

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT – Cooking and Nutrition: Smoothies.

Year: 1

NC/PoS:

- Design purposeful, functional, appealing products for themselves & other users based on design criteria.
- Generate, develop, model & communicate their ideas through talking, drawing, templates, mock- ups &, where appropriate, information & communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining & finishing).
- Explore & evaluate a range of existing products.
- Evaluate their ideas & products against design criteria.
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Prior Learning (what pupils already know and can do)

- To know that vegetables are grown.
- To recognise and name some common vegetables.
- Be able to use small tools eg cutlery & scissors.

End points (what pupils MUST know and remember)

- • Describe fruits and vegetables and explain how to identify fruits.
- Name a range of places that fruits and vegetables grow.
- Describe basic characteristics of fruit and vegetables.
- Prepare fruits and vegetables to make a smoothie.

Key Vocabulary

blend, blender, chopping board, compare, cut, design, evaluate, flavour, fork, fruit, healthy, ingredients, juice, juicer, leaf, plant, recipe, root, seed, select, smoothie, stem, table knife, taste, tree, vegetable, vine.

Session 1: Fruits.

To identify fruits.

Using Presentation What food is this? Explore & discuss different foods. Use Presentation Finding Seeds to introduce fruits & to explain that fruits contain seeds & new plants come from seeds.

Using precut fruit & non fruit, children are to work in pairs / small groups to sort foods. Children to use sticky notes to draw / write the foods then place their note on a large piece of paper divided into two sections labelled 'fruit' & 'not a fruit'. Once completed, sort foods together with children using 2 hoops labelled fruits / non fruits & address any misconceptions.

Vocab: fruit, plant, seed.

Session 2: Growing

To describe where fruits and vegetables grow.

If possible, use a selection of a fruit & veg for children to see.

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Work through both Presentations Where do fruits and vegetables grow? & discuss how fruits grow aboveground on trees, bushes & vines (plants with long stems) & vegetables can grow above or underground. Children to complete task *Activity: Where fruits and vegetables grow* by examining the fruit / vegetable then cutting & sticking on to the relevant part of the plant / soil (above or under ground).

Vocab: bush, leaf, root, soil, stem, tree, vegetable, vine.

Session 3: Cutting & juicing.

To practise food preparation skills.

Children to practise the skills needed for food preparation:

1. Cutting fruits.
2. Juicing skills (using a manual juicer).

If not practising these skills, children to use playdough & plastic knives to practise these skills.

Vocab: chopping board, cut, juice, juicer, table knife.

Session 4: Testing ingredients.

To select ingredients for a recipe.

Need prepared smoothies & fruits to taste for this lesson.

Show design brief to introduce their task for their smoothies. Show *Presentation: Food reactions*. Explain that the images show people's reactions after they have eaten different foods & discuss. Children to then taste shop bought smoothies & fruits, take photos of their reactions & discuss. Children to choose two fruits & one juice to make their smoothie using activity sheet.

Vocab: flavour, select, taste.

Session 5: Making smoothies.

To apply food preparation skills to a recipe.

Remind children of the design brief then children to make their smoothie using chosen ingredients & preparation skills practiced earlier in unit. Introduce children to an electric blender & explain how they will use this to mix all of the ingredients together.

Vocab: blend, blender, cut, ingredients, juice, recipe.

Session 6: Evaluating.

To evaluate against the design brief.

Children to design packaging for the smoothies they made earlier in unit by looking at designs on Presentation Smoothie packaging designs. Children to decide on the best smoothie recipe by voting for the favourite flavour combination of the class from their smoothies & use this in their design.

Vocab: compare, evaluate.

Future learning this content supports:

KS2 (Y3) – Seasonal vegetables.

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