

Medium Term Plan – Design Technology - Food – Preparing fruit and vegetables

N.C POS:

- Use the basic principles of a healthy and varied diet to prepare dishes.
- To understand where food comes from.

Concept: celebrations, diversity, similarity and difference, decades, change, location, society, food.

Key Vocabulary: fruit and vegetable names, names of equipment and utensils, sensory vocabulary, 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.

Prior Learning: Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance, taste and smell. Experience of cutting soft fruit and vegetables.

Future learning: Further food technology in KS1: To understand where fruit and vegetables come from. LKS2: To further develop the use of appropriate kitchen equipment and utensils.

Core Knowledge- non-negotiable

Exploring

- Taste and evaluate a range of fruit and vegetables to determine the intended users' preference. Link to the use of senses.
- Begin to explore and practise using basic equipment, juicer, peeler, knife, grater. Which fruits and vegetables would we use each utensil for? Are there any fruits/vegetables you wouldn't use a particular utensil for? Why?
- Explore existing products e.g. if you are making a smoothie, what smoothies already exist, which flavours compliment each other?

Designing

- Design appealing products for a particular user based on simple design criteria – fruit smoothie, fruit kebab, fruit salad.
- Communicate these ideas through talk and drawings. Why are you choosing those fruits/vegetables? Which utensil would you use? Why?

Making

- Use simple utensils and equipment to peel, cut and squeeze 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

- Evaluate ideas and finished products against design criteria, including intended user and purpose. Did the fruits selected work well together? Are there any you would change? Would you prepare any of the fruits differently next time?

Wider Influences

- Healthy eating – links to science, PSHE.
- Senses – links to science and the human body
- Videos or visit from chef demonstrating some food preparation skills.
- Job opportunities – chef, dietician, farmer, food lawyer, food stylist, health coach (<https://www.thebalancecareers.com/cool-jobs-food-industry-2064051>)

Enduring Understanding

- 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'.
- Begin to use some kitchen utensils safely and know when to use them.
- To understand the different ways food can be prepared (sliced, grated, juiced, peeled etc)
- Know and use technical and sensory vocabulary relevant to the project.