

Design and Technology – Year 1

Content- Food- Preparing Fruit and Vegetables

Big Question: Why is food tasting important?

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the create expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Use the basic principles of a healthy and varied diet. -Understand where foods come from. -Design purposeful, functional, appealing products for themselves and other users based on design criteria. -Generate, develop, model and communicate their ideas through talking, drawing, templates, mocks up and where appropriate information and communication technology. -Select and use a wide range of ingredients, according to their characteristics. -Explore and evaluate a range of existing products. -Evaluate their ideas and products against design criteria. 	<p><u>Food</u></p> <p>Children can use their knowledge on senses to help investigate a variety of fruit and vegetables, focusing on comparing the different smells, textures and tastes.</p> <p>They know and use technical and sensory vocabulary relevant to the project.</p> <p>They can select a range of fruit and vegetables and discuss their characteristics. (Colour, texture and taste.)</p> <p>Children use simple utensils and equipment safely with supervision and support.</p> <p>Children know how to cut, chop and grate vegetables and fruit.</p> <p>They can identify where fruit and vegetables come from-grown at home or formed.</p> <p>They understand what fruit, vegetables and plants need to grow and stay healthy.</p> <p>Children understand what fruit, vegetables and plants need to grow and stay healthy.</p> <p>Children can talk about making healthy choices and know how eating fruit and vegetables are important.</p> <p>They understand the importance of following basic hygiene, procedures and follow these throughout.</p>	<p>Fruit, vegetables, cut, smell, taste, touch.</p>	<p>peel, skewer, kebab., slice, dislike</p> <p><u>Sensory vocabulary-</u> smooth, juicy, sweet, sticky etc.</p>	<p>healthy, diet, ingredients, vitamins,</p>

Knowledge

Substantive Knowledge

Food- concepts- **User**

Lesson 1:

LO: To know a variety of fruit and vegetables and where they come from.

Vocabulary- Fruit, vegetable, healthy

Children to investigate and identify a range of fruit and vegetables. Include some products that locally known from their local context-

Lincolnshire/Boston e.g. strawberries, blueberries, figs, rhubarb, apples and blackberries. Include fruit that is not as well known to the children.

Children can sort the produce based on whether they are fruit or vegetable.

How do you know?

Ask children to think about the following questions:

- 1) What is this called?
- 2) Who has eaten this before?
- 3) Where is it grown? Children to understand that fruit and vegetables can be home grown or grown on farms. Farmers then provide produce to sell in the shop. Encourage children to speak about own experiences of growing vegetables or fruit at home. What do plants need to survive? (Retrieval from EYFS experiences)
- 4) What are its tastes, smell, texture and appearance?
- 5) What will it look like if it is peeled or I cut it in half?

Provide opportunities for children to have an instant response by allowing them to feel and explore products and draw these. Encourage children to label using technical vocabulary linked to colour, shape, feel and taste.

Lesson 2:

LO: To understand that people have different likes and dislikes.

Vocabulary-dislike, like, senses

Disciplinary Knowledge

Each lesson: Tell chn- Today we are going to be a chef. This means we are going to prepare a healthy fruit snack for our class that matches the tastes and likes of members of our class.

When working as a chef it is important that the children think about the ingredients they have chosen to ensure users are satisfied with their product. E.g. thinking about the appearance, taste and textures. They will also begin to explore food processing skills and use utensils and follow hygiene purposes correctly whilst prepping ingredients and following instructions/recipes. Children will begin to draw upon other subject disciplines such as science when thinking about healthy balance diets and their importance.

Children to follow the four aspects of Design and Technology- research, design, make and evaluate whilst building upon technical knowledge to make their finished product.

Introduce concept `user` to the children. Ensure children understand that products can be created to meet the needs of individuals and groups of people. When making a new food product, they need to make sure that their user likes the ingredients used. Children to examine a range of fruit products and describe them using their five senses- draw upon Science knowledge of the five senses and use technical vocabulary when describing their characteristics.

Children to take part in fruit tasting activity and communicate their taste preferences and why they do or do not like the product.

Create a class survey of their favourite fruit and add to display to support with designing the product.

Lesson 3:

LO: To understand healthy choices and why eating healthy is important.

Vocabulary-diet, healthy, vitamins

Children to understand why it is important to make healthy choices including eating lots of fruit and vegetables. Discuss with the children the purpose behind eating fruit and vegetables E.g. includes vitamins and minerals that keep their bodies healthy, fights colds and keeps our bodies fit and well.

Why is it good to eat healthy food?

How many pieces of fruit and vegetables do you eat a day?

What fruit and vegetables are including in our hot meals? Discuss each day after lunch time.

Why is it good to wash fruit and vegetables before we eat them?

Model talk about eating balanced diet.

Children to sort different food products and identify healthy snack options.

Homework task to include children keeping a food diary and ask them to record in a chart how many pieces of fruit and vegetables they eat in a week.

Children to compare with their peers.

Lesson 4:

LO: To know the users taste preference to design a healthy fruit snack.

Vocabulary-sense, taste, touch, smell

Draw upon previous learning and decide who their product will be for. How do we meet the needs of our user?

Discuss design criteria and children to design and plan their healthy fruit snack. Children to use talk and drawings when planning their product. Ask children to think about the ingredients they will use, what utensils they need and how they will present their product. When drawing product, encourage the children to label using technical vocabulary.

Understand that other people may have their own views and opinions about foods they like.

Lesson 5:

LO: To know how to cut, slice and chop safely using simple utensils to make a healthy fruit snack.

Vocabulary-slice, peel, skewer, ingredients, kebabs

Discuss the health and safety aspects e.g. wash hands and fruit before preparing product, model how to use the cutting utensils correctly and how we use chopping boards when cutting. Ensure jewellery are removed on hands and hair is tied back.

Children will select their chosen fruits also thinking about their appearance when presenting their product but also drawing upon other characteristics e.g. textures etc.

Children to use a range of utensils to cut, slice and chop safely when making their healthy fruit snack.

Ensure children are aware of the different stages throughout the making process- can they talk about what they have made and how they have created their snack?

Lesson 6:

LO: To know how to evaluate their healthy fruit snack product.

Vocabulary-Recap the vocabulary from unit.

Children will be able to verbally evaluate their product and discuss how it has met the design criteria. Ask the user to discuss what they like about the product and what they would like to see improve? Ensure children understand that this is not being critical but this stage is important so if we were to make the product again, we could make it even better.

By enjoying and celebrating personal creativity

Concepts	
User	Purpose

ASSESSMENT	
KNOW MORE, REMEMBER MORE, DO MORE...	
In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.	