


Design and Technology Learning Journey - Food technology		Year 1 Summer 2	
Theme Overview		Project Outcomes	
<p>In this Design and technology unit, the children will examine a range of fruits and vegetables thinking about the appearance, texture, smell and taste. They will evaluate a range of food products to help inform their design ideas. The children will use focused practical tasks to practise using simple utensils to wash, grate, peel, slice and squeeze. They will discuss healthy eating and the need to eat fruits and vegetables as part of a balanced diet. The children will design and make their own healthy vegetable and fruit salad.</p>		<p>Design salads to encourage children in Year 1 at Mrs. Blands to eat a rainbow of fruit and vegetables.</p>	
Skills Focus		Key Vocabulary	
<p>Making</p> <ul style="list-style-type: none"> Use simple utensils and equipment to cut, peel, grate. Select from a range of fruit and vegetables according to their characteristics to create a chosen product. 		<p>fruit and vegetable names (of those they will experience in this unit), Eatwell plate sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria names of equipment and utensils e.g. chopping boards, knives, peelers, graters, skewers, juicers, spoons, jugs, plates, bowls, aprons,</p>	
		Sequence of Learning	
Evaluating		Lesson 1	Lesson 2
<ul style="list-style-type: none"> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. 		<p>LI: to understand where food comes from, in the context of fruit and vegetables. Class discussion Sing the song 'Cauliflowers fluffy' (without images), get children to record any names of fruit or vegetables they hear. With a feely bag get children to touch, squeeze, poke the veg, then take them out and see if children can correctly name them. Explain some grow above ground and some below (root vegetables). Activity 1: children sort fruit/veg into those that grow above/below ground. Then take feedback from different groups.</p>	<p>LI: to explore and evaluate a range of existing products in the context of tasting salads made mainly from root vegetables. Start the lesson at tables with a food mat activity. Children to quickly circle the foods they think are healthy. Class discussion Introduce the eatwell plate and discuss where the food on their food mat belongs on the plate and whether it is healthy or not. Ask why it is important to eat vegetables? Re-look at the eatwell plate and highlight the large portion of fruit and</p>

<p>Practical skills and techniques:</p> <ul style="list-style-type: none"> work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task 	<p>Extension activities - children could use the internet to research where fruit and veg grow. Children could make observational drawings of fruit or vegetables (cut open and draw inside too).</p> <p>[useful books - <i>Fabulous fruit</i> by Bryony Jones and Rebecca Fox & <i>Very Tasty Vegetables</i> by Bryony Jones and Rebecca Fox]</p>	<p>veg that should be eaten daily - five a day. Show a selection of different salads and explain that they are all made using some of the root vegetables that they learnt about last lesson. Children use tasting spoons to sample the different salads, then evaluate them. Create a tally chart to see which is the most popular root vegetable salad (to be created in the next session). [Useful book - <i>Vegetable Glue</i> by Susan Chandler; <i>Oliver's Vegetables</i> by Vivian French]</p>
<p>Making</p> <ul style="list-style-type: none"> Use simple utensils and equipment to cut, peel, grate. Select from a range of fruit and vegetables according to their characteristics to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. <p>Practical skills and techniques:</p> <ul style="list-style-type: none"> 	<p>Lesson 3</p> <p>LI: to use the basic principles of a healthy and varied diet to prepare dishes in the context of preparing a salad made from root vegetables and /or fruit.</p> <p>Class discussion</p> <p>Discuss and demonstrate food hygiene rules. Discuss and demonstrate the safety procedures when using equipment.</p> <p>Activity - Making salad. Encourage children to follow the recipe carefully, choosing the correct ingredients and equipment. Children should be encouraged to use a clean spoon to keep tasting their salad and then make adjustments.</p> <p>Evaluation - ask children to explain and talk about what they did, what went well and what could have been improved. Evaluate their work against the recipe and preparation skills and techniques discussed.</p>	<p>Lesson 4</p> <p>LI: to select from and use a range of tools and equipment to perform practical tasks in the context of preparing fruit salads. To understand where food comes from. Class discussion: recap on the Eatwell plate and the importance of eating 5 a day. How many different fruits can we name as a class in 1 minute - record as a list. Show a selection of fruit and see if children can name them (choose some more exotic fruit as well as some that grows in the UK). Taking one fruit at a time, ask children if they can describe what it looks like inside, then sample the fruits and use their senses to describe them. Explain we can grow some fruit in the UK but some is grown in other countries. Do they know why this is? Or which fruits might be grown locally?</p> <p>Activity</p> <p>In groups children follow a simple recipe to make their own fruit salad. Peel and slice fruits focusing on safety. Evaluate - ask children to explain and talk about what they did, what went well and what could have been improved. Evaluate their work against the recipe and preparation skills and techniques discussed.</p> <p>[Useful books: <i>Handa's surprise</i>]</p>

