

ACET Junior Academies

Scheme of Work for Design Technology

Y1 Food - Preparing fruit and vegetables



About this unit: In this unit, pupils will explore a range of fruits and vegetables and will develop sensory vocabulary to describe them. Children will learn about where fruits and vegetables are grown and will develop their understanding of healthy eating. Pupils will learn how to use a range of tools safely to prepare fruit and vegetables. They will design a product for an intended user and purpose. Children will use a range of skills and techniques learned in the unit to prepare fruit and vegetables to make their product. Pupils will evaluate their product against the original criteria.

End piece ideas: fruit salad, fruit yoghurt, fruit jelly, fruit smoothies, vegetable salads, fruit/vegetable kebabs

Unit structure

1. Investigate and Evaluate - What are different fruit and vegetables like?
2. Focused Tasks - How should fruit and vegetables be prepared before they are eaten?
3. Designing - What could I make and how could I make it?
4. Making/Finishing/Evaluating - Can I make the product I designed? How did I do?

Links to previous and future National Curriculum units

- EYFS - Sensory activities involving common fruit and vegetables. Experience of cutting soft fruit and vegetables.
- LKS2 - Healthy and varied diet
- UKS2 - Celebrating culture and seasonality

1: Investigate and Evaluate - What are different fruits and vegetables like?

Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
<p>Pupils will have experience of common fruit and vegetables, undertaking sensory activities e.g. appearance, taste and smell.</p> <p>Pupils will have experience of cutting soft fruit and vegetables using appropriate utensils.</p>	<p>Substantive knowledge: (<i>What students should know.</i>)</p> <p>That food comes from plants or animals. Know where a range of fruit and vegetables come from (e.g. farmed, grown at home) To describe fruit and vegetables in terms of their taste, smell and texture. That we all have different preferences.</p> <p>Second order concepts: (<i>What students should understand</i>)</p> <p>Sensory evaluation Preference</p>	<p>Skills</p> <ul style="list-style-type: none"> • Say where food comes from, e.g. plant or animal. • Begin to understand that food is farmed, caught or grown • Develop a sensory vocabulary to describe the taste, smell and texture of food • Talk about what they like or dislike about different fruit and vegetables • <p>Key Vocabulary/concepts: https://20353.stem.org.uk/Nuffield%20Glossary2/index.html</p> <p>Taste, smell, texture, appearance, evaluate, fruit and vegetable names, sensory vocabulary, e.g. soft, juicy, sweet, sour, sticky, smooth, crunchy, sharp, bitter, crisp, hard</p>	<p>Can your children:</p> <p>Explore a range of fruits and vegetables and use vocabulary to describe the taste, smell, texture and appearance. Understand that food comes from plants or animals. Know where different fruits and vegetables grow and when they can be harvested. Express opinions about fruits and vegetables in terms of likes and dislikes.</p>	<p>Horizontal:</p> <p>Science - understand that plants have stems, roots, leaves, flowers and fruits; understand the importance of growing plants and how seasons affect growth. Spoken Language - develop and use a sensory vocabulary. Writing - use of descriptive language from first hand experience of exploring fruit and vegetables. Maths - carry out simple surveys to find out the favourite fruit/vegetables. Create pictograms and bar graphs.</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	

<p>Provide opportunities for pupils to handle, smell and taste fruits and vegetables. Use questions to develop pupils' understanding e.g. <i>What is this called? Who has eaten this before? Where is it grown? When can it be harvested? What words can we use to describe the shape, colour, taste, smell, texture. What will it look like if we peel it/cut it in half? What are the different parts called?</i></p> <p>Evaluate existing products to determine what the pupils like best, e.g. fruit salads, skewers, jellies etc that are relevant to the product the children will make; provide opportunities for pupils to investigate preferences and consider the suitability for the intended purpose e.g. <i>What do you prefer and why? What might we want to include in our product to meet the user's preferences? Which fruits/vegetables might be the best for our product to match the occasion/purpose?</i></p> <p>Children complete a simple evaluation of a product.</p>	<p>A range fresh fruits and vegetables.</p>	<p>https://www.bbc.co.uk/bitesize/topics/zv4cwmn/resources/1</p> <p>https://www.foodafactoflife.org.uk/5-7-years/where-food-comes-from/</p> <p>https://www.youtube.com/watch?v=IYCP8IP_kQo&feature=emb_logo Songs for fun (Plenary)</p> <p>https://www.youtube.com/watch?v=RE5tvaveVak - Vegetables</p> <p>https://www.youtube.com/watch?v=mfReSbQ7jzE - Fruits</p>
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2: Focused Tasks - How should fruit and vegetables be prepared before eating?

Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
<p>Pupils will have explored and evaluated a range fruits and vegetables. They will know where a range of fruit and vegetables come from.</p> <p>They will be able to use vocabulary to describe the taste, smell, texture and appearance of different fruits and vegetables.</p> <p>They will have discovered their preferences through evaluation.</p>	<p>Substantive knowledge: (<i>What students should know.</i>)</p> <p>That healthy eating is important. That fruit and vegetables are a large section of the Eatwell plate. Know and use a variety of process to prepare fruit and vegetables. Know and use technical vocabulary relevant to the project.</p> <p>Second order concepts: (<i>What students should understand</i>)</p> <p>Hygiene Healthy eating</p>	<p>Skills</p> <ul style="list-style-type: none"> • Use simple techniques such as cutting, peeling and grating safely and with support • Explain how to work hygienically and why hygiene is important • Know that food ingredients have different sensory characteristics • Begin to learn and use the technical vocabulary relevant for the projects they are working on. • Follow safety and food hygiene procedures • Understand that fruit and vegetables are healthy 	<p>Can your children:</p> <p>Use a range of processes to prepare a variety of fruit and vegetables. Understand and follow safety and food hygiene procedures. Talk about what a healthy diet means, including how many pieces of fruit and vegetables are recommended each day.</p>	<p>Horizontal:</p> <p>Spoken language - ask and give answers to questions; build and use a sensory and technical vocabulary. Writing - instructions - recipes Science - healthy eating, balanced diet, hygiene</p> <p>Vertical:</p>

		<p>Key Vocabulary/concepts: Names of a variety of fruit and vegetables, names of tools and utensils, cut, grate, slice, peel, squeeze, flesh, skin, seed, pip, core, healthy diet,</p>		
Suggested activities:		Resources:	Useful links:	
<p>Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk. Ask questions to develop understanding e.g. <i>What should we do before we work with food? Why is following instructions important?</i></p> <p>Demonstrate how to use simple utensils to prepare fruit and vegetables. Pupils to practise food processing skills such as washing, grating, peeling, slicing, squeezing on a carousel of activities. Ask questions to develop understanding e.g. <i>Do we eat the whole fruit? Why/Why not? Which parts do we eat? What might we have to do before eating this? Why is it important to wash fruit and vegetables before we eat them? Why do we cut, grate, peel and slice in this way?</i> Discuss different effects achieved by different processes and the advantages/disadvantages the processes.</p> <p>Discuss healthy eating advice and the importance of fruit and vegetables in our diet e.g. <i>Why is it good to eat fruit and vegetables? How many pieces of fruit and vegetable do you eat in a day? How many pieces are recommended?</i></p>		<p>Variety of fruit and vegetables Tools and utensils e.g. knives, peelers, graters, juicers, chopping boards,</p>	<p>http://fss-eatwellguide.scot/ https://www.stem.org.uk/resources/elibrary/resource/35091/what-eatwell-plate http://archive.foodafactoflife.org.uk/QuickLinks.aspx?contentType=2&PageIndex=5 https://www.bbc.co.uk/bitesize/clips/zq4yqk7 Songs for fun (Plenary) https://www.youtube.com/watch?v=RE5tvaveVak - Vegetables https://www.youtube.com/watch?v=mfReSbQ7jzE - Fruits</p>	

3: Designing - What could I make?

Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
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<p>Pupils will have experienced using a range of processes for preparing fruit and vegetables.</p> <p>Pupils will have considered the advantages and disadvantages of the different techniques.</p> <p>Pupils will be able to talk about healthy diets and understand why it is important to eat a variety of fruit and vegetables.</p>	<p>Substantive knowledge: (<i>What students should know.</i>)</p> <p>That products need to be designed before they are made.</p> <p>That designs should always meet the needs of the user and purpose.</p> <p>That products should be appealing.</p> <p>That design ideas can be communicated in different ways.</p> <p>Second order concepts: (<i>What students should understand</i>)</p> <p>Design</p> <p>User</p> <p>Purpose</p> <p>Criteria</p> <p>Appearance</p> <p>Appealing</p>	<p>Skills</p> <ul style="list-style-type: none"> • Talk about the product they will be designing and making • Explain who their product will be used by • Describe what their product will be used for • Begin to use simple design criteria to develop ideas <p>Key Vocabulary/concepts: Design, make, user, purpose, ideas, design criteria, product, function, appearance, appealing</p>	<p>Can your children:</p> <p>Talk about what they are going to design and make, including the purpose of the produce and the intended user. Describe how they will make their product, including the fruit/vegetables, tools and techniques they will use.</p> <p>Communicate their ideas through discussion and design plans.</p>	<p>Horizontal:</p> <p>Spoken language - ask and give answers to questions; develop technical and sensory vocabulary and build knowledge.</p> <p>Art and design - use and develop drawing skills.</p> <p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>Set an authentic and meaningful context for designing a product e.g. a festival/celebration (possible link to local area), teddy bears' picnic. Discuss with the children the possible products that they might want to design, make and evaluate, and who the products will be for e.g. peers in class, adults from the local area.</p> <p>Agree on design criteria that can be used to guide the development and evaluation of children's products e.g. <i>Who is the product for? What is the product for? What will make our product unique/different? How will we know we designed and made a successful product?</i></p> <p>Pupils use discussion to develop ideas e.g. <i>What will you need? What fruit/vegetable will you need? How much will you need? What process will you use? How will you present your product?</i> Pupils record ideas on a design plan.</p> <p>Encourage pupils to generate a range of ideas regarding the product they will make e.g. <i>what parts will the product need to have? What will it be made from? What size will it be? How will it be joined and finished?</i></p> <p>Develop design criteria to be used to guide the development and evaluation of the children's products, e.g. <i>must be healthy, must be able to hold it, can't be messy, must be able to be eaten outside.</i></p>		<p>Design plan sheet</p>	<p>Songs for fun (Plenary)</p> <p>https://www.youtube.com/watch?v=RE5tvaveVak - Vegetables</p> <p>https://www.youtube.com/watch?v=mfReSbQ7jzE - Fruits</p>	

<p>Provide opportunities for children to develop their ideas through discussion, drawings and mock-ups. Children choose one idea to follow through. Pupils could create a design plan, detailing the product, its purpose and intended user, a labelled picture of their intended product, materials, techniques and design criteria. Discuss with the children the stages in making their products and plan the order.</p>		
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4: Making, Finishing and Evaluating (double lesson) Can I make the product I designed? How did I do?

Links to previous learning	Knowledge and second order concepts	Skills, Concepts and Vocabulary:	Assessment criteria:	Curricular links:
<p>Children will have identified the product they are going to make. They will be able to talk about the purpose, intended user and the ingredients, tools and techniques they will use. Pupils will be aware of design criteria and will know the order in which they will make their product.</p>	<p>Knowledge: Making and Finishing Present their products in appealing and innovative ways.</p> <p>Substantive knowledge: <i>(What students should know.)</i> That their product needs to be made in a particular order. Know that fruit and vegetables have different characteristics. Know the utensils and equipment suitable for the task (e.g. to peel, cut, slice, squeeze, grate, cut) Know how to prepare different fruit and vegetables. How to present their product in an appealing and innovative way.</p> <p>Evaluating That all new products are evaluated. That evaluations help products to develop. To evaluate their product by discussing how well it suits the purpose and intended user. To evaluate whether the product meets the design criteria.</p>	<p>Skills</p> <ul style="list-style-type: none"> • Follow safety and food hygiene procedures • Use simple techniques such as cutting, peeling and grating safely and with support. • Know that food ingredients have different sensory characteristics • • Begin to talk about their design ideas and what they have made • Begin to make simple judgements of how the product met their design ideas and criteria. • Begin to identify ways in which their product could be improved. <p>Key Vocabulary/concepts:</p>	<p>Can your children: Select tools and utensils relevant to the task. Choose fruit and vegetables based on their characteristics. Use simple utensils and equipment. Explain why particular processes have been chosen. Present their food in an appealing and innovative way.</p> <p>Talk about their product and their design ideas. Judge their product against the original design criteria. Identify area that could be improved and make suggestions of changes that could be made.</p>	<p>Horizontal: Spoken language - ask and give answers to questions; develop a technical and sensory vocabulary. Computing - use digital photographs of each stage of making to aid writing. Writing - recipes or recounts</p> <p>Vertical:</p>

	<p>Second order concepts: <i>(What students should understand)</i> Properties Evaluate Problem solving Innovation Improve Develop</p>	<p>Design criteria, design plan, names of a variety of fruit and vegetables, names of tools and utensils, cut, grate, slice, peel, squeeze, flesh, skin, seed, pip, core, Finish/finishing, appearance, appealing</p>			
Suggested activities:		Resources:	Useful links:		
<p>Make and Finish Give pupils the opportunity to revisit their design plans and recap the order in which the products will be made. Pupils collect the ingredients, tools and utensils required for their product and use their design plan and design criteria as an ongoing guide. Encourage the children to evaluate their developing products by referring to the design criteria e.g. <i>Does this process give you the effect you wanted?</i> Encourage children to problem solve when things go wrong e.g. <i>Is there a better utensil you could use?</i> Encourage pupil to consider the finish of their product by referring to their design plan e.g. <i>How will you present your product? How are you making it look appealing?</i> Pupils complete their products and photograph.</p> <p>Evaluation Pupils engage in discussions about their own and other pupils' work. Develop evaluation through asking questions e.g. <i>Does the product suit the purpose? Does it suit the intended user? Do the ingredients go well together? Have the fruit/vegetables been prepared using the best process? How has the product been presented? Does it look appealing? Is it an innovative design?</i> Encourage pupils to consider improvements to their product. <i>Did anything not work well? How could the product be improved?</i> Pupils complete an evaluation for their own product.</p>		<p>Variety of fruit and vegetables Tools and utensils e.g. knives, peelers, graters, juicers, chopping boards, bowls, plates, spoons</p> <p>Evaluation sheets Camera</p>	<p>Songs for fun (Plenary) https://www.youtube.com/watch?v=RE5tvaveVak - Vegetables https://www.youtube.com/watch?v=mfReSbQ7jzE - Fruits</p>		

