Year : 3	Term : 3	Topic : Sandwiches	
Learning Objectives (What will the children learn?)	**Class Activities** (What will the children do?)	**Resources** (What will I need?)	**Assessment** (opportunities)
Investigate, Disassembly and Evaluate Activities (IDEAs)			
Children will learn: • that there are a variety of sandwiches (structure and content) • to discuss the attributes or features of existing products **(Progression in Design Skills R5)** • to produce questionnaire with teacher help to discover preferences of users **(Progression in Design Skills R2)** • that databases are useful for holding survey information **(Progression in Design Skills R1)** • that food can be divided into different groups • that sandwiches can form part of a healthy diet • that different combinations of ingredients can affect the taste and texture of the product • to use appropriate language related to food products	• Discuss the contribution of sandwiches to a healthy diet. Introduce the 'balanced plate' model of food groups. Ask the children to identify different foods in the groups. Encourage them to look at their own diets. • Ask the children to write and complete a questionnaire to evaluate a range of bought sandwiches, recording opinions on appearance, smell, taste and texture. Record this information on a database to find the most popular choice. • Give the children a selection of breads that can be used for sandwiches to taste *eg rye bread – Danish open sandwiches; pitta bread – filled kebab; flat bread – filled naan; bread rolls; French stick; sliced and unsliced loaves.* Ask them to identify each one and explain what it can be used for. • Ask children to consider how the sandwiches are packed and stored in a shop until use. Which materials are used and why? Where are sandwiches kept?	• pictures/images of sandwiches and fillings • a selection of different types of sandwiches • a variety of breads • ingredients suitable for spreads and fillings	Can the children: • understand what a sandwich is and how to make one • record their opinions on a table commenting on taste, appearance, smell and texture • identify the different food groups in the 'balanced plate' • put commonly eaten foods in their correct food groups • have a sound understanding of appropriate terms used in food preparation and food products
Focused Practical Tasks (FPTs)			
Children will learn: • about the importance of hygienic food preparation and storage • to use tools safely and effectively • that combinations of ingredients, preparation and cooking can affect the end product	• Discuss the importance of preparing a food area, wearing aprons, and personal hygiene. Discuss why some foods are high risk and should be kept cool. • Demonstrate or let children explore different ways of making sandwiches *eg toasted sandwiches, double-decker sandwiches, open sandwiches, club sandwiches, filled pitta, filled fajitas, 'doorstep'/chunky filled sandwich* • Discuss the function of each ingredient in the sandwich *eg bread – to hold filling, spread – to bind together and moisten.* • Show the children how to use a knife for slicing and	• pictures/images of sandwiches and fillings • a selection of different types of sandwiches • a variety of breads • ingredients suitable for spreads and fillings • plastic table covers, antibacterial cleaner, hand-washing and washing up facilities, aprons • tools and equipment	Can the children: • identify important aspects of personal hygiene before handling food *eg washing hands, keeping long hair tied back, wearing an apron* • identify which foods should be kept in a fridge and why some foods are high risk use sharp tools correctly to ensure safety and accuracy

	cutting *eg keeping fingers well back and cutting away from self, using a fork to hold a tomato still while cutting through the prongs and a grater.* • Discuss how food ingredients change when different preparation techniques are used or heat is applied. • Ask the children to record what they have eaten over three days. Use time and plate wallcharts to show different times of meals.	*eg knives, chopping boards, graters, plates, bowls, plastic film* • access to oven	
Design and Make Assignment (DMA)			
Children will learn: • to identify a purpose for their sandwich *eg for a summer picnic* and establish criteria for a successful product **(Progression in Design Skills GI 2)** • give a written account of what they have made, identifying processes, materials and tools (Progression in Design Skills P1) • to use a trial and error approach to making their design and say what they think about what they have made. (Progression in Design Skills E1) • to produce a simple sequence of drawings (progression in Design Skills DR1) • that they can modify their designs by evaluating as they are making • that the quality of their product will depend on their skills, accuracy and care • to evaluate their product **Progression in Design Skills E1**	• Give children the following basic design brief: ***design and make a sandwich that:*** ➢ ***contains a healthy balance of ingredients;*** ➢ ***is tasty (based on information gathered about preferences);*** ➢ ***is attractive;*** ➢ ***is hygienically produced.*** • Discuss with the children the purpose of the sandwich and provide help to develop the criteria for their designs. • Explain clearly that when designing children have a choice of: bread, spread, filling ingredients and shape/appearance of the finished sandwich • Discuss how each product contributes to a healthy diet. Encourage the children to try these combinations as prototypes before committing them to their final design. • Evaluate their product.	• pictures/images of sandwiches and fillings • a selection of different types of sandwiches • a variety of breads • ingredients suitable for spreads and fillings • plastic table covers, antibacterial cleaner, hand-washing and washing up facilities, aprons • tools and equipment *eg knives, chopping boards, graters, plates, bowls, plastic film*	Can the children: • apply what they have learnt through IDEAs/FPTs in their designing and making • identify that different sandwiches are created for different needs, occasions and purposes • use their knowledge from their research to choose ingredients for the sandwich *eg most people preferred brown bread so I chose this for my design* • work through a sequence of tasks to produce a sandwich, making appropriate modifications • show that they have worked safely and hygienically in their preparation and finishing to ensure a quality product • evaluation