




# Year 6 Design and Technology: Food and Nutrition – Block C

## Does food affect the way you feel?

- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploring nutrition	Exploring healing qualities of food	Exploring sensory qualities of food
Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Applying skills
Evaluating outcomes	Evaluating outcomes	Modifying and improving

		
<i>Pasta with tomato sauce</i>	<i>Noodle soup</i>	<i>A sensory salad</i>

At the end of this block, pupils will ...	
Know:	Be able to:
The difference between slow release and quick release carbohydrates	Dice, slice, peel, grate and cook a range of vegetables
How food can improve their mood and energy levels	Make a sauce and a stock
	Use height and colour to improve the visual appeal of food

Pupils will learn how to cook foods that are often pre-made and processed. They will learn and apply techniques to make dishes designed to help improve energy levels, mood and future health.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

# Point of reference:

## Y6 Food and Nutrition – Block C

Pupils will be able to:

- explain what humans need to stay healthy



Prior Learning

- identify the main food groups
- hold and use utensils correctly

### CUSP Connections:

Science: Animals, including humans (keeping healthy)

### Nutrition Notes:

Up to 60% of the UK diet is now made up of highly-processed foods so the aim of this block is to teach pupils how to make from scratch foods that are increasingly bought ready-made. These processed foods have added sugars, salt and additives and lose much of their nutrient content during the production process and in storage. Many of these dishes are not thought of as unhealthy and foods such as these combined with too many 'treat' foods create a very poor diet. Fresh vegetables provide key micronutrients that our bodies cannot make. These micronutrients help us grow, repair, fight disease and keep happy. Supplements such as vitamin tablets have been shown to have little impact on human health, so learning to make simple meals from fresh ingredients is an important life skill, which contributes to future health.

### Links to Literature:

*Mission: Explore Food* by The Geography Collective

### Health and Safety:

This block requires pupils to use: peelers, knives and hobs. Teachers should ensure that they follow their own school's risk assessments and policies for using the necessary materials and equipment. Pupils should be taught about how to use materials and equipment safely and responsibly as part of these lessons.

### Food Hygiene:

Please ensure all foods purchased are correctly stored and at the appropriate temperature. All food made should be cooled before being refrigerated. All food should be taken home and consumed within three days. All the recipes are suitable to be eaten hot or cold. Please refer to your school's allergy register before starting this block.






### Environmental Factors

By making fresh food, your carbon footprint is significantly lowered by reducing packaging and transportation. Using homegrown and locally grown produce is the best way to help the environment and it often contains more nutrients. As humans, we only eat about 200 out of the 30,000 plant species that are available to us.

### Cultural Links

Pasta is a food that has only been eaten in the UK since the 1970s. It originates from Ancient China. Italian traders enjoyed noodles so much they made them on their return to Italy using wheat flour instead of rice flour. Many people still use food as medicine today, e.g. ginger for sickness, garlic for aches and pains and chillies to aid the immune system.

## Supporting Recipe: Y6 Food and Nutrition – Block C

	Lesson 1	Lesson 2	Lesson 3
<b>Dish</b> 	Tomato sauce with pasta	Noodle soup	Salad
<b>Equipment</b> 	Vegetable knives Chopping boards Saucepans Colanders	Vegetable knives Chopping boards Saucepans Colanders Cups / bowls	Vegetable knives Chopping boards A range of plates and bowls Squirty bottles
<b>Ingredients</b> 	<i>Quantities for 2 – 4 pupils:</i> <ul style="list-style-type: none"> <li>• 1 onion</li> <li>• 1 clove garlic</li> <li>• 2 tbsp olive oil</li> <li>• 1 tin chopped tomatoes</li> <li>• 1 tsp tomato purée</li> <li>• 300g pasta shapes</li> <li>• Salt and pepper</li> <li>• ½ tsp dried oregano</li> <li>• Balsamic vinegar (optional)</li> </ul>	<i>Quantities for 2 pupils:</i> <ul style="list-style-type: none"> <li>• 1 nest of rice noodles</li> <li>• Thumb-sized piece of ginger</li> <li>• A range of vegetables</li> <li>• 1 tsp vegetable bouillon</li> <li>• ½ tsp light soy sauce</li> <li>• ½ lime</li> <li>• Fresh herbs such as mint, coriander or basil</li> <li>• Fresh chilli (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• A range of salad vegetables</li> <li>• Natural yoghurt</li> <li>• Lemons</li> <li>• Olive oil</li> <li>• Red pepper paste</li> <li>• Harissa paste</li> <li>• Mayonnaise</li> <li>• Stale bread for croutons</li> <li>• Tortilla pieces</li> <li>• Feta cheese</li> <li>• Pre-cooked and cooled rice noodles</li> </ul>
<b>Method</b> 	<ol style="list-style-type: none"> <li>1. Fill saucepan with water and bring to the boil. When boiling, add the pasta.</li> <li>2. Dice the onion and garlic finely and fry in olive oil over a moderate heat until the onions become translucent.</li> <li>3. Add chopped tomatoes and tomato purée. Add seasoning and dried herbs.</li> <li>4. Drain the pasta and cool using cold water. Set aside.</li> <li>5. Simmer the sauce for 10 – 15 minutes. Taste and season with salt and pepper.</li> <li>6. Combine the pasta with the sauce and plate up.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bring 300ml of cold water to the boil.</li> <li>2. Add 1 tsp of vegetable bouillon and a thumb-sized piece of ginger (peeled and grated).</li> <li>3. Bring to the boil and simmer for 5 – 10 minutes.</li> <li>4. Chop, peel and prepare vegetables and herbs and place in individual pots.</li> <li>5. Add half a nest of noodles to the vegetables and pour half the stock into each pot.</li> <li>6. Season with lime (sour) and soy sauce (salty).</li> <li>7. Add chopped chilli (optional).</li> <li>8. Stir to combine ingredients.</li> </ol>	Demonstrate some or all of the following techniques to make food look appealing: <ol style="list-style-type: none"> <li>1. Build height using a food ring.</li> <li>2. Arrange vegetables in interesting ways, combining colours and textures.</li> <li>3. Cut, slice and grate vegetables to create different shapes.</li> <li>4. Add salad dressing using a squirty bottle.</li> <li>5. Select garnishes to enhance appearance and flavour.</li> </ol>

# Point of explanation:

## Y6 Food and Nutrition – Block C




Core Knowledge	Explanation
carbohydrates	Carbohydrates provide the body with energy and essential nutrients. <i>Simple</i> carbohydrates are broken down quickly by the body to be used as energy and are found naturally in foods such as fruits, milk and milk products. They are also found in processed and refined sugars such as sweets and soft drinks. The majority of carbohydrate intake should come from <i>complex</i> carbohydrates (starches) and naturally occurring sugars rather than processed or refined sugars.
staple	A staple food is any food that is a common part of a region's everyday diet. They tend to be foods that can be stored and eaten throughout the year. Potatoes and rice are the most common examples, however, contrary to popular belief, bread is not a staple food as it cannot be stored for a long period of time.
nutrient	A nutrient is a substance needed by organisms to stay alive and healthy. A healthy human diet includes seven different kinds of nutrient: carbohydrates, proteins, fats and oils, minerals, vitamins, fibre and water.

Technical Vocabulary	Definition
sauté	to cook over heat, in fat or oil
translucent	allowing some light to pass through
dice	to cut food into small squares

<b>Link to Video:</b> <a href="https://vimeo.com/631946450/ae23b5b111">https://vimeo.com/631946450/ae23b5b111</a>
<ul style="list-style-type: none"> <li>• Explanation and demonstration of taught content</li> <li>• Lesson by lesson guidance</li> <li>• Exemplification of techniques and outcomes</li> </ul>





# Point of delivery:

## Y6 Food and Nutrition – Block C

Revisiting prior learning 	Taught content 	Point of practice 	Point of Reflection 
<p>1. Know the basic food groups</p> <p>Hold utensils correctly</p>	<p>Explore the importance of carbohydrates and the difference between simple and complex carbohydrates</p> <p>Demonstrate the claw method to dice vegetables safely</p> <p>Cook pasta and make a simple tomato sauce</p> <p>Use seasoning to adjust flavour</p>	<p>Introduce the Knowledge Note and key vocabulary for this block.</p> <p>Explore the effect diet has on our physical and emotional health by posing the question: Does food affect the way you feel? Use further questioning to elicit pupils' understanding of processed food. Explain the importance of carbohydrates to our diet and the difference between simple and complex carbohydrates.</p> <p>Inform pupils that they will make a pasta sauce from fresh ingredients as an alternative to the processed jarred variety often eaten. Demonstrate how to dice the onion and garlic efficiently and safely using the claw method and explain how to cook the pasta. Define the term <i>al dente</i>, pointing out that cooking time is not precise and is dictated by an individual's personal preference. In this case, allow 8 – 10 minutes. Ensure pupils test the pasta before draining and cooling in cold water. Then set aside.</p> <p>Follow the method for making the tomato sauce, defining the term <i>sauté</i> and explaining that as onions cook, they become translucent and release natural sugars, thus changing their taste. Add tomato purée, salt, pepper and herbs to enhance the flavour of the sauce. Explain that a small amount of sugar can also be added to counter the acidity of the tomatoes.</p> <p>Once the sauce has simmered for 15 – 20 minutes, invite pupils to taste again. Prompt pupils to describe the taste using appropriate vocabulary and encourage them to make suggestions about how they can improve or adjust the flavour.</p> <p>Combine the cooked pasta with the sauce and plate up, adding a garnish. Remind pupils to reflect on and evaluate what they have achieved. Consider taking photographs of their dish to include in their portfolios.</p>	<p>Can explain the necessity of carbohydrates and the difference between simple and complex carbohydrates</p> <p>Can use the claw method to dice vegetables safely and efficiently</p> <p>Can recognise when pasta is cooked according to personal preferences</p> <p>Can make suggestions for improvements and select seasoning to adjust flavour</p>
<p>2. Dice vegetables using the claw method</p> <p>Know the difference between simple and complex carbohydrates</p> <p>Cook pasta and a simple tomato sauce</p> <p>Know how to use seasoning to adjust flavour</p>	<p>Explore the remedial qualities of food</p> <p>Make a basic stock</p> <p>Use a range of culinary techniques to prepare vegetables: dice, chop, grate, peel</p> <p>Taste, discuss and suggest modifications to a final dish</p>	<p>Recap processed foods, discussed in the previous lesson. Introduce the link between food and physical wellbeing and give examples of foods that have healing qualities, such as ginger and garlic. Note the prevalence of these foods in Indian and Asian cuisine.</p> <p>Explain that pupils will be making a version of a popular noodle snack, using a range of fresh vegetables and a basic stock.</p> <p>Demonstrate how to peel and dice root ginger and add this to water and bouillon to form the stock. Leave to simmer for 10 minutes. Provide a variety of vegetables for pupils to select from, inviting them to taste those that are unfamiliar. Demonstrate the ribboning technique and show how to roll leafy vegetables to aid chopping. Follow the method for making the noodle soup and once completed encourage pupils to taste, and add further flavours (sour, salty, sweet) using lime, soy sauce or honey if they wish. Chilli can also be included, to add heat.</p> <p>Pupils then evaluate the outcomes, discussing and describing the flavours produced and making suggestions for further improvements.</p> <p>Finally, pupils complete Vocabulary Task 1.</p>	<p>Can identify foods that are used for their remedial qualities</p> <p>Can dice, peel, chop and grate vegetables safely and accurately</p> <p>Can use relevant vocabulary to describe flavours and make suggestions about how flavours can be adjusted</p>

# Point of delivery:

## Y6 Food and Nutrition – Block C

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>3. Identify some foods which have remedial qualities</p> <p>Make a basic stock</p> <p>Use a range of culinary techniques to prepare vegetables: dice, chop, grate, peel</p>	<p>Explore and use techniques to make food visually appealing</p> <p>Apply knife skills learned in the previous lessons</p> <p>Select and arrange colours and textures in a visually attractive way</p> <p>Evaluate the visual appeal of a dish and suggest improvements</p>	<p>Recap on the key themes explored in the previous two lessons: the necessity of including certain nutrients in our diet and the remedial qualities of food. Relate these themes to the overarching question: Does food affect how we feel?</p> <p>Explain that eating is a sensory experience and that all our senses are involved in this process. Discuss that, for food to be appetising, it needs to be visually appealing and that food which is not can be off-putting or even a sign that it is not safe to eat. Pose the question: How do we feel if we are faced with a plate of food that looks unattractive? Show pupils a range of photographs of dishes (some appealing and some not). Invite pupils to choose which they would like to eat and to explain their choices.</p> <p>Explain that pupils will be constructing a salad from a variety of ingredients, using specific techniques to make the salad appetising and nutritious.</p> <p>Firstly, demonstrate the methods for making croutons, tortilla chips and salad dressings.</p> <p>Demonstrate techniques for improving the appearance of a salad dish, such as adding height, combining different colours and textures and using a squirty bottle to add salad dressings with precision. Explain that odd numbers of items arranged on a plate are more aesthetically pleasing than even numbers. Also make the point that using a range of colours enhances both the visual appeal of the dish and its nutritional value.</p> <p>Display a range of salad vegetables and encourage pupils to apply their knife skills to prepare them. Prompt pupils to think carefully about colour and texture combinations and the placement of the items on the plate. Croutons, feta cheese and garnishes can also be added to enhance appearance and flavour.</p> <p>As part of the evaluation process, re-pose and discuss the key question: Does food affect the way you feel? Using a method suggested by the teacher or chosen by the pupil, pupils record their responses and reflections in their portfolios. They should also be encouraged to add photographs and other evidence gathered throughout the block to build up this design resource. Remind pupils to refer to the Knowledge Note to recall specific vocabulary and techniques accurately. They then complete Vocabulary Task 2.</p>	<p>Can show precision and creativity in their arrangement of food on a plate</p> <p>Can cut, peel, grate and dice vegetables accurately and safely</p> <p>Can explain the choices they have made, evaluate their success and suggest improvements</p>

### Questions for assessment



**What** is the difference between simple and complex carbohydrates?

**How** can you make a dish more salty / sweet / sour?

**What** are the advantages and disadvantages of processed food?

**How** could you make a sauce thicker?

**How** do you know when pasta is cooked?

**Why** is it important to include foods of different colours?

**What** does seasonality mean?

**How** could you improve the presentation of your food?

**Does** a chocolate bar have the same nutritional value as a bowl of pasta?

**Why** is it important for food to look appealing?

# Oracy and Vocabulary: Y6 Food and Nutrition – Block C



Task 1: Organise these words in order according to their strength of meaning.

acidic

tangy

tart

sharp

pungent

Exploration:



What is the difference between tangy and pungent?

What can you use to give food a salty, sweet or sour flavour?

Is adding sugar or salt to food bad for you?

What is a stock?

How can you adapt a stock?

Task 2: Talk to a partner about the salad you have created.  
Use the prompts in the table to support your discussion.



Describe the techniques you used to make your salad look appealing.	
Explain the choices you made as you created your salad.	
Which part of your work are you most proud of and why?	
What has impressed you about your partner's salad?	☆☆☆
What changes would you make to improve your salad?	
What advice would you give to your partner about how to improve their salad?	
Make some notes in your design portfolio about any difficulties you faced and what you would do differently next time.	

Rate how successful you have been in meeting the objective of this lesson.

very successful



completely unsuccessful

# Vocabulary: Y6 Food and Nutrition – Block C

OWN-it	Analyse
<p>Underline the part of this word that relates to water:</p> <p style="text-align: center; font-size: 1.2em; margin-top: 20px;">carbohydrate</p>	
<p>Write the part of the word <i>translucent</i> that means <b>through</b>.</p> <div style="border: 1px solid black; height: 40px; margin-top: 10px;"></div>	
<p>Write the root of the word <i>fibrous</i>.</p> <div style="border: 1px solid black; height: 40px; margin-top: 10px;"></div>	

KNOW-it	Define				
<p>Explain the difference between <i>translucent</i> and <i>transparent</i>.</p> <div style="border: 1px solid black; height: 60px; margin-top: 10px;"></div>					
<p>Tick the most accurate definition of <i>al dente</i>.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 5px;">cooked to a firm consistency</td> <td style="width: 50px; text-align: center;"> <input type="checkbox"/> </td> </tr> <tr> <td style="padding: 5px;">cooked in boiling water</td> <td style="text-align: center;"> <input type="checkbox"/> </td> </tr> </table>		cooked to a firm consistency	<input type="checkbox"/>	cooked in boiling water	<input type="checkbox"/>
cooked to a firm consistency	<input type="checkbox"/>				
cooked in boiling water	<input type="checkbox"/>				
<p>Tick the most accurate definition of the word <i>nutrient</i>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a substance found in carbohydrates</li> <li><input type="checkbox"/> a substance that promotes growth and health</li> <li><input type="checkbox"/> an ingredient in a recipe</li> </ul>					

LINK-it	Connect
<p>Tick the word that is not a synonym of <i>moderate</i>.</p> <div style="margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 20px;">steady</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">extreme</div> </div>	
<p>Write two synonyms of the word <i>appetising</i>.</p> <div style="margin-top: 10px;"> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em;"></div> </div>	
<p>Write two words that can be generated from the word <i>energy</i>.</p> <div style="margin-top: 10px;"> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> </div>	

USE-it	Use in context
<p>Use the following words correctly in a sentence. <i>staple food diet</i></p> <div style="margin-top: 10px;"> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em;"></div> </div>	
<p>Tick the sentence if the word <i>sautéd</i> has been used correctly.</p> <p style="text-align: center; margin-top: 20px;">He <i>sautéd</i> the vegetables in a large pan.</p> <div style="text-align: right; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> </div>	
<p>Use the word <i>diced</i> in a sentence.</p> <div style="margin-top: 10px;"> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100%; height: 1.2em;"></div> </div>	



# Knowledge Note:

## Y6 Food and Nutrition – Block C

**Year 6: Food and Nutrition**  
*Does food affect the way you feel?*



### Core content:

Learn how to cook foods that are often pre-made and processed.  
 Learn and apply techniques to make dishes designed to help improve energy levels, mood and future health.

### Technical vocabulary:

**Translucent** – allowing light to pass through but not completely clear.



**Sauté** – to cook over heat, in fat or oil.



**Dice** – to cut food into small squares.



**Carbohydrates** – sugars that provide the body with energy and essential nutrients.



**Simple carbohydrates (quick release)** – broken down by the body quickly and found in natural foods such as fruit in processed food.



**Complex carbohydrates (slow release)** – found in starchy foods such as pasta and bread.



**Staple** – food that is a common part of a region's everyday diet and that can be stored.



**Nutrient** – a substance needed by organisms to stay alive and healthy.



### Techniques:



dicing



ribboning



sautéing

**Year 6: Food and Nutrition**  
*Does food affect the way you feel?*



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 Learn and apply techniques to make dishes designed to help improve energy levels, mood and future health.

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**Staple** – food that is a common part of a region's everyday diet and that can be stored.



**Nutrient** – a substance needed by organisms to stay alive and healthy.



### Techniques:



dicing



ribboning



sautéing

## Exemplification: Y6 Food and Nutrition – Block C

### Does food affect the way you feel?

Use questioning to ascertain pupils' understanding of the role of nutrients such as carbohydrates

Pose questions to pupils:

## What is the difference between simple and complex carbohydrates?

## Why is it unhealthy to eat lots of processed food?

Prompt pupils to describe the taste of the tomato sauce and suggest ways they might improve the flavour

Pupils practise their knife skills to prepare different vegetables and then experiment with adding flavours to their noodle soup

How could you make the dish sweeter, saltier etc?

# Food and Nutrition

Does food affect the way you feel?

The body needs nutrients to stay alive. Nutrients include carbohydrates, protein, fat, minerals, vitamins, fibre and water.

Carbohydrates give the body energy.

Simple Carbohydrates: broken down by the body and found in <sup>quickly</sup>

front, milk and milk products. They are also found in processed food and refined sugars. quietly  
We should eat most of our

refined sugars

an alternative to processed, refined variety

We should get most of our carbohydrates from COMPLEX carbohydrates (sugars) and naturally occurring sugars, rather than processed or refined sugars

Pasta with tomato sauce



Pasta is cooked al dente (to the bite)

sauté → to cook over heat in fat or oil

When the onions were sautéed they went translucent and natural sugars were released. The sugars were released. The had a sweeter taste than raw onions.

sparta contains carbohydrates

all } I used too much garlic

## Pose questions to pupils:

## What can you use to add or adjust flavours?

## Why is it important to make food look appealing?

## How can the presentation and visual appearance of food be improved?

Can you name some foods that have healing qualities?

## What does sensory mean?

Prompt pupils to evaluate their food and explain their preferences in terms of the appearance, texture and taste

Ask pupils to explain what they have learnt as well as which skills they felt confident with and which they need to improve

