



# Year 4/5 DT Knowledge Organiser: Seasonal Cooking



## Subject Specific Skills

- Understand and apply the principles of a healthy and varied diet
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
- Use a range of food ingredients and kitchen equipment
- Follow procedures for safety and hygiene independently
- Accurately following each step of a recipe
- Measuring accurately and calculating ratios of ingredients to scale up or down from a recipe
- Describing the taste, texture and smell of seasonal foods

## Prior Learning

- Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.
- Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.

## Key Vocabulary

- **Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs, texture**
- **Fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, seasonality, source, sustainable**
- **Utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble**
- **Design specification, innovative, research, evaluate, design brief**

## Technical Knowledge:

- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.
- Know and use relevant technical and sensory vocabulary.



Rubbing in to mix fat and flour if making a yeast-based product



Kneading a bread dough

## Design:

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
- Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

What tools will you need to make your bread? What ingredients will you add to the recipe? What finish will you add to the top of your bread? What shape will your bread be? What steps will you need to go through to make your bread?

## Make:

- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose



## Evaluate:

- To be able to evaluate a finished product. What did you most like about making bread? What was most difficult about making bread? How pleased are you with your finished product? What could you do to improve your product further?
- Carry out sensory evaluations of a range of relevant products and ingredients.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.