user when making healthy choices (e.g. less sugar for a healthier option, ingredients suitable for children or adults).

Task: Show the Eatwell Guide and model how foods fit into the main food groups. Children sort a range of biscuit ingredients (e.g. flour, oats, butter, sugar, seeds) into groups and discuss how to make a biscuit healthier. In books, children label the Eatwell Guide or group ingredients into categories and write a short explanation e.g. "A healthy biscuit 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.



Knowledge and Skills Mind Map (DT) Year 4 — Autumn Term

Knowledge - 
Skill - 



4. Can I prepare, combine and bake biscuits safely?

- **Vocab:** measure, mix, combine, shape, bake, ingredients, utensils, hygienic
- Know that we must follow basic food hygiene rules (e.g. washing hands before cooking, tying hair back, cleaning work surfaces and using clean equipment).
- Know that ingredients must be measured carefully to ensure the biscuit mixture works properly (e.g. correct amounts of flour, sugar and butter).
- Know that combining and mixing ingredients creates the dough, and shaping helps form the biscuits before baking.
- Know that we must use equipment safely (e.g. using utensils correctly, handling trays carefully and following instructions when using an oven).

Task: Model how to prepare biscuits by measuring ingredients, mixing them together and shaping the mixture into simple biscuit forms, then children follow a simple recipe to prepare and bake their biscuits using appropriate tools and techniques. In books, children record the key stages of making using brief notes or a labelled diagram (e.g. ingredients, mixing, shaping, baking) rather than a full written method.

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.

Page 2

Food:

Healthy and Varied Diet
'Can I design, make and evaluate a healthy food product (biscuit) for a specific user?'



5. Can I evaluate my biscuit 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: sweet, savoury; texture: crunchy, soft, crumbly; aroma: fresh, buttery; appearance: golden, smooth, 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 biscuits and model how to evaluate using sensory language (taste, texture, smell, appearance), then compare their biscuit to their original 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 using a sentence starter such as "My biscuit 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.