

## TERM 5 OVERVIEW YEARS 1 and 2 – Design Technology

### Term 5 Book – Lila and the Secret of Rain

Topic: Food – Cooking a healthy meal		Guide Time = 3 weeks
<b>Assessment:</b>	<p>Years 1 and 2: Assessment of skills used to cook a healthy meal. Children will evaluate their ideas against the design criteria.</p> <p>Year 2: Constructively critique the work of their peers.</p> <p>As well as completed products and work scrutiny, teachers are to make judgements based upon children's ability to recall VIPs, key knowledge and vocabulary.</p>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• Fruit and vegetables are healthy choices.</li> <li>• Lots of fruits and vegetables are grown in Kenya.</li> <li>• Lots of vegetables are cooked before they are eaten.</li> <li>• You cook food by heating it.</li> <li>• You can cook food in lots of different ways, like in the oven or on a hob.</li> <li>• Different tools can be used to prepare food.</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	<p>Children will have previously been taught about a healthy and varied diet. Year 2 children will have been taught cutting and spreading skills when designing healthy sandwiches. Children will have designed, made and evaluated products in the previous term.</p> <p>Children's designs link to the canon book – Lila and the Secret of Rain- as they will design and cook a healthy meal using ingredients found in Kenya.</p> <p>Children will be familiar with evaluating their designs and now be more confident with critiquing their work using sentence openers to support some children.</p>	
<b>Links to other learning (cross fertilisation)</b>	<p>Thematic questions:</p> <p><a href="#">The World Beyond Us</a>          How does diet differ in different parts of the world? Why is this the case? What are the similarities and differences? Why do some products grow better in some countries than others?</p> <p><a href="#">Modern Britain</a>          How have the diets of British people changed over time?</p> <p><a href="#">Healthy Bodies &amp; Healthy Minds</a>          How can we encourage people to eat a more balanced diet? What are the benefits of a healthy diet?</p> <p><a href="#">The World Around Us</a>          What types of foods are grown in the UK?          What kinds of foods can we grow in our gardens?</p> <p><a href="#">Culture</a></p>	
		<p><b>Fat Questions:</b></p> <p>Why is it important to eat a varied and healthy diet?</p> <p>Are fruit juices good for you?</p> <p>What do you think I mean by 'eating a rainbow'?</p>

	<p>What is the meaning of a national dish?  <u>Technology in Action</u>          How can we cook our food, are there different ways? Are some methods better than others? Are some methods better for the environment?</p>	
<b>Links to future learning</b>	<p>This unit links to future work around more specific ingredients - how to make them fit for purpose and how to appeal to an audience – for example, melting and resetting chocolate using molds to design confectionary. They will also continue to develop their understanding of the different food groups and the importance of hygiene.</p>	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>Children will continue to develop their resilience and pride. The children will learn to be critical towards themselves as well and others but remaining respectful whilst doing so. Children will develop their evaluative skills being both critical and supportive of others. Children will learn how to take and apply constructive criticism.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1 – Design a healthy meal.	<p>Recognise produce grown in Kenya.</p> <p>Recognise that fruit and vegetables are healthy options.</p> <p>Plan a healthy, vegetable-based soup using produce grown in Kenya.</p>	<p>Design purposeful, functional appealing products for other users based on design criteria.</p> <p>Select from and use a wide range of materials and components, including ingredients, according to their characteristics.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>	<p>Sweet potatoes, cabbages, red onions, mangoes, passion fruit, corn, rice, beans, peas, chillies, cut, knife, prepare, healthy, skin, rind, stone, remove, peel, boil, roast.</p>	<p>SEND-sorting activity to ensure they recognise different fruits and vegetables.</p> <p>GD – what other types of foods are healthy for us?</p>	<p>Things don't grow in Kenya because it is too hot/a desert.</p>	<p>Ensure that children understand that fruit and veg are a healthy option and remind them that we should eat 5 portions a day.</p> <p>Look at some of the different produce grown in Kenya. If possible, handle and sample some of the different food. Have the children noticed that lots of the produce are fruits or vegetables?</p> <p>Give the children a design brief – create a healthy meal using produce found in Kenya.</p> <p>Explain that we are going to create a healthy soup, using the ingredients that can be found in Kenya. This could be done as a class with 1 or 2 options so that a larger batch of the soup can be made in lesson 2.</p> <p>Year 1 – Decide how they will cook the ingredients before blending them into soup. (boil on a hob, bake in an oven) Draw and label the ingredients used in their soup.</p> <p>Year 2 – Explain how they are meeting the design brief, (using healthy, Kenyan produce). Decide how they will cook the ingredients before blending them into soup. (boil on a hob, bake in an oven) Draw and label the ingredients used in their soup.</p> <p><b>Deepen the moment:</b> Do all countries produce the same things? Why is this?</p>

<p>Lesson 2- Cook a healthy meal.</p>	<p>Use a knife to cut carefully, safely and accurately.</p> <p>Cook products safely, in an oven and on a hob, with adult supervision.</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>	<p>Sweet potatoes, cabbages, red onions, mangoes, passion fruit, corn, rice, beans, peas, chillies, cut, knife, prepare, healthy, skin, rind, stone, remove, peel, boil, roast.</p>	<p>SEND – careful adult supervision when handling kitchen utensils and washing hands.</p> <p>GD – write top tips on how to use the different utensils properly and safely.</p>	<p>Only knives are dangerous in the kitchen.</p> <p>Misconceptions around how to peel or chop ingredients – focus on handling these things safely.</p>	<p>Discuss the importance of hand hygiene when preparing food and teach the children how to use kitchen utensils carefully –        Peel away from yourself        Never touch the blade of a knife        Chop down onto a chopping board        Give the children opportunity to peel, chop and prepare the ingredients to go into their soup.</p> <p>Give children chance to sample their cooking. Film their reaction to help them evaluate their design next lesson.</p> <p>Y1- photographic evidence. As a class make notes on their opinions of the soup.</p> <p>Y2- photographic evidence. Make notes on their opinions of the soup.</p> <p><b>Deepen the moment:</b>        Could we have cooked some of our ingredients in a different way?</p>
<p>Lesson 3- Evaluate our healthy meal</p>	<p>Revisit the design criteria and decide if their meal has met it.        Think of ways to improve their meal.</p>	<p>Evaluate their ideas against design criteria.</p>	<p>Sweet potatoes, cabbages, red onions, mangoes, passion fruit, corn, rice, beans, peas, chillies, cut, knife, prepare, healthy, skin, rind, stone, remove, peel, boil, roast.</p>	<p>SEND – Use the video clip from the previous lesson to remind pupils of their thoughts of the soup.</p> <p>GD – Write a set of instructions that someone could follow if they wanted to recreate our soup. Use the</p>	<p>Bread is always eaten with soup.</p> <p>Bread only looks a certain way.</p>	<p>Discuss the things that are often served with the soup. Chapatis can be served with soup or stews in Africa, (African meal resources in the DT folder has a simple recipe). Make a simple dough in groups or bring some in for the pupils to try. Would something to eat with your soup be even better? Could this be an improvement if you made the soup again?</p> <p>Year 1 - Children to evaluate their soup, what 2 things did they like? What could be improved next time?</p> <p>Year 2 - Children to evaluate their soup, what 3 things did they like? What could be improved next time?</p>

# Knowledge Organiser DT

				improvements mentioned in their evaluation.		<b>Deepen the moment:</b> What is your favourite soup? What did you have with it? What can served with soup in the UK?
Context (big picture learning) Children will be able to explain where some foods come from and how to cook them. They will identify some foods grown in Kenya and plan healthy meals using ingredients that would be found in Kenya/East Africa.						

Folder name: Planning Cycle B, Summer 1, DT