

Previous learning:

- Year R – personal hygiene, handwashing
- Drawing skills

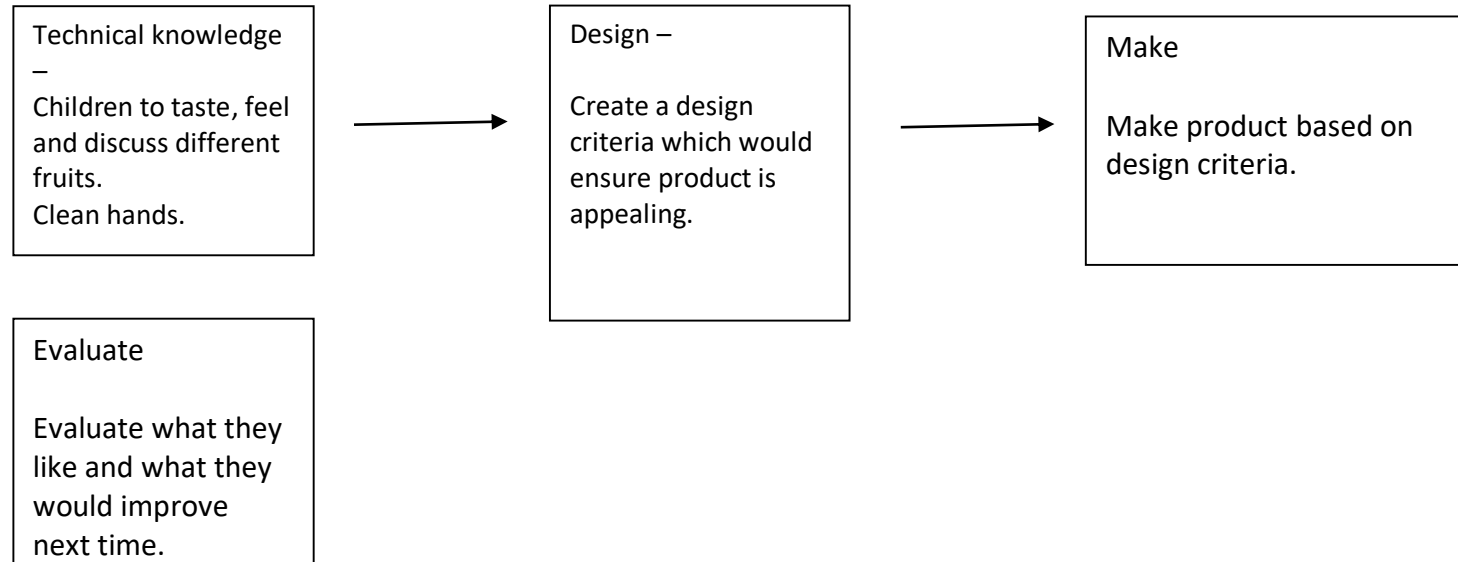
National curriculum:

- Explore and evaluate existing products.
- Safety and food hygiene.
- Design purposeful, functional, appealing products for themselves and others based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, ICT.
- Select from and use a range of tools and equipment to perform practical tasks e.g. 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.
- Evaluate their ideas and products against design criteria.

Vocabulary:

Taste, touch, different, same, design, nutritious, healthy, fruit, kebab, vegetables, evaluate, tools, cut, chop, slice, compare, explore, products, criteria, equipment,

Snapshot overview



DT Medium Term Planning


Year Group: 1

Term:

Autumn 1

Topic: DT

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	Key Learning
Technical Knowledge	I can explore the characteristics of different fruits. (texture, colour and taste)	<p>After reading the story of Handa’s Surprise –discuss the names of the fruits she sees. Order the fruits from the story. What other fruits do you know? What makes a fruit a fruit (sweet and fleshy product of a tree or plant that contains seeds)? Where does fruit come from? Why is fruit important – refer to healthy diet and nutrition, refer to 5 a day healthy living – this needs to be a variety of fruit – different fruits have different vitamins and minerals in?</p> <p>Chn to have an opportunity to touch and describe the fruits before they are cut. Discuss the skin, smell, how they feel: Fruits: Banana, mango, pineapple, orange, tangerines, passion fruit, avocado Split chn in to 2 separate groups – Adult to model cutting the fruits in half and discussing with the children what they look like inside. Children compare and contrast the different fruits. What does it look like? How does it smell? Does it smell differently when cut? How is the.... Mango different from.... tangerine? Does it smell differently inside compared to outside? Does the smell get more intense when it is cut? As adult is cutting fruit, encourage children to talk about how you are doing this safely.</p> <p>Give chn the opportunity to taste the fruit and describe it – how does it taste? How does it feel ? Does it taste as you expected it to? Do any of them taste similar? What is the texture like in your mouth? What do you like/don’t you like – why? Discuss health and safety and the importance of washing hands.</p> <p>Chn to rank the fruits from favourite to least favourite using description to explain why they think this.</p>		<p>Children to be able to describe different fruit – feel, smell, look, taste.</p> <p>Children to be able to compare fruits and how they feel, look, smell and taste.</p> <p>Children to be able to talk about health and safety and why it is important to wash their hands.</p>

Technical Knowledge	<p>I can explore cutting techniques using a range of implements .</p>	<p>Recap previous learning – what fruits did we try yesterday, what did we like, discuss the language used yesterday of colour texture and taste to describe the fruits.</p> <p>Explain that we will be making a healthy fruit kebab – why is it healthy to eat fruit (refer back to yesterday)? Thinking question: is it healthier to put all the same fruit on a kebab or put different fruits on the kebab? (don't answer yet give time to think and refer back to later)</p> <p>Show the pictures of fruit kebabs and talk about children what a fruit kebab is.</p>  <p>Use these pictures to refer back to the thinking question – what different fruits are used here, is it healthier to use the same fruits or different fruits and why?</p> <p>T to model looking at the different tools to cut the fruit with (e.g. knife, cutlery knife etc). Discuss that different fruits are harder or softer so need a different knife to cut them. Model using clay and laying it out on the table and testing the different tools to cut it. Model using a serrated knife and sawing down and compare this to a knife and pushing down – what method was better? What was easier/harder? What was safer and why? Try this with different implements</p> <p>Chn to have a practise using the knives on clay with support from the adults. Ensure safety has been discussed.</p> <p>Bring back to carpet and discuss the techniques used for the implements. Now model using this on actual fruit. Discuss the softness of the fruit and what type of knife it might need. Chn to go to tables and try the cutting techniques on fruit.</p> <p>Use the following Fruits: Banana, mango, pineapple, orange, tangerines, passion fruit, avocado, strawberries, raspberries – discuss most are from Handa.</p>		<p>Children to be able to discuss being healthy and what this might mean.</p> <p>Children to be able to discuss how to use a variety of tools safely.</p> <p>Children to be able to safely use a range of tools to cut fruit for a fruit kebab.</p>
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Design	<p>I can design a fruit kebab</p> <p>Short session</p>	<p>Recap fruits that have been used and previous learning.</p> <p>Model choosing 4 different fruits to make fruit kebab. Model using repeating pattern in fruit kebab design (e.g. 4 fruits twice in same pattern). Model drawing and labelling the fruits they will use.</p> <p>Chn to go and design their fruit kebabs – choosing 4 fruits and creating a pattern – draw and label in sketch books. Ensure they only use the fruits available to them.</p>	<p>LA to have pictures of fruit to create their design.</p>	<p>Children to be able to say what a repeating pattern is.</p> <p>Children to design a fruit kebab based on everything discussed (healthy, repeating pattern)</p> <p>Children to label what fruits they will use for their fruit kebab.</p>
Make	<p>I can make a fruit kebab using a range of tools and methods.</p>	<p>Recap learning so far and recap plan from yesterday.</p> <p>Discuss food hygiene and safety. Recap how to cut carefully and safely and how to use the appropriate tool for the fruit e.g. soft fruit cutlery knife. Model how to use tools, knives cutters appropriately – as a class come up with a checklist for how to use knives and cutters safely e.g. pick it up with the handle, put it down when finished using etc.</p> <p>Children to look back at their plan and use their plan to make their fruit kebab following their design.</p>	<p>Adults to support children that struggle with fine motor when cutting fruit.</p>	<p>Children to be able to discuss the importance of food hygiene before they make their kebab.</p> <p>Children to use the appropriate tool to cut their fruit.</p> <p>Children to make their fruit kebab following their design.</p>

Evaluate	I can evaluate my product against my design criteria.	<p>Chn to look back at design – does their finished product match the design they made (including the cutting drawing)? Write an evaluation sentence to say how their finished product compares to their design.</p> <p>Children to eat their kebab and write something they really liked about it. Children to record in books what they would do differently next time (would they want to change the way it looks, the way it tastes, a fruit). Write sentence e.g. Next time I would choose strawberries because I think they would taste better than avocado OR I would choose strawberries to have more colours and make my kebab more appetising.</p>	Adult to scribe for children that need it for their evaluation.	<p>Children to say if their finished kebab looks like their design.</p> <p>Children to say something they like about their kebab.</p> <p>Children to say something they might change if they were to make it again.</p>
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This expected to take approximately a full day.

Impact:

- To be able to use the appropriate equipment to cut food safely
- To be able to design a fruit kebab based on a given design criteria
- To be able to make a fruit kebab following a design
- To be able to evaluate my product against a design criteria

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