



St James' Church of England Primary School

Design & Technology Overview Sheet



Year 1 – Food: Fruit and Vegetables



Rationale: Children handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make and design packaging for.

Pre-unit task: Show pupils a selection of the cards from the Activity: Fruit and vegetable picture cards. As you hold up each card, ask the children what the picture is of (for example, a banana, potato, tomato).

Attention Grabber: When the children have recapped the names of common fruit and vegetables and their features, play the game 'What am I?'

Learning Objectives:

- Understand where food comes from
- Explore and evaluate a range of existing products
- Use the basic principles of a healthy and varied diet
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- 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 their ideas and products against the design criteria

Overview:

Lesson 1: Fruit or vegetable? – To identify if a food is a fruit or vegetable
Lesson 2: Where fruit and vegetables grow – To identify where plants grow and which parts we eat
Lesson 3: Smoothie ingredients tasting – To taste and compare fruit and vegetables
Lesson 4: Making smoothies – To make a fruit and vegetable smoothie

Cross Curricular Links

Science - Using their observations and ideas to suggest answers to questions
Science – Identifying and classifying

Resources

- A plate for each table with a selection of fruit and vegetables, cut up, for the children to handle
- Selection of fruits and vegetables that typically grow in your area for example bell peppers, oranges, apples, broccoli, onion and carrots – avoid using the same fruit and vegetables as used in the Presentation: Where fruit and vegetables grow (see Main event)
- Option 1: Follow the lesson plans as they are written: the children will make one of three smoothie recipes.
- Optional: water or orange juice to thin down any smoothies that are too thick
- Blenders
- Butter knives
- Peelers
- Chopping boards
- Paper/hand towels

Impact/Assessment

Most Children will: • Their ability to describe fruits and vegetables and explain why they are a fruit or a vegetable. • Their ability to explain a range of places that fruits and vegetables grow. • Their ability to describe basic characteristics of fruit and vegetables. • Their ability to prepare fruits and vegetables to make a smoothie.

More Able Children will: • Their ability to describe fruits and vegetables and explain why they are a fruit or vegetable. Their ability to describe fruits and vegetables by their properties. • Their ability to explain that vegetables primarily grow above or below ground whilst fruits primarily grow in trees, bushes or vines. Their ability to explain that we eat different parts of plants and to be able to give examples. • Their ability to describe basic characteristics of fruit and vegetables in detail, considering: how the ingredients work together, what other combinations would be better and what ingredient they would remove. • Their ability to prepare carefully selected fruits and vegetables to make a smoothie that they consider will have good flavour combinations.