

Design Technology Planning with Skills

Year group: 2 Aspect of DT: Food Focus: Prep fruit and veg
Unit Name: Year 2 Picnic Term: Summer 2021

Lesson Number Progression / Skills	Learning Objectives Activities	Cross Curricular Links to topics and themes
	<p>The following Design Decisions should be discussed with the children: (Use your projects on a page sheet to create options for Qs below.)</p> <p>What will the children Design, Make and Evaluate: Fruit and Veg kebabs Picnic Intended User: Year 2 children Purpose: End of year celebration Teacher Input: Knife skills , safety Task: FPT learn skills - ice cream making, biscuit making - then design Kebab. Context: Eating on school field Title:Year 2 Picnic Fun! Vocabulary from Projects on page document: fruit, vegetables soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, cutting, squeezing, healthy diet, ingredients, planning, investigating, arranging, popular, mouth feel, design, evaluate, criteria</p> <p><u>Investigative and Evaluative Activities IEAs</u> Look at images of fruits and name them. Taste investigation task of not tried foods. Encourage tasting and exploration.</p>	<p>Eat well plate earlier in year (Lockdown learning)</p>

	<p>Children examine a range of fruit/vegetables. Use questions to develop children's understanding e.g. What is this called? Who has eaten this fruit/vegetable before? Where is it grown? When can it be harvested? 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?</p> <ul style="list-style-type: none"> • Provide opportunities for children to handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. e.g. What words can we use to describe the shape, colour, feel, taste? • Evaluate existing products to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/suitability for intended purposes e.g. What do you prefer and why? What might we want to include in our product to meet our user's preferences? <p>Which fruit/vegetables might be the best for our product to match the occasion/purpose?</p> <p>Differentiation:</p>	
	<p><u>Focused Tasks FTs</u></p> <ul style="list-style-type: none"> • Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important? • Demonstrate how to use simple utensils and provide opportunities for the children to practise foodprocessing skills such as washing, grating, peeling, slicing, squeezing e.g. Do we eat the whole fruit? Why or why not? Which parts do we eat? What might we have to do before eating this? Why do we cut, grate, peel and slice in this way? Discuss different effects achieved by different processes. Show bridge and claw videos. • Discuss healthy eating advice, including eating more fruit and vegetables; using The eatwell plate model talk about the importance of fruit and vegetables in our balanced diet e.g. Why 	

	<p>is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them?</p> <p>Practice skills with strawberry ice cream making</p> <p>Choc Apricot biscuits</p>	
	<p>Design, Make and Evaluate Assignment DMEA</p> <ul style="list-style-type: none"> • Set a context for designing and making which is authentic and meaningful. • Discuss with the children the possible products that they might want to design, make and evaluate and who the products will be for. Agree on design criteria that can be used to guide the development and evaluation of children's products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? • Use talk and drawings when planning for a product; ask the children to develop, model and communicate their ideas e.g. What will you need? What fruit/vegetable will you need? How much will you need? How will you present the product? • Talk to the children about the main stages in making, considering appropriate utensils and food processes they learnt about through IEAs and FTs. • Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. 	