

Willerby Carr Lane Primary School – Design and Technology

Topic: Healthy cold drinks

Year: 3

Strand: Cooking and Nutrition

What should I already know?

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

What are the ingredients used in healthy cold drinks and what are their nutritional values?	<ul style="list-style-type: none"> • The ingredients of cold drinks can include cold water, ice, milk, yoghurt, still water, fizzy water, vegetables and fruit • Cold drinks are often garnished with orange slices, mint leaves or even paper umbrellas • Cold drinks can contain foods from four out of the seven nutrition groups, including vitamins, minerals, water and fibre
How are cold drinks presented commercially, including their cost?	<ul style="list-style-type: none"> • Organisations and brands advertise their drinks through television adverts, billboards, posters, through the internet etc. • It can cost pennies to create a cold drink as they are made in bulk, however they are sold at a greater price for profit purposes
How can I evaluate a food product and record the evaluation in a meaningful way?	<ul style="list-style-type: none"> • Children will look at and taste a variety of cold drink samples using tasting cups. • Children will be able to explain the taste, texture, appearance and the nutritional value of each drink and record their findings using a table.
How do I use a range of food preparation tools safely?	<ul style="list-style-type: none"> • Knives, forks, spoons, peelers, sieves, graters and whisks need to be help correctly and used only in the way demonstrated by the teacher.
How can I make a healthy, cold drink? How can I combine ingredients to change the appearance, taste and texture of a drink?	<ul style="list-style-type: none"> • The main ingredient of the drink may be still water, fizzy water, milk, yoghurt or fruit juice • Children will try the following combinations: <ol style="list-style-type: none"> 1. Yoghurt or fizzy drink with fruit juices 2. Milk with drinking chocolate 3. Pureed and whisked fruit in a juice to make a smoothie • Drinks can be made sweeter by adding sugar, honey or fruit • Made colder by adding crushed ice or frozen fruit slices • Made thicker by adding grated, mashed or sieved fruit or ice cream

Vocabulary

Designing

appearance	the way something looks
cost	the amount of money paid for something
criteria	the standards by which to judge something
data	facts, figures, or other pieces of information that can be used to learn about something
preference	a thing that is liked better
questionnaire	a list of questions used for gathering useful information from people
taste	the flavour of something by putting into the mouth
texture	the feel of something

Making

blend	to mix enough so that there no longer seem to be separate parts or ingredients
grate	reduce food to small shreds by rubbing it on a grater
puree	a smooth, creamy substance made of liquidized or crushed fruit or vegetables
sieve	put (a food substance or other material) through a sieve
whisk	beat or stir with a light, rapid movement

Knowledge and Understanding

advertising	the activity of producing advertisements for products or services
balanced plate	a meal with a healthy combination of the 5 food groups
consumer	the person who receives and tries the product
food groups	each food is part of a food group
healthy eating	eating a balance of food over a week
hygiene	keeping clean to stay healthy and prevent disease
ingredients	one of the parts of a mixture
market research	asking others questions about the product/what their opinions on the product are
tasting panel	a group of people who try the product and provide useful feedback

Key Design Decisions & Skills

- Work in groups to examine and discuss the samples of cold drinks you have brought (they could also bring pictures and labels from home). Put the lists on display with drinks labels and pictures. This display will provide useful reference in later lessons.
- Children should look at, then taste, each of the sample drinks available. They should record their evaluations of the drinks so that the class will have a record of what they each think about the taste, texture, appearance and nutritional value.
- children should use simple tools such as a knife, fork, spoon, peeler, sieve, grater and whisk to prepare the ingredients in different ways. They will need to taste the results of their work, so food hygiene rules should be observed all through the session.
- Children should be encouraged to think of good questions to ask their partner and should choose a way of recording their results.
- Children should work individually to write a specification, including the main ingredient, which fruits will be added and what will be added to make the drink look appealing.
- Work in pairs so that the drinks can be tasted by the consumers during, and immediately after, the making. Changes may need to be made to the design in response to the consumer's reactions, and these should be recorded on the specification sheet.

Tools and Resources

- Peeler
- Sieve
- Grater
- Whisk
- Water
- Chopping boards
- Knife
- Fizzy water
- Milk
- Yoghurt
- Fruit
- Fruit juice

