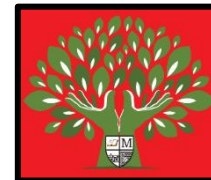


Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan Design Technology



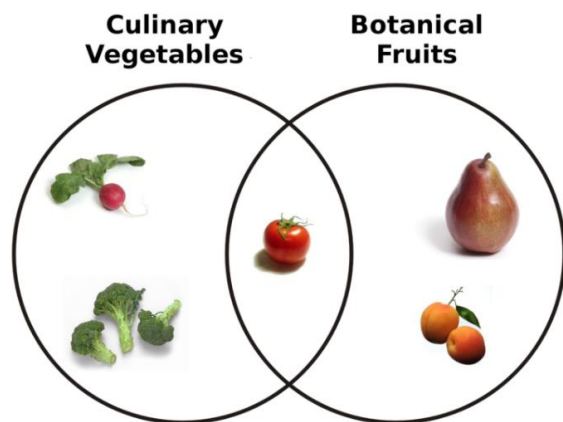
Year Group: 2	Term: Autumn #2 2021	Teacher: Sarah Bride	Subject lead: Catherine O'Neill Edwards	Overview: Preparing Fruit And Vegetables: Design, make and evaluate a fruit based dish	Key End Points: By the end of this unit children will be able to: - say where fruit and vegetables come from - explain what the eatwell plate shows - prepare fruit in various ways using different tools																								
Links to other learning: Science; Materials, plants, balanced diet PE: healthy lifestyles.	Relevant Prior Learning: Y1: Children made savoury snacks and learned knife skills Y1: science parts of flowering plants	Relevant Future Learning: In Y3 children will be looking at food in terms of a healthy varied diet and will be designing and making a lunch	High Quality Text: A fruit is a suitcase for seeds <i>Jean Richards</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/B07DSQLHQQ?th=1	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 understand where food comes from - I know about the Eatwell Plate.	This is a DT lesson. In DT we design and make to solve problems. The skill we will be using this lesson is exploring where food comes from Set the scene: We are going to <i>Design, make and evaluate a fruit based dish.</i> Technical knowledge We are going to be making a fruit based dish but first we have some learning to do about where food comes from and how to eat healthily. - Recall designing and making savoury snacks for Christmas party children completed in year 1 (look at work in books if these are still available). What do they remember? Allow children time to talk in partners before sharing memories and knowledge/skills they remember. <i>Prior learning from Y1:</i> - <i>Where does food come from? Trees, plants, on/in the ground</i> - <i>To be healthy I need to eat a variety of foods</i> - <i>How to prepare to work with food (wash hands, clean surfaces, tie hair back)</i> - <i>How to clean up afterwards and avoid waste</i> - <i>Knife skills:</i> . https://www.youtube.com/watch?v=8RufR-zLag <ul style="list-style-type: none">• Wash hands and food first• 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				Screen Worksheet Eat well plate	<table><tr><td>Fruit</td><td>Vegetable</td></tr><tr><td>Sweet</td><td>Savoury</td></tr><tr><td colspan="2">Culinary: to do with cooking</td></tr><tr><td colspan="2">Botany: science of plants</td></tr><tr><td>Plant</td><td>Root</td></tr><tr><td>Stem</td><td>Leaves</td></tr><tr><td>Flower</td><td>Flowering</td></tr><tr><td>Tree</td><td>Plant</td></tr><tr><td>Ground</td><td>Culinary</td></tr><tr><td>Botany</td><td>Botanist</td></tr><tr><td>Seed</td><td>Pip</td></tr></table>	Fruit	Vegetable	Sweet	Savoury	Culinary: to do with cooking		Botany: science of plants		Plant	Root	Stem	Leaves	Flower	Flowering	Tree	Plant	Ground	Culinary	Botany	Botanist	Seed	Pip	
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- 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

- New learning, today we are going to learn more about where food comes from. **How many portions of fruit and vegetables should we eat every day? What is the difference between a fruit and a vegetable?** Allow children to discuss in pairs/groups then share ideas. *Fruits are sweet and vegetables are savoury. In culinary terms this is generally considered correct however in scientific terms, botanists have a different definitions. Culinary: to do with cooking Botany: science of plants*

Watch this video https://www.youtube.com/watch?v=DTK-uWx_VQo Recap on learning from the video... Fruit: grows from the flowering part of a plant and usually has a seed/seeds. Vegetables: Can be roots, stems or leaves that are edible

- Discuss confusing examples such as butternut squash, cucumber, tomatoes (botanically a fruit) – useful venn diagram to share








Recap where vegetables come from and fruit comes from. **Vegetables come from the ground and fruit comes from a flower on a plant/tree.** Children complete similar in books using the same titles as above.



Share this image of the Eat Well Plate. Encourage children to discuss what they notice with a partner/group. **What do you notice? Which sections are the biggest? Which are the smallest? Where would a packet of crisps go? Where would a cheese burger go? What might happen if we only ate food from two sections? What is it telling us?** Encourage children to summarise the Eat Well Plate. 'The Eat Well Plate tells us.....' **To eat a balanced diet.**

- Exit pass: Children complete this sentence starter with their reflection of the Eat Well plate. 'The Eat Well Plate tells us.....'

2	<p>- I can cut, peel, grate and chop safely.</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 preparing and exploring fruit</p> <p>- Today, we will be exploring the fruit. We will be investigating their smell, taste and texture (in the mouth). Why are we exploring them? Refer to the project task We are going to Design, make and evaluate a fruit based dish. We want to find out which you like so you can include it in your recipe.</p> <p>- Look at a range of preparing fruit e.g. peeling, grating, slicing, chopping. What tools might we need? Knives, chopping board, peelers, graters</p> <p>https://www.youtube.com/watch?v=PMx5tzTwKjY – video on how to use a peeler safely (1m 36 seconds)</p> <p>https://www.youtube.com/watch?v=v4keMFH7CIU – video on how to grate safely (1m 48 seconds)</p> <p>Revisit previous video on knife skills</p> <p>IEA (Investigate and Evaluate Activity)</p> <p>Cutting activity: teacher to personalise risk assessment to the class however, smaller 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 (in the mouth not hand) 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? Does it need to be peeled? Does the taste change when you grate it? 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?</p> <p>Children record in their books by writing/ drawing responses to various fruits think about taste, texture, smell, the way it looks, ease and safety of preparation.</p> <p>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 fruits. For example: apples, banana, oranges, strawberries</p> <p>Screen to watch video</p> <p>Knives, chopping boards, peelers, graters</p>	<table><tr><td>Prepare</td><td>Peeling</td></tr><tr><td>Grating</td><td>Slicing</td></tr><tr><td>Chopping</td><td>Texture</td></tr><tr><td>Taste</td><td>Smell</td></tr><tr><td>Looks</td><td>Aesthetics</td></tr><tr><td>Preparation</td><td>Ease</td></tr><tr><td>Safety</td><td>knife</td></tr><tr><td>Skin</td><td>peel</td></tr><tr><td>Pip</td><td>seed</td></tr><tr><td>Stone</td><td>waste</td></tr></table>	Prepare	Peeling	Grating	Slicing	Chopping	Texture	Taste	Smell	Looks	Aesthetics	Preparation	Ease	Safety	knife	Skin	peel	Pip	seed	Stone	waste	<p>For children who struggle with writing, teacher to scribe</p>
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3	<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 designing</p> <p>We are going Design, make and evaluate a fruit based dish.. 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. Share these images of different fruit based dishes to help children think creatively</p> <div></div> <p>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. I want to present them in a way that makes them appetising. My 3 ideas are different because.... Invite children to share their responses to your ideas.</p> <p>- Children draw at least 3 different ideas considering and recording their thoughts in relation to: taste, texture, look. Encourage them to talk aloud and explain their thinking as they go. What do they like about their design? How are their ideas similar?</p> <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. Is there anything you will add or change for your final design? What is more important to you... the taste, appearance or texture?</p>	<p>Books, paper plates (or paper plate templates), pencils, white board</p>	<p>Idea</p> <p>Design</p> <p>Generate</p> <p>Think</p> <p>appearance</p> <p>texture</p> <p>taste</p> <p>like</p> <p>dislike</p> <p>favourite</p> <p>crunchy</p> <p>soft</p> <p>same</p> <p>different</p> <p>compare</p> <p>magpie</p> <p>change</p> <p>keep</p> <p>present</p> <p>presentation</p> <p>appetising</p>																					

4	<p>- I can design fruit based dish explaining reasons for my design</p> <p>- 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 designing and planning</p> <p>Design and plan</p> <p>- Children complete their final design explaining:</p> <ul style="list-style-type: none"> • why they have chosen each ingredient • why they have chose methods for preparation e.g. grating, slicing, chopping, peeling • why they have chosen to present the dish in the way they have designed • what equipment they will need • how they will make it <p>Children's explanations and reasoning should be captured in their books</p>	Books, pencils, white board,	<p>Design Idea</p> <p>Favourite Think instructions Next Texture Like</p> <p>plan how make</p> <p>best steps 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 using tools safely</p> <p>Make <i>This activity might be best completed in groups to ensure high levels of supervision with using knives</i></p> <p>- Revisit their final design and planning - Revisit how to keep safe (what we do before touching food and knife, grate and peeler skills)</p> <p>- Children make their fruit based dish. <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 then at the start of the afternoon and have the party at the end of the afternoon</i></p> <p>- As children are making snacks, ensure they are using tools safely. Ask children questions as they work to clarify thinking: Does it look like your design? Why are you cutting it that way? Why did you want to present it that way? How are you making sure you are safe?</p> <p>- Photograph children's finished dish and print to go in their books.</p> <p>- food that rolls, adult cut in half in half for children to lie flat then cut</p> <p>- no flat fingers in the hand that is holding the food – curl the finger tips</p> <p>- tuck the thumb in</p> <p>- 'peek-a-boo' hold - keep fingers up when chopping</p>	Food according to children's designs (this will take some time to gather from children's work)	<p>Make Safe Design</p> <p>Cut Slice Arrange Present Why Explain reason</p> <p>product knife skills</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</p> <p>Evaluate</p> <p>As children enjoy their fruit dish, encourage them to talk about their design as they develop and identify good and bad points. <i>Parents could be invited in to share their snack. They could ask the children the questions below and record their answers with them</i></p> <p>Does your snack look like your design? How did you make sure?</p> <p>What do you like/dislike about the appearance of your dish?</p> <p>What do you like/dislike about the taste your dish?</p> <p>What do you like/dislike about the texture of your dish?</p> <p>Would you use any different methods next time?</p> <p>Did you have to make any changes as you made your dish? Why?</p> <p>Would you make any changes if you made it again?</p> <p>What was your favourite thing about your snack?</p> <p>What have you learned?</p> <p>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>.</p> <p>Close by recapping on why evaluations are important.... We check how things have gone in order to make improvements.</p>	Parents, questions on sheets with space for parents to write children's answers Camera 5 star slips	<p>Evaluate Assess Improve</p> <p>Good Bad Change Better Well Pleased happy</p>	