

***Our Intent is: To support our pupils in answering the question, "How do we design, make and evaluate solutions to real and relevant problems?" Using creativity and innovation, we inspire pupils to develop skills which impact on daily life.***



## Forton Primary School Design and Technology

### Nicky Nook Class Autumn 2 Year B

Key Concept: Food

Focus: – Preparing Fruit

Key Question: How does fruit help our bodies?

N.C. LINKS: When designing and making, pupils should be taught to:

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- **Make**
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- **Evaluate**
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

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### Unit Overview:

Know how to prepare fruit.

### Possible Outcome:

fruit salads    fruit yogurt    fruit drinks    fruit jelly    fruit  
smoothies                      fruit

### Intended Users:

themselves    parents    siblings    grandparents    friends    peers  
at school    younger/older children    visitors                      other – specify

### Vocabulary:

fruit 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,

healthy diet, choosing, ingredients, planning, investigating

tasting, arranging, popular, design, evaluate, criteria

### Building on Prior learning from EYFS:

Key Learning linked to Designing and Making

### Building on Prior learning

when B follow A:

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**Explore** - experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.

**Design** - talk about ideas, choose resources, tools and techniques with a purpose in mind.

**Make** – make models using different construction materials (eg. construction kits, reclaimed materials), experiment with different ways to build, construct and join resources.

**Evaluate** – talk about what they like/dislike about their models/constructions, say why and how they would change them.

**Tools and equipment** – use equipment and tools to build, construct and make different models and constructions; use tools and equipment linked to food preparation.

**Safety** – handle and use equipment appropriately and safely.

Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.

- Experience of cutting soft fruit and vegetables using appropriate utensils.

## **Key Skills (Disciplinary)**

### **Designing**

- Design appealing products for a particular user based on simple design criteria.
- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Communicate these ideas through talk and drawings.

### **Making**

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

### **Evaluating**

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- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

### **Technical knowledge and understanding**

- Understand where a range of fruits come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The Eatwell plate*.
- Know and use technical and sensory vocabulary relevant to the project.

### **Sequence of Lessons:**

#### **1. Investigative and Evaluative Activities**

- Children examine a range of fruit. Use questions to develop children's understanding e.g. *What is this called? Who has eaten this fruit 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?*
- Provide opportunities for children to handle, smell and taste fruit 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? Which fruit might be the best for our product to match the occasion/purpose?*

#### **2. Focused Tasks (FTs)**

- 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 food-processing 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*

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*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.*

- Discuss healthy eating advice, including eating more fruit; using *The eatwell plate* model talk about the importance of fruit and vegetables in our balanced diet e.g. *Why is it good to eat fruit? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them?*

### **3. Design, Make and Evaluate Assignment (DMEA)**

- 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 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.

**Enhancements: Visit to farm shop**

**End of Unit Outcome: fruit salad/kebab**