

# Sandwich Snacks : DT : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To learn that food can be divided into different groups and that sandwiches can form part of a healthy diet.	Children will learn about the nutritional content of a variety of sandwiches and fillings, and consider how grouping food can help us plan for a healthy diet. They may then either conduct surveys or design menus according to given criteria.	<ul style="list-style-type: none"> <li>Do children know that food can be divided into different groups?</li> <li>Can children name the different food groups and describe their purpose?</li> <li>Do children know that people have different preferences?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Squared paper</li> <li>Permission slip for next lesson</li> </ul>
<b>Lesson 2</b>	To taste a variety of different breads and sandwiches and examine flavours and textures.	Children will identify, taste, describe and sort a variety of different breads and sandwich fillings. They will then discuss their personal preferences.	<ul style="list-style-type: none"> <li>Do children know that there are a variety of different sandwiches?</li> <li>Can children taste and describe different foods?</li> <li>Do children know that different combinations of ingredients affect the taste and texture of the product?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Variety of breads and sandwiches</li> <li>Paper plates/cups</li> <li>Water</li> <li>Worksheet 2A/2B</li> <li>Word bank</li> <li>Boxes, paper, pens (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To design and plan a sandwich for a particular purpose.	Children will devise their own sandwich recipe, selecting bread and filling. They may then either write their recipe and draw annotated images to show it, or write and peer review recipes in small groups.	<ul style="list-style-type: none"> <li>Can children choose a purpose for their sandwich design?</li> <li>Can children describe each step in the process of making their sandwich?</li> <li>Can children design a healthy sandwich?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C/3D</li> <li>Balanced Food Plate card</li> </ul>
<b>Lesson 4</b>	To be able to create a healthy sandwich.	Referring to their previously written recipes, children will make their own sandwiches.	<ul style="list-style-type: none"> <li>Do children know how to work safely and appropriately with food?</li> <li>Can children follow their designs to create a sandwich?</li> <li>Can children present their sandwich in an appealing way?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sandwich designs from Lesson 3</li> <li>Chopping boards, knives, graters, spreaders</li> <li>Paper plates</li> <li>Table coverings if appropriate</li> <li>Aprons</li> <li>Sandwich ingredients</li> </ul>
<b>Lesson 5</b>	To be able to evaluate a finished product.	Children will discuss the process of creating and following a recipe, evaluating their own process as well as their finished product. They will then do an end of unit quiz.	<ul style="list-style-type: none"> <li>Can children evaluate their work fairly and constructively?</li> <li>Can children suggest improvements to their design?</li> <li>Can children incorporate new design features based on their experience of the product?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>End of Unit Quiz</li> </ul>