

St Bernadette's Catholic Primary Voluntary Academy

Design and Technology Medium Term Planning - KS1 Term - Pentecost Cycle A Topic: Heroes



	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	L.O.9 To understand where food comes from.	<p>Focus on where our food comes from (fruit and veg). Think about food miles etc. What fruit and veg grows in this country?</p> <p>Why do we have to eat fruit and veg? What effect does it have on our bodies? Look at the eatwell guide and benefits.</p> <p><u>Activity</u> Sort where food comes from EXT - explain why we need fruit and veg</p>	<ul style="list-style-type: none"> Know that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (eg home) or caught Know which countries food is from. Know how fruit and vegetables are grown. 		<p>fruit</p> <p>vegetables</p> <p>food miles</p> <p>eatwell guide</p>
Lesson 2	L.O. 5 To be able to explore and evaluate a range of existing products.	<p>Introduce that we are going to be making a fruit salad for a sporting hero. Link back to last lesson - why do athletes need to be healthy and eat well?</p> <p>Explore and evaluate a range of existing fruit salads.</p> <p>Chn to say what they like dislike etc. which one was their favourite?</p> <p><u>Activity</u> Chn to complete table with likes/dislikes etc.</p>	<ul style="list-style-type: none"> Know the names of fruit Know that fruit is good for us and keeps us healthy 	<ul style="list-style-type: none"> Say why they like a product Describe how fruit tastes 	<p>explore</p> <p>evaluate</p> <p>fruit salad</p>
Lesson 3	L.O. 2 To be able to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	<p>Discuss the design criteria with the children. What is the purpose of their dish? What must it include and why?</p> <p><u>Activity</u> Children to design, draw and label their fruit salad on paper.</p>		<ul style="list-style-type: none"> Say what will make a healthy fruit salad Know how to design an appealing fruit salad following the design criteria - for a purpose and an intended user. Use what they know about the Eatwell Guide to design and prepare their fruit salad 	<p>design criteria</p> <p>design purpose</p>

Lesson 4	L.O. 3 To be able to select from and use a range of tools and equipment to perform practical tasks <i>[for example, cutting, shaping, joining and finishing]</i> .	Children to practise preparation skills i.e. cutting, chopping, peeling to help them for the next lesson. Discuss the importance of hygiene and food safety when preparing food. <u>Activity</u> Practical - practising preparing food	<ul style="list-style-type: none"> Know that food can be prepared in many different ways. 	<ul style="list-style-type: none"> Use some hand tools and kitchen equipment safely (Yr2 and appropriately). Begin to (Yr2 consistently) follow basic hygiene procedures. 	cut chop peel food safety
Lesson 5	L.O. 4 To be able to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Children to make their fruit salads by using their designs.		<ul style="list-style-type: none"> Know how to make a fruit salad following a recipe. Cut, peel, chop the ingredients, including measuring and weighing ingredients using measuring cups. Combine ingredients to make the fruit salad (Y1 supported) Prepare their fruit salad safely and hygienically. 	make recipe
Lesson 6	L.O. 6 To be able to evaluate their ideas and products against design criteria.	Using photos, children to evaluate their fruit salads using the success criteria. What did they like? Would they change anything? Is it suitable for an athlete?		<ul style="list-style-type: none"> Make simple judgements about their fruit salad against design criteria. Suggest how their fruit salad could be improved. 	evaluate