



Prior Knowledge

Year 1 Children's Prior Knowledge

EYFS

- To know that different fruits and vegetables look, smell and taste different
- To be able to cut soft fruits using appropriate utensils

Year 2 Children's Prior Knowledge

EYFS

- To know that different fruits and vegetables look, smell and taste different
- To be able to cut soft fruits using appropriate utensils

	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 Know where fruits and vegetables come from.	Look at Eatwell Plate and discuss the different foods we eat. Discuss where they food come from (plants or animals) Why do we need to eat plenty of fruit and vegetables? What effect do they have on our bodies? Focus on fruit and veg and discuss where these come from (farmed or grown at home) Look at fruit and vegetables grown in this country and those that we have to import. Discuss the impact of food miles (cost / pollution)	<ul style="list-style-type: none"> ● Know that all food comes from plants or animals. ● Know that fruit and vegetables are farmed or grown at home 		Names of some fruits and vegetables Food miles Eatwell Plate Grown

		Children to complete an activity sorting whether fruit and veg is grown in this county or abroad.			
Lesson 2	<p>L.O. 5 To be able to explore and evaluate a range of existing products.</p> <p>Investigate different fruits</p>	<p>Children to handle, smell and taste a range of fruit. Questions to support discussion: What is it called? Who has eaten this fruit before? Where is it grown? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called? What words can we use to describe the shape, colour, feel and taste?</p> <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? Explore and evaluate a range of existing fruit salads.</p> <p>Chn to say what they prefer and why. Discuss what they might include in our product?</p> <p>Chn to complete a table with likes/dislikes etc.</p>	<ul style="list-style-type: none"> Know the names of basic fruits: apple, orange, banana, grape, pineapple, mango, strawberry Know that we should eat 5 portions of fruit & veg a day. 	<ul style="list-style-type: none"> Use sensory words to describe fruit 	<p>Sensory vocabulary eg:</p> <p>Sweet Soft Juicy Crunchy Sharp Sour Hard</p> <p>Flesh Skin Seed Pip core</p>
Lesson 3	<p>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>.</p> <p>Practise preparing fruits</p>	<p>Discuss the importance of hygiene and food safety when preparing food.</p> <p>Demonstrate how to use simple utensils. Children to practise preparation skills such as washing, cutting, chopping, peeling, slicing and squeezing. Discuss the effects achieved by different processes. Discussion questions: Do we eat this fruit whole? Why or why not? Which parts do we eat? What might we have to do before eating this?</p>	<ul style="list-style-type: none"> Know that peeling, chopping, slicing and squeezing are ways for preparing fruit. 	<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. 	<p>cut chop Peel Slice Squeeze Food safety Hygiene</p>
Lesson 4	<p>L.O. 2 To be able to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where</p>	<p>Remind children of the design brief: To design a refreshing fruit salad for a sporting hero. Class discussion: Who is the product for? What will you need to include? How will you know that you have designed and made a successful product? As a class, decide upon the design criteria for the product. (eg it needs to be healthy, it needs to look appealing ect)</p>	<ul style="list-style-type: none"> Know that fruit is needed for a healthy diet 	<ul style="list-style-type: none"> Say what their product must include to be successful 	<p>Design Purpose User</p>

	appropriate, information and communication technology Design a fruit salad.	Children to design, draw and label their fruit salad on paper.			
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. Make a fruit salad	Recap on hygiene and safety procedures. Children to follow their designs to make their fruit salad.	<ul style="list-style-type: none"> Know that you should wash your hands before preparing food 	<ul style="list-style-type: none"> Cut, peel, chop fruit 	Make Ingredients
Lesson 6	L.O. 6 To be able to evaluate their ideas and products against design criteria. Evaluate their fruit salad	Look back at the design brief and design criteria. Using photos, children to evaluate their fruit salad using the success criteria. Does it meet the needs of the user and achieve it's purpose? If not, why not? What would need to change? Use the evaluation web to record their evaluation.	<ul style="list-style-type: none"> Know that a product must meet the design criteria to be successful. 	<ul style="list-style-type: none"> Make simple judgements about their fruit salad against design criteria. 	Evaluate