Learning Organiser Design Technology: Heroes and Heroines   Year 1

Spring Term

Caring, Successful, Happy Learners

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…

Design
- **Why I need to eat a healthy balanced diet.**
- How to plan my own dish and show my ideas pictorally.

Make
- How to follow my plan to produce a dish (fruit salad).
- **When to use a range of appropriate hand tools and equipment.**

Evaluate
- **Different foods have different tastes and textures.**
- **where different foods come from.**
- how to evaluate a dish based on its taste and texture.

Key Disciplinary Knowledge & Skills I can…

Design
- Design a product (fruit salad) that have a clear purpose and intended user.
- **use healthy ingredients to design a product (fruit salad).**

Make
- **Use hand tools and kitchen equipment safely and appropriately to cut and peel ingredients**
- **A**ssemble ingredients.

Evaluate
- Evaluate foods based on their tastes and textures.
- **Evaluate my own dish, saying my likes and dislikes.**

Learning Sequence

	Substantive knowledge	Disciplinary knowledge	Activity
1	**To know why we need to eat a healthy balanced diet.**	Explore healthy ingredients based on knowledge of existing products.	Recap prior learning (hygiene and foods have different tastes and textures.) Discussion - Why do we need food? Where does food comes from? Identify where fruit and vegetables come from and discuss the fruit and vegetables they like. Introduction into healthy and unhealthy - discuss – what makes something unhealthy? Develop a whole class mind map with their answers. Groups to sort foods and or images into healthy and unhealthy. Photograph for topic book.
2	How to explore different fruits.	Identify likes and dislikes.	Explore a range of fruits, identifying likes and dislikes – describe tastes – Use a word bank to help evaluate the product. Photograph Chn to carry out a class survey and decide which combination of ingredients to include in the dishes. Copy for topic books.
3	To understand how to plan my own dish and clearly show my ideas.	Use healthy ingredients to design a product.	Recap healthy ad unhealthy products. Recap fruits they liked and disliked. Model how to draw design for a healthy fruit salad (draw fruits in a dish) and add detail and label the design.
4	Know how to follow a plan or recipe to produce a product (fruit salad). **When to use a range of appropriate hand tools and equipment safely and hygienically. (eg using claw grip when chopping)**	U**se hand tools and kitchen equipment safely and appropriately to cut and peel ingredients.** Assemble ingredients.	Recap (EYFS) health and hygiene when handling foods. Discuss appropriate food preparation techniques through demonstration. Model how to use tools safely including knifes. Children to chop ingredients following ingredients in own designs. Follow instructions to make fruit salad and taste.
5	Understand how to evaluate a dish based on the design.	**Evaluate my own dish, saying my likes and dislikes.**	Recap and discuss the finished product. Write a simple evaluation identifying likes and dislike.

Prior Knowledge	Wonderful Words	Planned Experiences and

I remember ….	Key Vocabulary		Enrichment
	Known Vocabulary	**New Vocabulary**	
• How important it is to wash my hands particularly when handling food. • That food has different tastes. • That heating and cooling can change some materials. • That foods have different tastes and textures. • That food can be changed by certain processes.	Taste Sweet Sour Salty Heat Melt Cool Hygiene Germs	Healthy Sugar Salt Chop Slice Peel	Design and make project: fruit salad