



## Medium-Term Planning

### Subject: Design and Technology



<b>Term and Year:</b>	Year 1/2 – Spring 1
<b>Teacher:</b>	Miss Defty
<b>Vocabulary that will be taught:</b>	Lesson 1 – Fruit, Vegetable, Seed Lesson 2 – Root, Stem, Leaf Lesson 3 – Healthy, Smoothie Lesson 4 – Carton, Flavour, Peel, Design, Slice
<b><u>National Curriculum Objectives:</u></b> <ul style="list-style-type: none"><li>• Understand where food comes from</li><li>• Explore and evaluate a range of existing products</li><li>• Use the basic principles of a healthy and varied diet</li><li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li><li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li><li>• Evaluate their ideas and products against the design criteria</li></ul>	
<b><u>Design and Technology Skills that will be taught and assessed:</u></b> <ul style="list-style-type: none"><li>• Understanding the difference between fruits and vegetables</li><li>• Describing and grouping fruits by texture and taste</li><li>• Chopping fruit and vegetables safely to make a smoothie</li><li>• Identifying if a food is a fruit or a vegetable</li><li>• Learning where and how fruits and vegetables grow</li><li>• Tasting and evaluating different food combinations</li><li>• Describing appearance, smell and taste</li><li>• Suggesting information to be included on packaging</li><li>• Designing smoothie carton packaging by-hand or on ICT software</li></ul>	

	Focus of each lesson 'Can I...' Statement(s)	Activities/Key points
Lesson 1	<p><b>To identify if a food is a fruit or a vegetable</b></p> <ul style="list-style-type: none"> <li>• I can name a number of fruits and vegetables</li> <li>• I know how to determine if something is a fruit</li> <li>• I understand that some foods we call vegetables are actually fruits</li> </ul>	<p>Children to handle a range of fruit and vegetables looking for seeds in order to sort them into the correct category. Children to then taste different fruit and vegetables noting taste, smell, appearance and texture.</p>
Lesson 2	<p><b>To identify where plants grow and which parts we eat</b></p> <ul style="list-style-type: none"> <li>• I can remember how to determine if a food is a fruit or a vegetable, roots or stem. Vegetables do not contain any seeds...</li> <li>• I know that fruits and vegetables grow in one of three places: <ul style="list-style-type: none"> <li>- on trees</li> <li>- or vines above the ground</li> <li>- below the ground</li> </ul> </li> </ul>	<p>Explain to children that parts of plants that can be eaten by people as food. The parts may be the leaves, roots or stem.</p> <p>Explain to the children that knowing which is a fruit and which is a vegetable, based on whether they have seeds, can tell us where they grow too.</p> <p>Discuss as a class where these fruit and vegetables must grow based on their characteristics</p>
Lesson 3	<p><b>To taste and compare fruit and vegetables</b></p> <ul style="list-style-type: none"> <li>• I can suggest what fruits and/or vegetables are in a drink</li> <li>• I can taste fruits and vegetables and describe their: appearance/feel smell taste, appearance/feel, smell and taste</li> <li>• I can make a choice as to what smoothie I will make and why</li> </ul>	<p>Children to taste different smoothies - encourage them to think about what flavours they can taste</p> <p>Explain to the children that today they will decide on what ingredients they need to make a smoothie. After tasting each ingredient, the children write down what they think of the ingredient: its appearance, feel, smell and taste. They must add a tick or cross to say whether or not they liked the ingredient. The smoothie that each child chooses to make will be the one that contains the most ingredients they like.</p>
Lesson 4	<p><b>To make a fruit and vegetable smoothie</b></p> <ul style="list-style-type: none"> <li>• I know how to prepare fruit and vegetables</li> <li>• I can use a knife to cut safely</li> <li>• I know how to use a blender</li> <li>• I can make a smoothie</li> </ul>	<p>Review safety procedures using kitchen equipment, items and objects and how to properly prepare the food e.g., peeling/cutting</p> <p>Children to take turns making a smoothie. When not making their smoothie, children will be designing a carton for their smoothie.</p>