



Holly Park Learning Organiser

Year 1 - DT

Food - Gingerbread Biscuits



Prior Knowledge:

Hygiene is important.

Develop food vocabulary using taste, smell and texture

Understand that we eat a variety of foods

Begin to understand some of the tools, techniques and processes involved in food preparation.

Practice stirring, mixing, pouring ingredients during cooking

National Curriculum:

To design appealing products for themselves and others

To use simple utensils and tools

To select a range of decorations for their product.

Core Knowledge:

- Food Preparation - Wash your hands and tie back long hair. Wash utensils in warm soapy water and clean surfaces thoroughly.
- Biscuits are baked flour baked snacks often sweet in flavour.
- They often contain special ingredients for special flavour.
- Know that there are a wide variety of biscuits
- Know the basic ingredients of a biscuit
- Know that several ingredients are combined to make a biscuit
- Know that biscuits need to be cooked/baked in an oven.



Core Skills:

- Develop a food vocabulary using taste, smell, texture and feel
- Group familiar food products e.g .fruit and vegetables
- Cut, peel, grate, and chop a range of ingredients
- Work safely and hygienically
- Understand the need for a variety of foods in a diet

Key Vocabulary

Ingredients	Any of the foods or substances that are combined to make a dish
Hygiene	Keeping healthy and preventing disease, especially through cleanliness
Combine	To bring or join together into a whole
Sprinkle	To cover an object or a surface with small drops of particles of a substance
Mix	To combine or put together to form one substance
Bake	Another word for cooking
Dough	The mixture that is made before a biscuit is made
Roll	To flatten the dough with a rolling pin
Stir	To move a spoon or other implement around in a liquid or other substance in order to mix it thoroughly.

Cross Curricular Links

English –Traditional Tales –The Gingerbread Man

Science—Senses

Design & Technology Skills:

Designing

- Design appealing products for a particular user based on simple design criteria.
- Generate initial ideas and design criteria through investigating a variety of designs
- Communicate these ideas through talk and drawings.

Making

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of decorations according to their characteristics e.g. colour, texture and taste to create a chosen product.

Evaluating

- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Key Questions:

- What sort of decoration will I put on my gingerbread person?
- Who will it be for?
- What will I use to decorate it with?
- Will my end user enjoy my product?
- How will I prepare it? What steps might I need to take?
- How will using different techniques of preparation change the way my food looks?
- How will I evaluate my product?
- Do I need to change anything to make it better?

End Points and Areas for Assessment:

Designing:

I can explain to someone else how I want to make my product.

I can make a simple plan before making.

Making:

I can cut food safely.

I can use my own ideas to make something.

I can choose appropriate resources and tools.

Evaluating:

I can say what went well.

I can say what I would do differently next time.

Cooking & Nutrition:

I can talk about different flavours.

I can talk about hygiene.

I can use some of the technical vocabulary related to this project.

