



The Moorlands Primary Federation

Design and Technology Plan



School: The Valley Primary School Class: One Term: Spring 1

Focus: Dips and Dippers

Unit Overview:

This Dips and Dippers unit will teach your class about good food hygiene rules and using kitchen equipment to prepare food safely. Children will apply these skills when making and evaluating a healthy dip and dippers. The unit develops children's understanding of the eat well plate and explains the importance of eating a healthy and varied diet.

Vocabulary:

Ingredients, senses, sensory, smell, taste, equipment, dips, dipper, balanced, method, starchy, carbohydrate, evaluate, design, dairy, protein, appearance, texture

Learning Objectives	Activities	Resources
<p>To use my senses to help me describe a dip.</p> <p>To explain what I like and dislike about a dip.</p> <p>To name the countries where different dips come from.</p>	<p>Different Dips: Explain that they will be tasting some dips and evaluating them.</p> <p>For each dip ask: What is the dip called? On what occasion might it be eaten? E.g. snack, party, Greek meal.</p>	<ul style="list-style-type: none"> ● Different Dips: Hummus, Guacamole, Salsa, Raita, Thousand Island. ● Breadsticks.

<p>To find the country on a map where a dip comes from.</p>	<p>Discuss where some dips originate and when and how they might be eaten in that country, e.g. Raita – India, Guacamole – Mexico, Hummus – Greece. Find the countries on the map.</p> <p>Dip Tasting: Children discuss how they might describe the different dips. Encourage the children to think about the key words: ingredients, dips, evaluate, senses, taste, texture, smell, appearance. Children record their decisions. ** CHECK ALLERGY INFORMATION BEFORE LETTING CHILDREN SAMPLE FOODS**</p>	
<p>To use my sense of sight, smell and taste to describe the dippers.</p> <p>To taste different dippers and explain which I like and why.</p>	<p>Which dipper will you choose? As a group on a large sheet of paper, write the word dipper in the centre. Children suggest any different foods that might work well to use as a dipper.</p> <p>Explain that because you want them to really focus on evaluating the dipper you will use the same base ingredient as a dip. This base ingredient will be Greek/natural yoghurt. Give out the dippers for the children to evaluate. Explain that as a class they are going to create a shared sensory vocabulary. If the children already have the dipper on their piece of paper they will add any words they can think of to describe the dipper as they taste it. If they don't already have the dipper on their piece of paper they can use the Dipper Word Cards Activity Sheet to cut and stick the dipper name on and then they will add on any words to describe it. Children taste the different dippers, discuss them as a group and then add on to their large sheet of paper any sensory vocabulary to describe them such as crunchy, dry, hard, sweet and juicy.</p>	<ul style="list-style-type: none"> ● A selection of different dippers such as crackers, breadsticks, carrots, cucumber, pepper, nachos and pitta bread, ● Greek/natural yoghurt.
<p>To sort foods in dips and dippers into 5 food groups.</p> <p>To tell you the jobs the different food groups do.</p> <p>To explain why I should eat more fruit, vegetables and carbohydrates.</p>	<p>Eat well Plate: Explain that foods can be sorted into 5 groups. Explain that the size of the different sections represents which ones we should eat more of and which ones we should eat less of.</p> <p>Hummus Dip Recipe: Allow time for children in partners to discuss the ingredients in hummus. Children start to think about where the ingredients belong on the Eat well Plate.</p> <p>Hummus Ingredients: Using pictures, help the children identify which groups the ingredients belong in. Invite children to move the images to the correct place on the plate. Re-cap the need to eat a balance and variety of foods from the different food groups in order to stay healthy.</p>	<ul style="list-style-type: none"> ● Eatwell plate diagrams ● Ingredients for hummus, raita and guacamole

	<p>Raita & Guacamole Ingredients: Repeat the activity above using the ingredients for the guacamole dip.</p>	
<p>To follow the food hygiene rules before and whilst making my dip and dippers.</p> <p>To safely use a range of kitchen equipment to cut, peel, grate and chop ingredients.</p> <p>To measure using teaspoons and tablespoons.</p>	<p>Food Hygiene Rules: Start by discussing and demonstrating the food hygiene rules e.g. tie back long hair, aprons on, clean surfaces. Use a child and physically demonstrate each rule. Demonstrate safety procedures when using equipment throughout the next activity.</p> <p>Guacamole Recipe & Thousand Island Dip Recipe: Model how to make one or both of the dips. Use the making vocabulary when describing your actions. During the demonstrations encourage the children to think about different ingredients that could be added to dips such as grated carrot, beetroot, chopped pepper, cheese. Allow some children to join in. Work together to investigate the creative ways in which a dip could be presented, e.g. layered, blended or marbled.</p> <p>The Bridge, The Claw and Fork Secure: Move on to modelling how to cut the dippers in a safe way. Work closely together with adult support to practice some of the skills demonstrated and experiment with producing some different dips and dippers. They should be encouraged to mix a variety of ingredients together to explore different taste combinations.</p>	<ul style="list-style-type: none"> ● A selection of different ingredients such as beetroot, pepper, grated carrot, tomatoes. ● Equipment to help prepare the food e.g. chopping boards, bowls, graters, safe knives, food scissors, teaspoons and tablespoons.
<p>To share some ideas about what our product must include be successful.</p> <p>To include foods from different groups in my plan.</p> <p>To talk through my ideas then use illustrations or notes to plan the making work.</p>	<p>An Invitation: Identify a context for their dip; giving meaning to why they are making it. They could imagine they are having an exciting event such as a summer tea picnic, party or a cultural event. Discuss who will be the intended eater of the dip and dipper. How could they make it appealing for this person? What must our product include to be successful? With the children's input set out a design criteria. This should include a balance of ingredients, appearance, smell, taste, texture.</p> <p>How to Create Your Design: Model with the children how they could design their dip. Talk the idea through first then develop a method through illustrations and notes. Talk through as you develop your plan all the considerations such as ingredients (remembering a balanced diet), equipment and method. Children then create their dip.</p>	

<p>To select and use kitchen equipment using my plan to guide me.</p> <p>To safely prepare ingredients.</p> <p>To say what went well and what could have been improved.</p> <p>To explain how I have met my design criteria.</p>	<p>Can you remember what we must do before we prepare food? Use a child to clearly model someone following the rules one at a time and then the whole class copying. This will ensure everyone is ready at the same time to start making the dips and dippers. Re-cap the necessary safety cutting techniques.</p> <p>Making: Help children to get organised for their making. Encourage them to follow the plan they made by choosing the ingredients and equipment they planned to use.</p> <p>Children should continuously evaluate and adjust their designs. What should I include in my evaluation? Children evaluate their work against the plan they made. They explain what they did and talk about what went well and what could have been improved. Have they met the original design criteria?</p>	<ul style="list-style-type: none"> ● A selection of ingredients and equipment that allow the children to follow their plans from last session.
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Cross Curricular Links:

Science: Balanced diets/ healthy eating.
 Maths: Measuring

Health and Safety

Permission slips for food tasting maybe necessary. Be aware of any children with food allergies or intolerances. Ensure that there is adequate adult supervision and guidance when children are using kitchen equipment.