

What should I already know?

- How to make healthy choices about food and drink.
- How to use a range of tools (knives and forks) confidently and safely.
- Why we need to wash our hands and be able to do this myself.

Design and Technology Knowledge Organiser

Topic: Healthy Sandwiches

Strand: Food and Nutrition



Vocabulary

cut	To divide into parts with an edged tool.
healthy	Foods that provide you with the nutrients you need to sustain your body's well-being and retain energy .
hygiene	Ways of keeping clean to stay healthy and prevent illness through germs.
ingredients	The foods that are used to make something.
sandwich	Bread with a filling inside.
slice	To cut across the grain into thin, uniform pieces
spread	A food that is spread, generally with a knife, onto foods such as bread and crackers.

What new skills and knowledge will I acquire?

- How to **cut** (with a knife), **slice** (with a vegetable knife) and **spread** (with a knife).
- How to present food that looks appealing by using fresh ingredients.
- How to work safely and appropriately with food by:
 - Washing hands before handling food.
 - Ensuring work areas are clean .
 - How to be safe with knives.
- That foods can be described by their taste, smell and appearance using words such as:

Taste—**soft, sticky, wet and mushy**

Smell—**strong, sweet sour, and fruity**

Appearance—**colourful, smooth, sticky and lumpy**

What will I be able to do by the end of the unit?

Design

Use what I have found from looking at different types of sandwiches and their fillings to help me to design my healthy sandwich.



Share my ideas through talking, drawing and labelling.

Make

Spread the butter and follow my design.



Slice any fresh ingredients to go into my sandwich.

Cut my sandwich in half.

Add any additional

Evaluate

Say what I like or dislike about my sandwich

Say how I could improve my sandwich.



Existing products

We will explore sandwiches with different types of bread.

We will explore sandwiches with different types of fillings.

