







# Springdale First School










*Imagine, Believe, Achieve*

Year 1 Design and Technology  
Summer Term - Food

 <b>Children's prior learning in this area</b>	 <b>Cultural Capital Opportunities</b>	 <b>Key vocabulary and glossary</b>
<p>Foundation:</p> <p>Cooking – biscuits, fruit crumble, Dorset knobs.</p> <p>Fruit station for snacks – cutting &amp; chopping.</p>	<p>Dr Ranj – keeping healthy</p>  <p>Jamie Oliver – healthy school meals.</p> 	<p><b>Slice</b> – to cut into equal parts with a knife</p> <p><b>Utensil</b> – items used to prepare food.</p> <p><b>Chop</b> – cutting food into pieces (not always equal).</p> <p><b>Peel</b> – take off the skin or flesh of a fruit or vegetable – using a utensil – peeler.</p> <p><b>Grate</b> – pushing food against a utensil to turn formed food into tiny pieces.</p>

<b>Enquiry Question – Who is Jamie Oliver?</b>	<b>Enquiry Question – What makes a healthy snack?</b>	<b>Enquiry Question – What is the difference between slicing and chopping?</b>
<b>Concept – Enquire.</b> 	<b>Concept – Design.</b> 	<b>Concept – Design</b> 
<p><b>Children will know that Jamie Oliver is a chef who wanted to make school meals healthier.</b></p> <p>They will know he cooks many different family meals and about his campaign.</p> <p><a href="#">Jamie takes on school dinners again   Features   Jamie Oliver</a></p> <p><a href="#">Jamie Oliver: Give more children free school meals - BBC News</a></p> <p><b>Practise</b> – create a profile about Jamie Oliver – focus on the changes he made for school meals.</p> <p><b>Apply</b> – chn to write/scribe/discuss the impact of Jamie’s campaign on school meals today. Focus on parts of the meal that are healthy (link to LifeBus).</p> <p>Chn can think about what they prefer and what makes meals healthy.</p>	<p><b>Children will know some healthy ingredients (fruits and vegetables) and their preferences – likes and dislikes.</b></p> <p><b>Practise</b> – What does eating healthy look like?</p> <p><a href="#">Healthy eating (5-7 Years) - Food A Fact Of Life</a></p> <p><b>Apply</b> – Chn to taste different fruits/vegetables (depending on product outcome).</p> <p><b>Deepen</b> – Chn to comment/decide what they liked/didn’t like and try to explain why.</p> <p>Use a simple grid that children can tick or cross with likes and dislikes.</p> <p>(Depending on what product you have chosen to design &amp; make, depends on what fruits/veg/foods you will taste).</p> <p>Healthy picnic/kebab/sandwich/pizza...</p>	<p><b>Children will know about hygiene when handling food.</b></p> <p><b>Hygiene – some key pointers</b></p> <ul style="list-style-type: none"> <li>• Jewellery is removed</li> <li>• Hair is tied back</li> <li>• Sieves are rolled up</li> <li>• Aprons are on</li> <li>• Hands are washed</li> <li>• Cuts are covered with blue waterproof dressing</li> </ul>  <p><b>Children will know how to slice and chop food safely and what utensils are needed.</b></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1509 612 1615 719">  <p>Slicing</p> </div> <div data-bbox="1827 600 1973 708">  <p>chopping</p> </div> </div> <p>(Split class in half – half to create food hygiene poster &amp; half chop/slice)</p> <p><b>Practise</b> – Chn to look at discuss the importance of what food hygiene.</p> <p><b>Apply</b> – Chn to chop &amp; slice following modelling.</p> <p>Chn to create a food hygiene poster.</p> <p><a href="#">Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. - Food A Fact Of Life</a></p>

Enquiry Question – What is grating and peeling?	Enquiry Question – Who would this product be for?	Enquiry Question – Was my snack successful?														
<p><b>Concept –</b></p>	<p><b>Concept – Design.</b></p> 	<p><b>Concept – Make and Evaluate.</b></p> 														
<p><b>Children will know how to grate and peel food safely and what utensils are needed.</b></p>   <p>Grating</p>  <p>Peeling</p> <p>Children will have the opportunity to use a grater and peeler on different fruits – record findings as a class.</p> <p><b>Practise</b> – remind chn of chopping &amp; slicing.</p> <p>Chn to talk about the difference between chopping/slicing/peeling &amp; grating.</p> <p><b>Apply</b> – Chn to grate &amp; peel.</p> <p><b>Deepen</b> – chn to decide which fruits/vegetables can be shopped, peeled, grated or sliced using a simple grid – adjust as required.</p>	<p><b>Children will know how to design and make a healthy product.</b></p>  <p><b>Designing, making and evaluating a fruit snack for a class picnic</b></p> <p>An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is an example of how the iterative design and make process <i>might</i> be experienced by an individual pupil during this project:</p> <table border="0"> <thead> <tr> <th data-bbox="837 523 1075 542">THOUGHT</th> <th data-bbox="1151 523 1317 542">ACTION</th> </tr> </thead> <tbody> <tr> <td data-bbox="837 545 1075 635">           What sort of fruit product shall I make?            Who will it be for?            Which fruit will I put into my salad? Will my product appeal to my intended user?         </td> <td data-bbox="1151 545 1388 593">           Talking, drawing, writing lists, generating design criteria.         </td> </tr> <tr> <td data-bbox="837 641 1075 689">           How will I process my fruit?         </td> <td data-bbox="1151 641 1388 689">           Using different tools and practising using different food-processing skills, e.g. cutting, slicing, grating.         </td> </tr> <tr> <td data-bbox="837 695 1075 743">           How will different food processes create different effects?         </td> <td data-bbox="1151 695 1388 759">           Discussing and comparing different effects. Trying them out and evaluating.         </td> </tr> <tr> <td data-bbox="837 750 1075 839">           What tools and food processing skills will I use?            What order will I work in? How will I present my fruit snack?         </td> <td data-bbox="1151 750 1388 839">           Negotiating, developing and agreeing a plan of action, evaluating actions.         </td> </tr> <tr> <td data-bbox="837 845 1075 893">           Do I need to adjust or change anything?            Refining and reflecting.         </td> <td data-bbox="1151 845 1388 893">           Discussing, trying out and modifying the design.         </td> </tr> <tr> <td data-bbox="837 900 1075 948">           Will my fruit salad meet the needs of the user and achieve its purpose?         </td> <td data-bbox="1151 900 1388 948">           Evaluating the product with the intended user and against the design criteria.         </td> </tr> </tbody> </table> <p><b>Practice</b> – Show the children what product they will be designing – use FLUMPS &amp; refer to it for design. Create a simple design criteria to follow.</p> <p><b>Apply</b> – Chn to design their product using the simple design criteria. Ensure they have the opportunity to decide what tools to use also.</p> <p><b>Deepen</b> – Annotate their design with explanations as to what produce or tools they will be using.</p>	THOUGHT	ACTION	What sort of fruit product shall I make? Who will it be for? Which fruit will I put into my salad? Will my product appeal to my intended user?	Talking, drawing, writing lists, generating design criteria.	How will I process my fruit?	Using different tools and practising using different food-processing skills, e.g. cutting, slicing, grating.	How will different food processes create different effects?	Discussing and comparing different effects. Trying them out and evaluating.	What tools and food processing skills will I use? What order will I work in? How will I present my fruit snack?	Negotiating, developing and agreeing a plan of action, evaluating actions.	Do I need to adjust or change anything? Refining and reflecting.	Discussing, trying out and modifying the design.	Will my fruit salad meet the needs of the user and achieve its purpose?	Evaluating the product with the intended user and against the design criteria.	<p><b>Children will follow the design criteria to make and evaluate their healthy snack.</b></p>  <p>Chn to use appropriate hygiene and tools to make their healthy picnic.</p> <p><b>Practise</b> – Chn to use their design to make their product.</p> <p><b>Apply</b> – Follow food hygiene &amp; use tools accurately.</p> <p><b>Deepen</b> – Evaluate their product using FLUMPS – chn to use a simple evaluation sheet to discuss with peers/adults their product &amp; how fit it was for purpose.</p>
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