

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Design and Technology Year Group: Year 1/2		Area of learning: Cooking and Nutrition (Year B) Understanding where food comes from
Links to previous work/Remember when	<p>When creating their Indian curry dish in Year 1, the current Year 2 children will have:</p> <ul style="list-style-type: none"> described textures wash hands & cleaned surfaces say where some foods come from, (i.e. plant or animal) described differences between some food groups (i.e. sweet, vegetable etc.) discussed how fruit and vegetables are healthy cut and peel safely, with support Begin to talk about what could make a product better Talk about my work, linking it to what I was asked to do and describe what went well, work in a safe and hygienic manner design a product for myself and others following design criteria <p>When in EYFS, the current Year 1 children will have:</p> <ul style="list-style-type: none"> Practised stirring, mixing, pouring Discussed how to make an activity safe and hygienic Discussed use of senses - smell, taste, texture, feel Begun to understand the need for variety in food Begun to understand that eating well contributes to good health Consider and manage some risks Talk about how things work 	
Term	Key Skills to be taught	
Spring 2024 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes. understand where food comes from. 	

Vocabulary

names of equipment and utensils, sensory vocabulary, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, ingredients, discuss, compare, evaluate, improve, change, adapt, assess.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To understand where fruit comes from. To taste and use words to describe their taste,</p>	<p>Recap – N/A</p> <p>Children to record</p>

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	<p>texture, smell and colour.</p> <p>Key Knowledge: Fruit and vegetables are an important part of a healthy diet.</p> <p>The key message of this model is the balance of foods which should be consumed to achieve a healthy diet. It is not necessary to achieve the balance shown at every meal, or even every day. The balance could be achieved perhaps over a week or two. A positive approach should be used.</p> <p>Encourage a wide variety of foods. No food is 'bad' unless it is contaminated. The fruit and vegetable message is EAT LOTS.</p> <p>Another important message for children is that all fruit and vegetables should be washed if they are to be eaten raw.</p>	<p>Before tasting, think about where fruits come from - where and how do they grow? Some grow on trees, some on bushes, some close to the ground and some on vines.</p> <p>Watch: https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-orchard-fruit/z6xtscw or https://www.youtube.com/watch?v=6oub1p7xUtw</p> <p>Next, examine fruit by answering: : What fruit is it? : Where does it grow? : Who has eaten one? : What words describe its shape, colour, feel? : What might we have to do with it before we eat it (wash it? Peel it?)</p> <p>Children to taste small pieces of prepared fruit that could be used in a crumble - e.g. blackberry, apple, pear, plum, sultanas, blueberries, strawberries - and to use words to describe texture, taste, smell and colour.- Demonstrate how fruit and vegetables change when they are cooked eg <i>baked apple/blackberry/plum and a raw apple/blackberry/plum</i></p> <p><i>Children record findings on a simple chart - e.g. grouping fruits into groups like juicy, crunchy, soft; or writing words into a table to describe the fruit's colour, taste, texture.</i></p>
2	<p>Learning Objective: - To know and practise the hygiene rules for fruit and vegetable preparation</p> <p>- To name and demonstrate appropriate use of simple tools in preparing fruit and vegetables.</p> <p>Key Knowledge: When carrying out a risk assessment for this activity, teachers will need to consider the materials, tools and equipment being used.</p> <p>Serrated knives with rounded ends are best.</p>	<p>Recap – Recap on the range of fruit tried last lesson and the smell/colour/tastes/textures. Which were the favourites?</p> <p>Children to record</p> <p>- Discuss basic food hygiene practices with the children. Why is it important to wash fruit? Keep certain food in the fridge? Wash hands, wear aprons?</p> <p>- Ask the children to practise using hand tools and simple food-processing skills eg <i>washing, peeling, slicing, squeezing</i>. Discuss the different effects achieved by different processes.</p> <p>- Discuss healthy eating advice eg <i>eating more fruit and vegetables</i>.</p> <p>Complete a table showing what effect the utensil had on the fruit. E.g. peeler - apple - small soft pieces - chewy</p>

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	<p>Foods for chopping/slicing <i>eg Apples</i> should be cut in half to provide a flat base and held still with a fork so that children can cut safely</p> <p>Parental permission should be sought before tasting sessions in order to identify any dietary or cultural requirements for consideration <i>eg nut allergy</i></p> <p>Hygiene practices should be observed <i>eg surfaces cleaned down and wiped with antibacterial cleaner; aprons provided for food preparation; access to hand-washing and washing-up facilities and appropriate storage facilities for food</i></p> <p>children should learn safe practices in relation to equipment <i>eg the oven, knives</i></p>	<p>Knife - apple - square pieces - crispy, hard</p>
<p>3</p>	<p>Learning Objective: To develop their design ideas using ideas from their research</p> <p>Key Knowledge: N/A</p>	<p>Recap – How did we prepare the fruit in the last lesson? What do we have to do with our hands when we chop? Peel? Slice?</p> <p>Why is it important to wash our fruit/hands? Why do we need to keep some things in the fridge? Why would we wear an apron?</p> <p>Children record <i>Tell children that we are going to be making a healthy fruit crumble. ** Could be a Gruffalo Crumble connected with the story.</i></p> <p><i>Who could we make the crumble for? (family, ourselves)</i> <i>Which fruit could we use?</i> <i>How would we prepare the different fruits before putting them in the dish? (Wash, peel, slice, chop)</i> <i>What utensils will we need? (dish, spoon, peeler, knife, chopping board, bowl)</i></p> <p><i>Show children the design criteria:</i> <i>: Must contain 2 or more fruits.</i> <i>: Must look/name sounds appetising</i> <i>: Must be for a child or family pudding</i> <i>: Must be sweet, colourful and soft.</i></p>

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		<p>Show the children how we make a crumble mixture: Time for school - apple and blackberry crumble https://www.youtube.com/watch?v=OBj2GeqQdMY Gruffalo Crumble recipe https://www.youtube.com/watch?v=oubqDg6jHZM</p> <p>Decide what type of crumble they will make and draw their design - Giving it an appealing name e.g. sweet and tasty gruffalo crumble, listing the ingredients, the utensils and who it is for. The ingredients and utensils lists could be provided and the children circle the ones they will use.</p>
4	<p>Learning Objective: To select and use appropriate fruit, processes and tools</p> <p>Key Knowledge: When carrying out a risk assessment for this activity, teachers will need to consider the materials, tools and equipment being used.</p> <p>Serrated knives with rounded ends are best. Foods for chopping/slicing eg Apples should be cut in half to provide a flat base and held still with a fork so that children can cut safely</p> <p>Hygiene practices should be observed eg surfaces cleaned down and wiped with antibacterial cleaner; aprons provided for food preparation; access to hand-washing and washing-up facilities and appropriate storage facilities for food</p> <p>children should learn safe practices in relation to equipment eg the oven, knives</p>	<p>Recap Who are we making our crumble for? What are we making? What was our design criteria? What steps do we need to take? How will we keep our food hygienic and ourselves safe while we are making our crumble?</p> <p>Children record Children to work in small groups to make a crumble. Children to prepare the fruit, spoon it into the dish and prepare the crumble. Use the vocabulary appropriate to the making process - wash, chop, slice, weigh, measure, pour, bake, etc. Photograph the children during production and with their finished product as a record of what they have done.</p>
5	Learning Objective:	Recap

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	<p>To evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Key Knowledge: N/A</p>	<p>What did we make? How did we make it? Who was the intended user? What was the intended use of our crumble?</p> <p>Children record Talk about their finished product, and record through pictures and words how it looks and tastes and how well it matches their original ideas and chosen target group</p>
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Learning Outcome/product

To investigate the taste and properties of a variety of fruit and create their own fruit crumble, based on the sensory properties of the fruit chosen. To learn a range of food preparation techniques, including slicing, squeezing and peeling.

Assessment records	List only those children who have not achieved the expected outcomes.