

YEAR 1

COOKING AND NUTRITION – FRUIT AND VEGETABLES

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DESIGNING	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>People Culture and Communities ELG</p> <p>Describe their immediate environment using knowledge from observation,</p>	<p>Use own ideas to design something</p> <p>Describe how their own idea works</p> <p>Design a product</p> <p>Explain to someone else how they want to make their product</p> <p>Make a simple plan before making.</p>	<p>Think of an idea and plan what to do next</p> <p>Explain why they have chosen specific criteria</p>	<p>Prove that a design meets a set criteria</p> <p>Design a product and make sure that it looks attractive</p> <p>Choose a material for both its suitability and its appearance</p>	<p>Use ideas from other people when designing</p> <p>Produce a plan and explain it</p> <p>Persevere and adapt when original ideas do not work</p> <p>Communicate ideas in a range of ways, including by sketches and drawings which are annotated</p>	<p>Come up with a range of ideas after collecting information from different sources</p> <p>Produce a detailed step-by-step plan</p> <p>Explain how a product will appeal to a specific audience</p> <p>Design a product that requires pulleys or gears</p>	<p>Use market research to inform plans and ideas</p> <p>Follow and refine original plans</p> <p>Justify planning in a convincing way</p> <p>Show that culture and society is considered in plans and designs</p>

	discussion, stories, non-fiction texts, and maps.						
MAKING	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Use own ideas to make something</p> <p>Make a product</p> <p>Choose appropriate resources and tools</p>	<p>Choose tools and materials and explain why they have chosen them</p> <p>Join materials and components in different ways</p> <p>Measure materials to use in a model or structure</p>	<p>Follow a step-by-step plan, choosing the right equipment and materials</p> <p>Select the most appropriate tools and techniques for a given task</p> <p>Make a product which uses both electrical and mechanical components</p> <p>Work accurately to measure, make cuts and make holes</p>	<p>Know which tools to use for a particular task and show knowledge of handling the tool</p> <p>Know which material is likely to give the best outcome</p> <p>Measure accurately</p>	<p>Use a range of tools and equipment competently</p> <p>Make a prototype before making a final version</p> <p>Make a product that relies on pulleys or gears</p> <p>Be both hygienic and safe in the kitchen</p> <p>Know how to prepare a meal by collecting the ingredients in the first place</p>	<p>Know which tool to use for a specific practical task</p> <p>Know how to use any tool correctly and safely</p> <p>Know what each tool is used for</p> <p>Explain why a specific tool is best for specific action</p>

<p>EVALUATING</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Creating with Materials ELG</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Describe how something tastes</p> <p>Explain what works well and not so well in the model they have made</p>	<p>Explain what went well with their work</p>	<p>Explain how to improve a finished model</p> <p>Know why a model has or has not been successful</p>	<p>Evaluate and suggest improvements for designs</p> <p>Evaluate products for both their purpose and appearance</p> <p>Explain how the design has been improved</p> <p>Use IT where appropriate to add to the quality of the product</p>	<p>Suggest alternative plans; outlining the positive features and draw backs</p> <p>Evaluate appearance and function against original criteria</p>	<p>Know how to test and evaluate designed products</p> <p>Explain how products should be stored and give reasons</p> <p>Evaluate product against clear criteria</p>
<p>TECHNICAL KNOWLEDGE</p>		<p>Make their own model stronger</p> <p>Make a model stronger and more stable</p> <p>Use wheels and axles, when appropriate to do so</p>	<p>Know how to strengthen a product by stiffening a given part or reinforce a part of the structure</p> <p>Use a simple IT program within the design</p> <p>Know how to be hygienic and safe when using food</p> <p>Bring a creative element to the food product being designed</p>	<p>Link scientific knowledge to design by using pulleys or gears</p> <p>Use more complex IT program to help enhance the quality of the product produced</p> <p>Use electrical systems correctly and accurately to enhance a given product</p> <p>Know which IT product would enhance a specific product</p> <p>Use knowledge to improve a made product by strengthening, stiffening or reinforcing</p>			

FOOD TECHNOLOGY		<p>Cut food safely Weigh ingredients to use in a recipe</p> <p>Describe the ingredients used when making a dish or cake</p>	<p>Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p> <p>Talk about which food is healthy and which food is not</p> <p>Know when food is ready for harvesting</p> <p>Describe how food ingredients come together</p> <p>Weigh out ingredients and follow a given recipe to create a dish</p> <p>Talk about which food is healthy and which food is not</p> <p>Know when food is ready for harvesting</p>	<p>Be both hygienic and safe in the kitchen</p> <p>Know how to prepare a meal by collecting the ingredients in the first place</p> <p>Know which season various foods are available for harvesting</p> <p>Explain how food ingredients should be stored and give reasons</p> <p>Work within a budget to create a meal</p> <p>Understand the difference between a savoury dish and sweet dish.</p>
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DESIGN AND MAKE A HEALTHY FRUIT SALAD

COMPOSITES

Generate ideas by drawing on own experiences

Design a fruit/vegetable smoothie

Make a fruit/vegetable, using tools safely.

Categorise and evaluate product

COMPONENTS

	1	2	3	4	5 if needed	End Point
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	<p>Where does food come from?</p> <p>Is a food a fruit or vegetable?</p>	Where do fruits and vegetables grow?	<p>How can I evaluate and existing product?</p> <p>How can I taste and compare fruits and vegetables?</p>	<p>How can I communicate my ideas?</p> <p>How can I use a range of tools to prepare food?</p> <p>How can I evaluate my product?</p>	Continue lesson 4	<p>Children will know about healthy food and a healthy diet.</p> <p>Children will know the names of different fruits/vegetables and what they taste like.</p> <p>Children will know how a fruit/vegetable smoothie is made and what food is appropriate.</p> <p>Children will be able to use tools safely, including knives and peelers.</p> <p>Children can design and make a fruit/vegetable smoothie.</p> <p>Children can evaluate their fruit/vegetable smoothie against the design criteria.</p> <p>Children will say what went well and what they would improve.</p>
<p>CONCEPTS</p> <p>Link to concept map</p>			Design	Design		Children will have used their understanding and knowledge of healthy food to design a fruit/vegetable smoothie
				Technique		Children will use drawings and talk to develop ideas and design a fruit/vegetable smoothie. Children will select ingredients from a wide range and know how to prepare them.
	Evaluating - Critical Thinking	Evaluating - Critical Thinking	Evaluating - Critical Thinking	Evaluating - Critical Thinking		<p>Children will taste fruits and vegetables and evaluate them.</p> <p>Children will evaluate their fruit/vegetable smoothie and the ingredients used.</p>

<p>SKILLS</p>	<p>Describe how something tastes</p> <p>Explain what works well and not so well in the model they have made</p>	<p>Describe how something tastes</p> <p>Explain what works well and not so well in the model they have made</p>	<p>Use own ideas to design something</p> <p>Design a product</p> <p>Explain to someone else how they want to make their product</p> <p>Make a simple plan before making.</p> <p>Make a product</p> <p>Describe how something tastes</p>	<p>Use own ideas to design something</p> <p>Explain to someone else how they want to make their product</p> <p>Use own ideas to make something</p> <p>Make a product</p> <p>Cut food safely Weigh ingredients to use in a recipe</p> <p>Describe the ingredients used when making a dish or cake</p> <p>Describe how something tastes</p> <p>Explain what works well and not so well in the model they have made</p>		<p>Children will know what fruit and vegetables are and why they are important.</p> <p>Children will know how to create a design and make changes as necessary.</p> <p>Children will know how to prepare appropriate ingredients and know which ingredients are most appropriate to use.</p> <p>Children will be able to use knowledge of fruit and vegetables to add to their designs so it is aesthetically pleasing and nutritional.</p>
<p>KNOWLEDGE</p> <p>Z:\Hubs\Science and DT\DT\2023-2024\KAPOW\YEAR 1\COOKING AND NUTRITION - Fruit and Vegetables\Knowledge Organiser.pdf</p>	<p>Children will learn where food comes from.</p> <p>Children will recognise name and classify fruits and vegetables</p>	<p>Children will learn the parts of the plan we eat.</p> <p>Children will learn where the fruits/vegetables grow</p>	<p>Children will taste and evaluate the fruits/vegetables</p>	<p>Following examples of healthy eating, children can make informed choices.</p> <p>Children can make a design using appropriate techniques.</p> <p>With help, cut, slice, peel, chop and mix ingredients.</p>		<p>Children will know the names of fruits and why they are nutritionally beneficial.</p> <p>Children will generate ideas and create a design for a fruit/vegetable smoothie.</p> <p>Children will follow their designs and evaluate their product.</p> <p>Children will be able to use a variety of food preparation tools</p>

				Use tools safely including knives and peelers. Evaluate their product as they are developed.		
LESSON LINK	KAPOW Cooking and Nutrition – Fruit and Vegetables	KAPOW Cooking and Nutrition – Fruit and Vegetables	KAPOW Cooking and Nutrition – Fruit and Vegetables	KAPOW Cooking and Nutrition – Fruit and Vegetables		
PROGRESSIVE VOCABULARY	fruit vegetable seed	fruit leaf root seed stem vegetable	fruit healthy smoothie vegetable	carton design flavour healthy peel slice smoothie		Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES	What's the difference between fruit and vegetables – looking at and sorting fruit and vegetables and stating their preferences.		Children will get to taste different fruits and vegetables	Children will make their own smoothie, taste and evaluate it.		
END POINT	Children will know the difference between fruit and vegetables. Children will know that a healthy diet	Children will know the names of different fruits and vegetables, how they are grown and that they come from a variety of places.	Children will taste fruits and vegetables	Children will have made a fruit/vegetable smoothie that is aesthetically pleasing and nutritional.		

	<p>is important to a healthy lifestyle.</p> <p>Children will know the names of different fruits and vegetables, how they are grown and that they come from a variety of places.</p>	<p>Children will know which parts of the plant the fruit/vegetable comes from</p>	<p>Children will design a smoothie</p>	<p>Children will have evaluated their design and execution of a fruit smoothie</p>		
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