

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT – Mini food (Berry banana split) Year: B (KS1)

NC/PoS:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through discussion and annotated sketches.
- Select from and use a wide range of ingredients, according to their characteristics.
- Select from tools and equipment to perform practical tasks [for example: knives, graters, peelers and juicers] accurately.
- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against their own design criteria.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- To understand where food comes from.

Prior Learning (what pupils already know and can do)

- Tasted common fruit and vegetables, undertaking sensory activities i.e. appearance, taste and smell.
- Cut soft fruit and vegetables.
- They eat a healthy range of foodstuffs and understand the need for variety in food.
- They show an understanding of the need for safety when tackling new challenges, and consider and manage some risks.
- They show an understanding of how to transport and store equipment safely.
- They practice some appropriate safety measures without direct supervision.

End points (what pupils MUST know and remember)

- Know how to design a healthy snack and can explain the user and purpose. For example: a banana berry split
- Know how to draw an annotated sketch of their snack and can label it with ingredients.
- Know how to select from a variety of ingredients, considering the taste, colour and general appeal of the fruits.
- Discuss different, existing banana berry splits and evaluate their appeal, potential purpose and user.
- Evaluate their own banana berry split considering the intended user, purpose and its overall appeal as well as considering its effectiveness of being a healthy snack.
- Know that food comes from different countries and can be grown.

Key Vocabulary

Fruit, utensil, knife, grater, grating, peeler, slicing, peeling, cutting, evaluate, appeal, healthy, design, user, purpose, snack

Session 1: (May be done over more than one session)

Evaluate existing products

- Look at pictures of different berry banana splits, why are they healthy? (Link to autumn term personal development unit: Healthy me!) What ingredients are there?
- Teach (year 1) or recap (year 2) how to use a knife, how to hold it and how to cut away from the body and fingers.

Nutrition: Why should we eat healthy food?

Vocab: Fruit, utensil, knife, slicing, cutting, healthy

Session 2:

Designing

- Design a healthy berry banana split, consider ingredients. All will use a banana and they can chose from strawberries, raspberries, blackberries and blueberries and they can

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

<p>choose a flavour of yogurt (plain, strawberry or raspberry) and can choose to use granola or not.</p> <ul style="list-style-type: none">- The user is them and the purpose is for them to enjoy a healthy snack.- Communicate these ideas through talk and annotated sketches. Why are you choosing those fruits/berries?- Design: Can you design a healthy banana berry split?
<p>Vocab: design, user, purpose, healthy, snack</p>
<p>Session 3: (May be done in more than one session, in groups.)</p> <p>Making</p> <ul style="list-style-type: none">- Make a banana berry split, using a variety of fruits and berries.- Use simple utensils and equipment to cut safely.- Discuss the different parts of the fruit they will use – e.g. they wouldn't use the green leaves on a strawberry.- As you introduce the packets of fruit, mention the different countries the fruit comes from.- Resilience – during the entire making process, discuss keeping on trying and never giving up even if the task gets tricky.
<p>Vocab: Fruit, leaves, utensil, knife, slicing, cutting</p>
<p>Session 4:</p> <p>Evaluate</p> <ul style="list-style-type: none">- Evaluate: How is the healthy snack appealing for the target user, purpose and appeal?- Evaluate ideas and finished products against design criteria, including intended user and purpose. Did the fruits selected work well together? Are there any you would change? Would you prepare any of the fruits differently next time?- Honesty – during the evaluation stages discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work
<p>Vocab: evaluate, appeal</p>
<p>Future learning this content supports:</p> <p>LKS2 – Cooking and nutrition</p> <p>UKS2 – Culture and seasonality</p>