



Links to other subject units this term	
This topic will link to geography, as we look around the world to two different continents – Asia and Africa. The children will be familiar with how to write and follow instructions during literacy lessons.	
Prior Learning	
All children will have experience of using world maps, atlases and globes to identify countries, continents and oceans. All children will have experience of handling simple kitchen equipment safely. All children will have prepared different types of food. All children will have followed instructions to make a food product.	
Key vocabulary for this unit	
Dips / dipper evaluate senses / sensory taste, texture, appearance crunchy, dry, hard, sweet, juicy Protein, dairy, fruit, vegetables, carbohydrate Balanced diet Varied Hygiene Blend, grate, crush, mix, peel, chop, slice Layered, marbled, Ingredients, equipment, method, design	
Learning Sequence	
<b>Evaluating Dips</b>	<ul style="list-style-type: none"> <li>• Name the countries where different dips come from.</li> <li>• Find the country on a map where a dip comes from.</li> <li>• Use the senses to help describe a dip.</li> <li>• Explain likes and dislikes about a dip.</li> </ul>

<b>Exploring Dippers</b>	<ul style="list-style-type: none"> <li>• Use the sense of sight, smell and taste to describe the dippers.</li> <li>• Taste different dippers and explain likes and dislikes and give a reason why.</li> </ul>
<b>Food Groups</b>	<ul style="list-style-type: none"> <li>• Sort ingredients in dips and dippers into 5 food groups.</li> <li>• Explain the jobs the different food groups do.</li> <li>• Explain why we should eat more fruit, vegetables and carbohydrates.</li> </ul>
<b>Modelling Dips and Dippers</b>	<ul style="list-style-type: none"> <li>• Follow food hygiene rules before and whilst making a dip and dippers.</li> <li>• Safely use a range of kitchen equipment to cut, peel, grate and chop ingredients.</li> <li>• Measure using teaspoons and tablespoons.</li> </ul>
<b>Designing a Dip</b>	<ul style="list-style-type: none"> <li>• Share ideas about what a product must include to be successful.</li> <li>• Include foods from different groups in a recipe plan.</li> <li>• Use illustrations or notes to plan the making. E.g. ingredients, equipment, method</li> </ul>
<b>Making and Evaluating</b>	<ul style="list-style-type: none"> <li>• Select and use kitchen equipment using a plan as a guide.</li> <li>• Safely prepare ingredients.</li> <li>• Say what went well and what could have been improved.</li> <li>• Explain how design criteria have been met.</li> </ul>
<b>Assessment milestones</b>	
<ul style="list-style-type: none"> <li>• Design a new product that is appealing to themselves and others, based on specific design criteria.</li> <li>• Explore and evaluate existing products.</li> </ul>	<p><b>D&amp;T Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet.</li> <li>• Give specific names, such as protein, to the different groups they eat.</li> </ul>