



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan Design Technology



Year Group: 1	Term: Autumn #2 2021	Teacher: Nicole Morning	Subject lead: Catherine O'Neill Edwards	Overview: Preparing Fruit And Vegetables: Design, make and evaluate healthy savoury snacks for a Christmas Party	Key End Points: By the end of this unit children will be able to: - say where some foods come from - know I need to eat different foods to stay healthy - can use knives safely to cut food													
Links to other learning: RE; Christmas Science; Materials, plants, balanced diet PE: healthy lifestyles. Maths: weighing, time	Relevant Prior Learning: F1: I know what a recipe is F2: I know to wash my hand before touching food	Relevant Future Learning: In Y2 children will be doing food technology to create a sweet (rather than savoury) dish.	High Quality Text: Oliver's vegetables <i>Vivien French</i> What's on your plate? <i>Whitney Stewart</i>	Risk Assessment: Pupils must be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project, risk assessments must be carried out using CLEAPSS. Risk assessments should also identify whether there are any children who are not permitted to taste or handle and food ingredient products. Using knives; teaching knife skills – class teacher to assess appropriate adult: child ratio and supervision levels. Ensure appropriate knives are available https://www.tts-group.co.uk/fruit-and-breakfast-knives-4pk/1000378.html or https://www.amazon.co.uk/dp/B07DSQLHQG?th=1 . Check media permissions for all children.	Teacher CPD: Please read the DATA project on a page sheets attached at the end of this plan prior to teaching. Watch the knife skills video before the lesson.													
<u>Learning Intention</u>	<u>Lesson Outline</u> (Key Questions in colour)			<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>												
1 - I know where some foods come from - I know I need a variety of foods in my diet	<p>This is a DT lesson. In DT we design and make to solve problems. The skill we will be using this lesson is exploring a range of food. Set the scene: We are going to design, make and evaluate a healthy savoury snack for our Christmas party. There is some learning we need to do first... Technical knowledge - We are going to look at some food. Explain that tomorrow children will have a chance to explore the food further by cutting and chopping, smelling and tasting however, for today we are looking and gently touching. What should we do before we touch any food? Children and staff wash hands/ use hand gel. Clean the surfaces that the food will be placed on (allow children to observe and/or help with this – don't complete before the lesson as this is part of the learning). Ensure hair is tied back. Why do we do these things? - Place items in the middle of the tables whilst children sit in groups. Allow children to examine and explore the range of savoury fruit/ salad item and vegetables. Use questions to develop children's understanding e.g. What is this called? Who has eaten this fruit/vegetable before? Where does it come from? Support may be needed if children give answers like 'Asda'. Where is it grown? - https://www.youtube.com/watch?v=iTLQn_XeE5Q Discuss where various foods on the video come from: Trees, plants or in the ground. Give children three sorting hoops and ask them to sort the foods into groups according to where they think they grow... trees, plants or ground. Discuss the children's answers and then ensure they know the correct answers, allow children to move items into the correct sorting hoops. Photograph children and their sorting hoops as evidence to go in books. Discuss the 'healthiness' of foods: What is a healthy food? Are vegetables healthy? Is it healthy just to eat vegetables? Why? How can we eat healthily? What is a balanced diet? Sum up learning by establishing that we need a variety of foods in our diet... we need to eat different types of food to stay healthy. Does anyone know how many portions of fruit and vegetables we should eat every day? Exit pass for lesson: Complete the sentence (verbally/pictorially/writing) 'To be healthy I need to eat....' (different foods/ a variety of foods)</p>			Range of savoury fruit, vegetable and salad items. For example: cucumbers, peppers, tomatoes, carrots, baby sweetcorn, onions, sugar snap peas, avocado, garlic, lettuce, mushrooms, fresh basil. 3 sorting hoops per table Large screen to show video Camera to record children's sorting and learning	Tree Plant Ground Vegetables Fruit <table border="0"> <tr> <td>Fruit</td> <td>vegetable</td> </tr> <tr> <td>Salad</td> <td>seeds</td> </tr> <tr> <td>Bush</td> <td>tree</td> </tr> <tr> <td>Harvest</td> <td>grow</td> </tr> <tr> <td>Variety</td> <td>diet</td> </tr> <tr> <td>Healthy</td> <td></td> </tr> </table>	Fruit	vegetable	Salad	seeds	Bush	tree	Harvest	grow	Variety	diet	Healthy		
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<p>2</p>	<p>- I can say which foods I like and explain why - I can work safely and hygienically</p>	<p>This is a DT lesson. In DT we design and make to solve problems. The skill we will be learning this lesson is how to use a knife safely - Today, we will be exploring the fruit and vegetables from yesterday. We will be investigating their smell, taste and texture. Why are we exploring them? Refer to the project task design, make and evaluate a healthy savoury snack for our Christmas party. We want to find out which you like so you can include it in your recipe. We are also going to be practicing knife skills. Clarify understanding of texture (meaning in the mouth, not the hand). What might the texture of a banana be described as? What about a carrot? If we are going to explore the food, we may have to use some tools. Discuss what tools needed (knives, chopping board, garlic crusher, kitchen scissors). Discuss knives... look at a butter knife, small kitchen knife, large kitchen knife. Which would be the most appropriate to use? Discuss how using a blunt knife, such as the butter knife, means things are difficult to cut and the knife may slip off the food an you could get cut. You need a sharp knife that is the right size for you. - Watch the following video and ask children to listen carefully to how to use a knife safely. https://www.youtube.com/watch?v=8RrufR-zLag Teach knife skills to the children (teacher could demonstrate again with use of a visualiser):</p> <ul style="list-style-type: none"> • Wash hands and food • Use a chopping board • choose a knife right size for you (Use safety knives recommended in the risk assessment at the top of this plan) • use the sharp side of the knife • hold it by the handle not the blade • food that rolls, adult cut in half in half for children to lie flat then cut • no flat fingers in the hand that is holding the food – curl the finger tips • tuck the thumb in • try the ‘peek-a-boo’ hold to cut • keep fingers up when chopping <p>Discuss items such as basil and garlic where using a knife wouldn't be appropriate, demonstrate scissors and crusher usage. IEA (Investigate and Evaluate Activity) Cutting activity: teacher to personalise risk assessment to the class however, small group using knives may be safer than whole class. Provide opportunities for children to handle, smell, taste, cut fruit and vegetables in order to describe them through talking and drawing. What are its taste, smell, texture and appearance? What will it look like if we peel or cut it? What are the different parts called? Can it be eaten raw? Can it be cooked? Is it eaten by itself or used as an ingredient? Evaluate which the children like the best giving reasons – what do you prefer and why? Which might be the best to match the occasion purpose. Additional adults in the room to capture and record children's vocabulary and take photographs for books would be useful. Collate children's words and build a class word bank (additional adult could be recording these on the board throughout the lesson to save time, this can then be photographed for books). Discuss words. - Children discuss their favourite items saying why and using sensory vocabulary. Demonstrate verbally completing the sentence stem My favourite food was because Ask children to do this with a partner. If able, complete cloze sentence stem in writing. To close the lesson, children should help with clearing away and cleaning tables and washing up. If there is any food left over, what could be done with it? Does it need to be thrown away? Could it be used to make a salad? To feed the birds?</p>	<p>Range of savoury fruit, vegetable and salad items. For example: cucumbers, peppers, tomatoes, carrots, baby sweetcorn, garlic, onions, sugar snap peas, avocado, lettuce, mushrooms, fresh basil</p> <p>Screen to watch video</p> <p>Knives, chopping boards, garlic crusher, kitchen scissors</p> <p>Visualiser</p>	<table border="1"> <thead> <tr> <th>Texture</th> <th>taste</th> <th>smell</th> </tr> </thead> <tbody> <tr> <td>Knife</td> <td>chop</td> <td>safe</td> </tr> <tr> <td>Skin</td> <td>seeds</td> <td></td> </tr> <tr> <td>core</td> <td>kernels</td> <td></td> </tr> <tr> <td>stone</td> <td>pod</td> <td></td> </tr> <tr> <td>leaves</td> <td>flesh</td> <td></td> </tr> <tr> <td>stalk</td> <td>knife</td> <td></td> </tr> <tr> <td>blade</td> <td>dull side</td> <td></td> </tr> <tr> <td>sharp</td> <td>handle</td> <td></td> </tr> <tr> <td>chopping board</td> <td></td> <td></td> </tr> <tr> <td>chop</td> <td>cut</td> <td></td> </tr> <tr> <td>slice</td> <td>flat</td> <td></td> </tr> <tr> <td>curl</td> <td>tuck</td> <td></td> </tr> <tr> <td>crunchy</td> <td>soft</td> <td></td> </tr> <tr> <td>smooth</td> <td>fresh</td> <td></td> </tr> <tr> <td>bitter</td> <td>sour</td> <td></td> </tr> <tr> <td>strong</td> <td></td> <td></td> </tr> <tr> <td>waste</td> <td></td> <td></td> </tr> </tbody> </table>	Texture	taste	smell	Knife	chop	safe	Skin	seeds		core	kernels		stone	pod		leaves	flesh		stalk	knife		blade	dull side		sharp	handle		chopping board			chop	cut		slice	flat		curl	tuck		crunchy	soft		smooth	fresh		bitter	sour		strong			waste			
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<p>3</p>	<p>- I can generate ideas and create different ideas for a recipe</p>	<p>This is a DT lesson. In DT we design and make to solve problems. The skill we will be using this lesson is how to generate ideas and create designs We are going design, make and evaluate a healthy savoury snack for our Christmas party. We have explored different foods and know which we like and why. Now you are going to generate your ideas and come up with different ideas for your snack. Why is it good to have different ideas? At the end of the lesson, we will choose a final design but we will come up with lots of ideas first to help us choose the best design possible. Generation of ideas demonstrate sharing different ideas by drawing and share your internal voice thought processes... I am choosing these foods because... I like the way this looks on the plate because it has different colours, I like the way this snack looks because all the vegetables are cut the same way into batons, I like this snack because it has some crunchy food and some softer food and I like different textures. My 3 ideas are different because... Invite children to share their responses to your ideas. - Children draw at least 3 different ideas (in their books or on paper plates). Encourage them to talk aloud and explain their thinking as they go. What do they like about their design? How are their ideas similar? Record children's comments on post-it notes which can then be stuck into books – additional adults may be helpful in capturing children's responses.</p>	<p>Books, paper plates (or paper plate templates), pencils, white board</p>	<table border="1"> <thead> <tr> <th>Idea</th> <th>Design</th> </tr> </thead> <tbody> <tr> <td>Reason</td> <td>Generate</td> </tr> <tr> <td>Think</td> <td>explain</td> </tr> <tr> <td>draw</td> <td>appearance</td> </tr> <tr> <td>Texture</td> <td>taste</td> </tr> <tr> <td>Like</td> <td>dislike</td> </tr> <tr> <td>Favourite</td> <td>crunchy</td> </tr> <tr> <td>Soft</td> <td>same</td> </tr> <tr> <td>Different</td> <td>compare</td> </tr> <tr> <td>Magpie</td> <td>change</td> </tr> <tr> <td>Keep</td> <td>present</td> </tr> <tr> <td>Presentation</td> <td>appetising</td> </tr> </tbody> </table>	Idea	Design	Reason	Generate	Think	explain	draw	appearance	Texture	taste	Like	dislike	Favourite	crunchy	Soft	same	Different	compare	Magpie	change	Keep	present	Presentation	appetising																															
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		<p>- Near the end of the lesson, children should reflect on their different design and select their favourite elements. Allow children to move around the room and magpie ideas from other children. <i>Is there anything you will add or change for your final design? What is more important to you... the taste, appearance or texture? How will you present it on the plate to make your snack look appetising?</i></p>			
4	<p>- I can design a savoury snack using vegetables or fruits - I can plan how I will make my snack</p>	<p>This is a DT lesson. In DT we design and make to solve problems. The skill we will be using this lesson is to plan how we will make our product. Design and plan - Children compete their final design; the design they will actually make for their snack. You may need to help children with realistic expectations e.g. if a child wants to build a 3D elephant out of food, how will they do it? Manage expectations sensitively. The final design should be clearly identifiable as the final design (e.g. on a paper plate if the rest were in books or using felt tip pens instead of pencils). - Children then need to plan how they will make their snack. Allow children time to think this through, they can record ideas in writing or drawing pictures in their books. Children should then practise telling someone how they will make their snack using their notes/sketches as prompts. Ask guiding questions <i>How will you cut the food? How will you keep safe? How will you present the food on the plate? Why do you want to cut it into that shape?</i> Select some children to share their plan to the whole class. Discuss being a good listener and share skills the children demonstrate e.g. you spoke with a loud, clear voice. You used clear steps so I know exactly how you would make your snack. I like the way you remembered to be safe by washing your hands first. - Children then present their plan to the rest of their table. - Capture children's presentations on video and then put a QR code in the children's books (check media permissions for all children)</p>	<p>Books, paper plates (or paper plate templates), pencils, white board, device to video record children's presentations</p>	<p>Idea Plan Favourite Think Steps instructions Next Texture Like soft</p> <p>Design How best Safe appearance taste crunchy</p>	
5	<p>- I can use tools safely to prepare ingredients</p>	<p>This is a DT lesson. In DT we design and make to solve problems. The skill we will be using this lesson is making our product safely Make This activity might be best completed in groups to ensure high levels of supervision with using knives - Revisit their final design and watch their planning video - Revisit how to keep safe (what we do before touching food and knife skills) <i>food that rolls, adult cut in half in half for children to lie flat then cut</i> <i>- no flat fingers in the hand that is holding the food – curl the finger tips</i> <i>-tuck the thumb in</i> <i>- 'peek-a-boo' hold - keep fingers up when chopping</i> - Children make their snack for the Christmas Party. <i>These may not keep overnight well so preparing snacks in the morning to eat in the afternoon is a good idea or have an adult sitting with each group so they can make them at the start of the afternoon and have the party at the end of the afternoon</i> - As children are making snacks, ensure they are using tools safely. Ask children questions as they work to clarify thinking: <i>Does it look like your design? Why are you cutting it that way? Why did you want the tomatoes next to the carrots? How are you making sure you are safe?</i> - Photograph children's finished snack and print to go in their books.</p>	<p>Food according to children's designs (this will take some time to gather from children's work)</p>	<p>Make Prepare tool</p> <p>safety follow plan</p>	
6	<p>- I can evaluate my work and say what I like and dislike about my recipe and explain why</p>	<p>This is a DT lesson. In DT we design and make to solve problems. The skill we will be using this lesson is evaluating our product Evaluate As children enjoy their snack at the Christmas party, encourage them to talk about their design as they develop and identify good and bad points. <i>Parents could be invited in to the Christmas party to celebrate with the children and share their snack. They could ask the children the questions below and record their answers with them</i> <i>Does your snack look like your design? Why?</i> <i>Does your snack look appetising?</i> <i>What do you like about your snack and why?</i> <i>Is there anything you dislike about your snack and why?</i> <i>Would you make it is a different way next time?</i> <i>Would you make and changes?</i> <i>What was your favourite thing about your snack?</i> <i>What have you learned?</i> Record answers from above in to the children's books. Children grade their snack out of 5 stars by colouring in and say <u>why</u>. Close by recapping on why evaluations are important.... We check how things have gone in order to make improvements.</p>	<p>Parents, questions on sheets with space for parents to write children's answers Camera 5 star slips</p>	<p>Evaluate Good Change Well Pleased happy</p> <p>Assess Bad Improve</p>	