

## **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:** Year 1 Preparing fruit and vegetables. Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance, taste and smell. Experience of cutting, peeling and squeezing soft fruit and vegetables.

**Future Learning:** Year 3 Healthy and varied diet

### **Core Knowledge- non-negotiable**

#### **Explore**

- Design, make and evaluate a [*product*] for [*user*] for [*purpose*].  
**Product ideas:** *vegetable soup or stew*
- Taste and evaluate a range of vegetables to determine the intended users' preference using key sensory vocabulary.
- Discuss where fruit and vegetables grow and the journey from farm to shops.

#### **Designing**

- Generate initial ideas and design criteria through investigating a variety existing vegetable soup/stew products.
- Design appealing products for a particular user based on the design criteria.
- Communicate these ideas through talk and drawings and justify choices made.

#### **Making**

- Use simple utensils [*knives, peelers*] and equipment [*chopping boards, bowls, aprons, plastic table covers, pans*] 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 using their design ideas and criteria as an on-going guide.

#### **Evaluating**

- Evaluate ideas and finished products against design criteria, including intended user/suitability for intended purpose using key vocabulary.
- **Assessment questions:** What is the taste, textures, appearance, aroma of the product? What vegetables did you use and why? How does it meet the design criteria? How is it suited for the user? What changes did you make? What would they do differently next time to improve it?

### **Wider Influences**

- Science-based - Animals including Humans [*healthy eating*], Plants [*growth*]
- Geography –based – Continents and Oceans
- Maths-based – simple surveys of favourite fruit/vegetable

- Taste a range of different fruit and vegetables
- Grow own fruit/vegetables
- Supermarket visits/visitors – Farm to fork [Tesco]
- The Fun Food Chef – Pat Oakes [www.funfoodchef.co.uk](http://www.funfoodchef.co.uk)
- Local working farm visit [*Kenyon Hall Farm*]

**Enduring Understanding**

- Understand where a range of fruit and vegetables 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.