



The Moorlands Primary Federation

Design and Technology Plan



School: The Valley Primary School
Termly Learning Plan: We are pop up café designers

Class: 3
Term: Autumn 1

Unit Overview:

In this project, children will develop a class pop-up café serving healthy, appealing savoury snacks made from fresh ingredients for a school event. Children will carry out and analyse results of sensory evaluations of a range of snacks and ingredients. They will also research different types of restaurants, stalls and cafés. Children will design and make graphical products such as menus. Children will consider the user group they are designing for, the theme and location of the café and the availability of ingredients. They will learn about starting and marketing healthy food business, managing a budget, and how to select and prepare ingredients safely and hygienically to make their snacks. The project builds on the design skills developed in Unit 1 and through other D&T projects. It allows for a wide range of contexts as the pop-up café can reflect a school, local or global event.

Key Vocabulary

costings the amount of money for buying ingredients for the pop-up café
design criteria a set of features a product should include if it is to be successful
dough a mixture of dry ingredients mixed with liquid that can be rolled and shaped
pop-up café a temporary food outlet
roll out a way to flatten dough using a rolling pin and a floured board
rub in a method for combining fat with dry ingredients by rubbing the mixture between fingers and thumbs
sensory evaluation analysing the taste, smell, texture and appearance of food
signage the text used for information on displays (signs, invitations and menus in this project)
utensil a tool used for preparing food

Learning Sequence & Objectives	Activities	Resources
To gather information and ideas to design a pop up Café in school.	Ask the children what they think is meant by the term pop-up café. Explain that pop-up restaurants and cafés are temporary and are set up in lots of different places. Show images and examples from the websites.	<p style="text-align: center;">For food preparation:</p> <p style="text-align: center;">Cooking utensils, e.g. spoons, knives, peelers Cooking equipment, e.g. bowls, chopping boards, table-top cooker, heating plate, heatproof mats, cooling racks and net food covers A selection of fresh and dry ingredients Measuring scales and jugs Oven gloves</p> <p style="text-align: center;">For the graphic designs:</p> <p style="text-align: center;">Thick card or a sheet of corrugated plastic Canes/broomsticks Writing and decorating materials Hole punch and cable ties</p> <p style="text-align: center;">Optional:</p> <p style="text-align: center;">Paper plates, plastic cups, paper tablecloths and napkins Fabric and fabric paints</p>
Can you design a pop-up café for our school fair/event?	As a class, generate some initial ideas about creating a pop-up café.	
What do I already know about successful pop up café?	Ask the children to work in groups to undertake internet research on pop-up and street cafés in this country and around the world. Encourage them to focus on the style of the café, how it attracts customers, the types of food sold, and where and how the food is eaten. Also look at marketing-name, logo/symbol and design an organisation uses.	
How to cook hygienically. To use a range of utensils correctly. To make a dough following a recipe.	Discuss why food hygiene is important and teach the children about the four Cs: cleaning, cooking, chilling and cross-contamination. Discuss the importance of eating healthy meal. Teach the children the purpose and function of a range of utensils. Teach the children how to make two basic dough-based products using a pre-selected recipe.	
Design a pop up café.	Discuss what they think makes a pop-up café successful and to develop their initial ideas, then generate and agree a design criterion for each product in response to the design challenge. Discuss and design the company name. Design the menu for the café. Create a list of ingredients and materials needed.	

<p>To create, make and evaluate a pop up café.</p> <p>(Will take more than 1 lesson)</p>	<p>Working in groups, select the materials and equipment they need to work accurately to make their signs, menus and invitations.</p> <p>In groups, the children select the equipment and ingredients they need to make and cook their products referring to their time plan.</p> <p>Allocate tasks to complete before the pop-up café opens such as fixing up the sign, organising the café space, displaying menus and prices, and creating a rota for serving.</p>	
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Cross Curricular links

Art and Design

Improve their mastery of art and design including drawing techniques. (Key Stage 2)

Computing

Understand computer networks including the internet and opportunities for communication and collaboration. (Key Stage 2)

Use search technologies effectively and be discerning in evaluating digital content (research using the internet). (Key Stage 2)

Select, use and combine a variety of software on a range of digital devices to design and create content that accomplishes given goals. (Key Stage 2)

Use technology safely, respectfully and responsibly. (Key Stage 2)

Mathematics

Use operations to solve problems involving measure using decimal notation, including scaling. (Year 5)

Convert between different units of metric measure. (Year 5)

Solve problems involving similar shapes where the scale factor is known or can be found. (Year 6)

Health and safety

Risk assessments should be carried out before undertaking D&T projects. Follow your school risk assessment policy. Children should prepare and serve food safely and hygienically. Refer to the Food a fact of life guidance (see Useful websites). Consider allergies, intolerances and medical needs when working with food. Electrical equipment should be in good condition and safe to use. Ensure the children know how to use sharp tools

and utensils safely and correctly. Supervise the children when using sharp tools. Ensure at least one teacher has a Level 2 Food Safety and Hygiene Certificate.

Christian Distinctiveness

Feeding of the 5000

Breaking of bread

Food in celebrations

Feasts/ festivals

Communities- importance of food in religions/ families

Food rituals