

Lent 2
Design & Technology - Cooking Y1:

Scripture Link:

National Curriculum Objective:

Design, make and evaluate a smoothie for (user) for _____ (purpose)

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	I know how to identify a fruit.	I know how to describe where fruit and vegetables grow.	I know how to practice food preparation skills.
Recall and Retrieval	<ul style="list-style-type: none"> vegetables and fruit are grown. name some common vegetables and fruit different vegetables and fruit taste different. eating fruit and vegetables is good for us. 	<ul style="list-style-type: none"> I know that a fruit has seeds and a vegetable does not eating fruit and vegetables is good for us. 	<ul style="list-style-type: none"> I know that a fruit has seeds and a vegetable does not I know that fruits grow on trees or vines. I know that vegetables can grow either above or below ground. I know that vegetables are any edible part of a plant.
Sequence of substantive knowledge throughout the lesson	Design: <ul style="list-style-type: none"> I know that a fruit has seeds and a vegetable does not 	Design: <ul style="list-style-type: none"> I know that fruits grow on trees or vines. I know that vegetables can grow either above or below ground. I know that vegetables are any edible part of a plant. I know how fruits and vegetables grow. Wider knowledge: <ul style="list-style-type: none"> I know that different fruits and vegetables need different conditions to thrive. I know that some fruit and vegetables are seasonal. 	<ul style="list-style-type: none"> I know preparing (mixing, weighing, measuring) and cooking processes (baking or grilling)
Key Skills/disciplinary knowledge	Design: <ul style="list-style-type: none"> I can identify if a food is a fruit or a vegetable. I can identify seeds. I can sort fruits and non-fruits 	Design: <ul style="list-style-type: none"> I can talk about where and how fruits and vegetables grow. I can decide whether a fruit or vegetable will grow aboveground or underground. I can make predictions about where edible parts of plants will grow 	Make: <ul style="list-style-type: none"> I can use a fork to hold foods I am cutting. I can use a table knife to cut soft foods. I can use a juicer to get juice from fruits. I can work safely and follow instructions.

Key Vocabulary	Fruit, plant, seed	Bush, leaf, root, soil, stem, tree, vegetable, vine	chopping board, cut, fork, juice, juicer, table knife
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could move the actual fruits and vegetables under each heading on the coloured paper instead of writing or drawing on sticky notes. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could use pictures that are already cut out; could tell an adult or record their ideas verbally into a recording device; could be shown real-life examples of the pictured foods. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could use a butter knife when cutting; could be shown the cutting skills before the lesson; could be shown how to use the juicer before the lesson.
Challenge	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could draw on their own experience and think about fruits they have eaten and whether they have noticed the seeds; could be asked about other foods and asked to interpret whether they are fruits or not. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could draw pictures of the plants onto the template; could be asked about the types of plants that would be useful for a main meal or a dessert. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be instructed to cut items into simple fractions.
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider links			

Lent 2
Design & Technology -Cooking Y1:

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	I know how to select ingredients for a recipe.	I know how to apply food preparation skills to a recipe.	I know how to evaluate against the design brief.
Recall and Retrieval	<ul style="list-style-type: none"> Some vegetables have to be cooked before you eat them. I know that different fruits and vegetables need different conditions to thrive. I know that some fruit and vegetables are seasonal. 	<ul style="list-style-type: none"> eating fruit and vegetables is good for us. I know which fruits need to be peeled before blending and which do not. I know that ingredients need to be chopped into smaller pieces before blending. I know preparing (mixing, weighing, measuring) and cooking processes (baking or grilling) 	<ul style="list-style-type: none"> I know that fruits grow on trees or vines. I know that vegetables can grow either above or below ground. I know that vegetables are any edible part of a plant. I know that some fruit and vegetables are seasonal.
Sequence of substantive knowledge throughout the lesson	<ul style="list-style-type: none"> I know which fruits need to be peeled before blending and which do not. I know that ingredients need to be chopped into smaller pieces before blending. 	Make: <ul style="list-style-type: none"> I know that a blender is a machine which mixes ingredients together into a smooth liquid. I know that fruits and vegetables blend down from a solid to a liquid. 	Evaluate:
Key Skills/disciplinary knowledge	Make: <ul style="list-style-type: none"> I can develop a food vocabulary- taste, texture, smell and feel. I can choose fruits and vegetables to taste. I can suggest fruits to put together based on taste. I can describe a food's taste. I can decide on three ingredients to create a recipe. 	Make: <ul style="list-style-type: none"> I can gather the ingredients for a simple recipe. I can cut, peel, grate and chop fruit and vegetables safely with help to make a smoothie. I can measure and weigh ingredients to use in a recipe with help. I can use my senses to compare my smoothie with my partner's 	Evaluate: <ul style="list-style-type: none"> I can taste and evaluate different foods. I can choose my favourite recipe. I can discuss how closely my finished product meets my design criteria.
Key Vocabulary	Flavour, select, taste	Blend, blender, cut, ingredients, juice, recipe	Compare, evaluate
Main teaching activity <i>If the school has another short term planning</i>			

<i>format, this does not need to be included.</i>			
Scaffolding	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could choose just one fruit they would like to include in their recipe; could use a simple thumbs up or thumbs down to show whether they like a food; could use the class mind map to support when asked to describe the tasted foods. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could use a butter knife when cutting; could use the Presentation: Visual reminders for help with remembering which skills are for which foods; could watch the Pupil video: Cutting and juicing skills for extra support while at the preparation station. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could cut and stick images of the fruits onto the carton to create their packaging design.
Challenge	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be asked which fruits taste good together and why; could be asked about the similarities and differences between the taste of fruits. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could use a butter knife when cutting; could use the Presentation: Visual reminders for help with remembering which skills are for which foods; could watch the Pupil video: Cutting and juicing skills for extra support while at the preparation station. <p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be asked whether other people might like their ingredient choices; could be asked to use prior knowledge to suggest if their ingredient choices are healthy; could be asked whether their smoothie reminds them of anything they have tasted before. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could explain why they chose the combination of ingredients they did; could be asked if there were any other combinations they think would work well.
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider curriculum links			