

Term 2

Unit Overview: KS1 DT

Preparing Fruit and Vegetables

<p>National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u> 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, mock-ups and, where appropriate, information and communication technology.</p> <p><u>Make</u> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><u>Evaluate</u> explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p> <p><u>Technical knowledge</u> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> ❖ Know that all food comes from plants or animals. ❖ Know that everyone should eat at least five portions of fruit and vegetables every day. ❖ To prepare simple dishes safely and hygienically, without using a heat source. ❖ To use techniques such as cutting, peeling and grating. <p><u>Designing</u></p> <ul style="list-style-type: none"> ❖ Design appealing products for a particular user based on simple design criteria. ❖ Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. ❖ Communicate these ideas through talk and drawings. <p><u>Making</u></p> <ul style="list-style-type: none"> ❖ Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. ❖ Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> ❖ Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. ❖ Evaluate ideas and finished products against design criteria, including intended user and purpose. <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> ❖ Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. ❖ Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project. 	<p>Unit Outcomes</p> <p>Designing, making and evaluating a fruit snack for a class tea party.</p> <hr/> <p>Key People</p> <p>Jamie Oliver – Recipes and links to promoting healthy eating.</p> <hr/> <p>Vocabulary</p> <p>Fruit and vegetable names Names of equipment and utensils Soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, ingredients, tasting, design, evaluate.</p> <hr/> <p>Related Learning</p> <p>Science – understand that plants have leaves, stems, roots, flowers and fruits; understand the importance of growing plants and how seasons affect growth. Talk about a balanced diet, different types of food and hygiene.</p> <p>Spoken language – children develop and use a sensory vocabulary. Ask questions to check understanding; use the correct terminology for equipment and food processes. Ask questions to develop and check understanding, develop technical and sensory vocabulary and build knowledge.</p> <p>Writing – develop descriptive writing based on first-hand experience of tasting fruit and vegetables.</p> <p>Mathematics – carry out a simple survey to find out which are the favourite fruits/vegetables; construct and interpret the information in e.g. pictograms and bar graphs.</p>
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<p>Prior learning - Development Matters</p> <ul style="list-style-type: none"> ❖ Create collaboratively, sharing ideas, resources and skills. ❖ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ❖ Know and talk about the different factors that support their overall health and wellbeing ❖ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Christian Values</p> <p><u>Courage:</u> Have courage to try new ideas and be innovative.</p> <p><u>Respect:</u> Evaluate your own work in a positive and respectful way. Support peers and offer feedback on their designs.</p> <p><u>Trust:</u> Having trust in a process and being able to work towards a vision. Trusting your own creative ideas is an important part DT.</p> <hr/> <p>Future application of skills:</p> <ul style="list-style-type: none"> ❖ Know how to use appropriate equipment and utensils to prepare and combine food. ❖ Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. ❖ Know and use relevant technical and sensory vocabulary appropriately. 	<p>British Values</p> <p><u>Democracy:</u> Children work together to support each other in lessons and children that are more able can be given the opportunity to lead with their own examples of their work. Children take turns both in speech and practically with others. Children understand that it is not always possible or right to have their own way and understand the value of compromise. Children must take the views and opinions of others into account but still have the right to make their own choices.</p> <p><u>Rule of Law:</u> Children understand the importance of safety rules when using tools.</p> <p><u>Individual Liberty:</u> Children are taught that DT is a very subjective and personal subject which provides an opportunity to express themselves. The children are encouraged to make decisions with their own design choices, style and sometimes media choice. Children are expected to take responsibility for all of the equipment used when working in DT.</p> <p><u>Tolerance:</u> Children understand that many great design ideas originate from other cultures. When completing the food and nutrition units, food from different cultures are discussed as well as food that is accepted in different faiths.</p> <p><u>Mutual Respect:</u> Children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own.</p>
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