

Design Technology Year 3 Sandwiches Spring Term

Prior Learning: Children will have: learned how to use utensils to cut, peel and juice. They will have some understanding of food hygiene. They will know that fruit and vegetables are a significant part of a healthy diet.

Cross Curricular Links – Science

We need all sorts of vitamins and minerals to survive, and we get these by eating a range of different foods. **Carbohydrates** give us energy. They are found in foods such as bread, potatoes and pasta.

Proteins help our bodies to repair themselves. They are found in foods such as fish, meat, beans, nuts, seeds, eggs and cheese. **Fats** help store energy for our bodies. They are found in foods such as butter, cheese, nuts and fried food. **Fibre** is important for helping us digest our foods. It's found in fruit and vegetables.



1. TWAL: to understand a design brief

TWAL: to classify food into food groups.

We will be given the design brief of making a healthy sandwich for the children to have as a lunch option. We will talk about what we mean by a healthy, balanced diet using the Eatwell Guide as reference including discussing what we eat at lunchtimes and categorising our lunch based on the Eatwell Guide – note the removal of fats/sugars



Food can be categorised into different groups

2. TWAL: to explore ingredients we could use in a well-balanced sandwich

We will look at the sandwich options available at a supermarket and discuss the ingredients and flavour combinations. We will investigate various fillings and types of bread, considering what food group they are, what health benefits they have and what we think of the flavour and texture. We will taste some ingredient options and discuss taste and preference.



3. TWAL: to plan our sandwich.

We will plan our final sandwich using our knowledge of a balanced diet, ingredients and flavour combinations. We will create a plan including diagrams and labels and think about how much of each ingredient we will need – We will draw an exploded diagram of our sandwich. We will think about what utensils we will need to prepare our sandwiches.



An exploded view shows all parts and how they fit together.

4. TWAL: about different kitchen utensils.

TWAL: About the importance of food hygiene.

Now we have looked at the ingredients we wish to use, we will start to think about what equipment we might to make our sandwich.

We will learn about how to safely and correctly use utensils to grate, spreading butter and cut. We will use correct utensils to practise preparing our ingredients and think about how to prepare food hygienically.



How to avoid the spread of bacteria when cooking, preparing, and storing food

5. TWAL: to make our salad based on our design

We will use our plans to measure out our ingredients and develop our final sandwich. We will use our food preparation skills to safely and hygienically prepare our sandwiches. Once we have done this, we will take a photograph of them, taste them, and make notes on what we thought, sharing our findings with our peers



6. TWAL: To evaluate our sandwich.

Using our notes and photographs from the previous lesson we will evaluate our sandwiches in relation to the design brief, how they looked and how they tasted. We will consider whether we would make any changes and why if we were to make the sandwich again.



Design criteria are the really important goals that must be achieved in order for a project to be successful. We should check back throughout the making process

Words we will know!

