



Caring, Successful,  
Happy Learners

# Learning Organiser **Design Technology**: As part of EYFS Expressive Arts and Design

## Heroes and Heroines

### Spring Term **FS2**

British and School Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical well being	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

Key Substantive “sticky” Knowledge I know...	Key Disciplinary Knowledge & Skills I can...
<ul style="list-style-type: none"> <li>How important it is to wash my hands particularly when handling food.</li> <li>That different foods have different tastes.</li> <li>That heating and cooling can change some foods.</li> <li>Which utensils help to stir, mix and combine ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Wash my hands correctly.</li> <li>Taste different foods and say whether it is sweet, salty, or sour.</li> <li>Use melted ingredients in my work.</li> <li>Cool ingredients to make a change.</li> <li>Use utensils to stir, mix and combine ingredients</li> </ul>

Learning Sequence			
	Substantive knowledge	Disciplinary knowledge	Activity
1	To know how important it is to wash my hands particularly when handling food.	Wash my hands correctly.	Discuss how to wash hands and sing the washing hands song. <a href="https://www.youtube.com/watch?v=S9VieIWLnEg">https://www.youtube.com/watch?v=S9VieIWLnEg</a> Use tea and soap to identify what happens when soap is on their finger. Children to practise washing hands following the song. Discuss reasons why we must wash hands.
2	To know that different foods have different tastes.	Taste different foods and say whether it is sweet, sour, salty, or bitter.	Provide a variety of foods to identify different tastes (e.g. <b>Salty</b> : salted cracker, <b>Sweet</b> : honey, mango, <b>Sour</b> : slice of lemon, <b>Bitter</b> : baking chocolate.) Introduce the vocabulary sweet, sour, salty, or bitter. Invite children to smell the foods prior to tasting foods (photograph) identify whether it is sweet, sour, salty, or bitter.
3	That heating and cooling can change some foods.	Use melted ingredients in my work. Cool ingredients to make a change.	Introduce the vocab heating and cooling. Pass around bars of chocolate – discuss how they feel. Explain that it is solid. Give each child a chocolate button to either, hold in their hand or place on their tongue with the mouth closed. Ques: what is happening to the chocolate? Explain that this has turned to a liquid. Use a bowl of hot water covered in foil to show what happens to the chocolate. Discuss what might happen if the chocolate was, placed in the fridge. Place in the fridge and observe.
4	Which utensils help to stir, mix and combine ingredients	Use utensils to stir, mix and combine ingredients	Explain what they will be making. Recap from the previous session how the chocolate melted. Make Easter nests.
5			

Prior Knowledge I remember ....	Wonderful Words Key Vocabulary		Planned Experiences and Enrichment
	Known Vocabulary	New Vocabulary	
<ul style="list-style-type: none"> <li>I can name different foods.</li> <li>I can express an opinion.</li> </ul>	Scissors Glue stick	Taste Sour Sweet Salty	

<ul style="list-style-type: none"><li>I know how to use some tools.</li></ul>	PVA glue Glue spreader Sticking Cutting Making Collage	Heat Cool Germs	Melt Hygiene
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