

Design & Technology

Healthy Muffins

Year Three – Summer Term

Bishop's Waltham Junior School

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	Learning Objectives	Key Skills	Concepts	Lesson Content
1	<ul style="list-style-type: none"> - To name the parts of a balanced diet. 		<ul style="list-style-type: none"> - To know the different elements of a balanced diet. - To understand that different foods have different effects on the body. - To name foods that release sudden or gradual amounts of energy. - To decide what features a muffin needs. 	<p><u>What does a balanced diet look like?</u> How do the different food groups contribute to our health? How can we achieve a balanced diet? Sort lunch box foods according to what they are high in e.g. vitamins, minerals, energy, sugar.</p> <p>Talk about different types of energy release from foods. E.g. sugar for a sudden burst of energy, oats and bananas for gradual release, wholemeal products versus white equivalents.</p> <p>Introduce design brief What are the children's initial thoughts on what type of snacks they could create? Think about the needs on a school trip. Complete brief. 'My muffin needs to be...' Eg. Tasty, easy to transport, not need to stay cool, give me energy, filling...</p> <p>How could we make our snacks 'slow energy release' snacks?</p>
2	<ul style="list-style-type: none"> - To evaluate shop bought muffins and express opinions. 	<ul style="list-style-type: none"> - Using ingredients list to identify key ingredients. 	<ul style="list-style-type: none"> - To discuss preferences, giving reasons. - To understand that each ingredient has a job – some change flavour, texture etc. - To understand that some ingredients are very 	<p><u>Evaluate existing products</u> Recap previous session. What did we learn about a balanced diet? What is our design brief? What are our ideas on ingredients so far?</p> <p>Explain that today they will be looking at existing products. We need to think about whether we like them and what the ingredients are. Introduce key vocabulary – taste, sweet, sour, bitter, spicy, texture, flavour. Explain that we can use the ingredient list to work out what the ingredient are.</p>

			strong, and only need adding in small quantities.	<p>Taste test. Children to be detectives – look at ingredients lists. Which ingredients do they think they can taste? Fill in proforma – helping them to evaluate which ingredients they like.</p> <p>Class discussion – which ingredients do they think worked well? Which products were their favourites? Discuss which ingredients give very strong flavours? Which ingredients changed the texture?</p>
3	<ul style="list-style-type: none"> - To carefully design own recipe using knowledge of the ingredients. 	<ul style="list-style-type: none"> - To apply prior findings to own design. 	<ul style="list-style-type: none"> - To understand that we need to use small amounts of string ingredients. - To consider which ingredients go well together. 	<p>Design own product Recap the basic design brief from the previous session.</p> <p>Look back at evaluation form from previous session. What muffins and ingredients did they like? What did we learn about the different ingredients in a muffin? Consider: Will their muffin be savoury or sweet? What ingredients will give their muffin flavour? What ingredients will change the texture? How will they make it gradual energy release?</p> <p>Give children the basic core recipe to copy. Explain that they will make two (??) muffins. One for home, one for trip? What extra ingredients will they add to give flavour? What quantities will they add them in?</p> <p>Children to write own ingredient list and, if time, design packaging for it.</p>
4	<ul style="list-style-type: none"> - To prepare ingredients and make muffins. 	<ul style="list-style-type: none"> - Mashing - Mixing - Combining - Accurately measure ingredients using measuring jugs, scales and small measures. - Cut safely with a dessert knife using 	<ul style="list-style-type: none"> - To understand the importance of good hygiene and safe working practises - To understand the importance of measuring out ingredients carefully. 	<p>Making Muffins <i>Carefully outline safe working practises – washing hands, moving around classroom, using knife, staying away from heat sources.</i> <i>Carefully demonstrate how to use a dessert knife using the bridging technique.</i> <i>Discuss the importance of not licking tools, fingers etc. as using raw egg.</i></p> <p>Children to make core recipe in table groups, then to add quantities of own desired ingredients to match their recipe / design.</p> <p>Adults to use oven in to cook muffins.</p>

		bridging technique.		
5	- To evaluate own muffin against design brief.		- To consider whether the ingredients used created the desired effects.	<p><u>Evaluating own product</u></p> <p>Recap the initial design brief. Consider:</p> <p>What was our design brief?</p> <p>How did your muffin taste?</p> <p>What did you like about it?</p> <p>What would you change?</p>