




















DT - Food and Nutrition: Preparing Fruit and Vegetables

Term 5	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Assessment opportunity	Equipment & resources	Lesson ideas															
Session 1 Design	<p>What is healthy eating and why is it important?</p> <p>What is the purpose for the product?</p>	<p>To know the importance of eating healthily. (Links made with Science)</p> <p>To know where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>To understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. (Linked to Science)</p>	<p>To plan and design a product.</p> <p>To select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p>	Design, product, plan, survey, different fruit names	<p>Questioning</p> <p>Checking prior knowledge</p>	<p>Clipboards</p> <p>Images or real fruit</p> <p>Plan/design sheet</p>	<p>As a class or in small groups - What is the most popular fruit in the class? Find out what the top 5 fruits are in the class by carrying out a short survey. (Links with maths- Data handling and science). Complete as a tally chart.</p> <p>*This will limit the amount of different fruit we need to provide. The children will not need much each and only small pieces.</p> <table><tr><td>Bananas</td><td>Apples</td><td>Strawberries</td><td>Melon</td><td>Grapes</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Children will design a fruit kebab or fruit salad to make later on this term. They need to list the ingredients they want to use, need and then draw what they want it to look like. They can choose fruit from the popular fruit survey as well as considering what fruits go well together and the texture and colours of the chosen fruit. What order will the fruit be arranged on the kebab stick?</p> <p>Who are they making it for? Themselves or someone else because that will affect design choices.</p> <p>Make links to healthy eating (links with science). Eat a rainbow everyday/5 a day/The Eatwell guide (NHS)</p>	Bananas	Apples	Strawberries	Melon	Grapes										
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Session 2 Skill (Technical Knowledge)	<p>How can we prepare food?</p> <p>How do we cut and prepare food safely?</p> <p>How are fruit and vegetables grown?</p>	<p>To know that preparing processes are the different ways that we get food ready to be eaten.</p> <div><p>Bridge hold</p><p>To know how to use 'the bridge' and 'the claw' cutting techniques safely.</p><ul style="list-style-type: none">The BridgeThe Claw<div><p>Claw grip</p></div><p>To know and use technical and sensory vocabulary relevant to the project.</p></div>	<p>To use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p>	The bridge, The claw, fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing,	<p>Questioning</p> <p>Checking prior knowledge</p>	<p>Plan/design sheets</p> <p>Utensils/equipment to model</p>	<p>Continue with designs if more time is needed.</p> <p>Discuss the following questions;</p> <p>How can we prepare food safely?</p> <p>What is good food hygiene? (Talk about basic rules for this) i.e. tie hair back, wash hands thoroughly and rewash if hands are put in mouth. Wear an apron (if needed). Why is food hygiene important? You may get a poorly tummy. (Links with Science – germs) (You could watch a simple food hygiene video)</p> <p>Look at several pieces of cooking equipment/utensils. Discuss and model using safely i.e.knife, chopping board (don't allow it to slip), juicer, etc. Refer to substantive knowledge for how to use 'the bridge' and 'the claw'.</p> <p>Add onto their plan/design what equipment they will need to use. They can draw and label the equipment.</p>															

							*Although the children will not necessarily be able to practise measuring or mixing skills in this task please refer to these skills to cover objectives. Talk about when they would need to measure, mix and weigh ingredients i.e. when making cakes.
Session 3 & 4 Make	How will my final product look? Taste?	<p>To know that preparing processes are the different ways that we get food ready to be eaten.</p>  <p>To know how to use 'the bridge' and 'the claw' cutting techniques safely.</p> <ul style="list-style-type: none"> The Bridge The Claw  <p>To know that mixing is to blend ingredients together, using a spoon, blender, or whisk.</p> <p>To know that weighing/measuring is to get the right amount of an ingredient, using scales, tablespoons, or teaspoons.</p>	To use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.	healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design,	<p>Questioning</p> <p>Checking prior knowledge</p> <p>Take photos as evidence and record pupil voice.</p>	<p>Utensils/Equipment</p> <p>Fruit</p>	<p>Children should follow their plans/designs to make their fruit kebab/salad.</p> <p>What equipment do they need? How do they want it to look? Which fruit have they chosen? Can they remember why they picked a particular fruit?</p> <p>Taste their fruit kebabs/fruit salad and talk about likes/dislikes. Did it taste how they thought it would? Was it a good choice of fruit?</p>
Session 5 Evaluate	What was my final product like? Was it successful?		<p>To taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>To evaluate ideas and finished products against design criteria, including intended user and purpose.</p>	evaluate, criteria, likes/dislikes	<p>Questioning</p> <p>Checking prior knowledge</p> <p>Record pupil voice</p>		<p>Complete an evaluation for their fruit kebab/salad i.e.</p> <p>I have made:</p> <p>_____</p> <p>_____</p> <p>The skills I used:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Evaluation:</p> <p>Do you like the way it looks? Yes / No? '</p> <p>Why? / why not?</p> <p>Evaluate the success of their finished product.</p>
Notes	Time has been allowed in this unit for further opportunities for Food and Nutrition – Preparing food for The King's Coronation Afternoon Tea in the final week of term.						