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| updated logoHedgehogs & Butterflies Class  Medium Term Planning for Design and Technology Autumn Term 2022 | |
| Topic: People who help us  **Design, make & evaluate**  **Cooking & Nutrition** | There will be specific planned opportunities to support the children’s progress in design and technology throughout the year.  Design and technology will be continually developed throughout the curriculum through opportunities in continuous provision. |

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| **Lesson 1 - Link it**  **Explore familiar food – design a recipe for a healthy smoothie**  Explore healthy food using our senses  Choose food using PECS symbols and stick them onto a recipe card  Design a recipe based on liked foods  Plenary – Share photos from the session – can children identify themselves in the photos? | **Lesson 2 – Learn it**  **Peeling and cutting food (make it – fruit salad)**  Choose food using PECS Model and practice peeling and cutting food  Mix the food together in a salad spinner  Taste and explore the food  Plenary – Share photos from the session – can children name the food (using PECS)? | **Lesson 3 – Learn it & Check it**  **Peeling and cutting food (make it - smoothie)**  Children to use food from their recipe cards  Peel and chop the food  Blend the food together to make a smoothie  Plenary – taste the smoothie (**evaluate**) – Do they like what they have made? Thumbs up/ down? Do they request more, etc.? | **Lesson 4 – Show it**  **Identifying healthy food/ matching familiar food**  Can children match the pairs? (food PECs cards)  Can children identify food from a choice of two or more PECS cards?  Can children remember what food they used in their smoothie?  Plenary – Request a liked food item using PECS | **Lesson 5 - Know it**  **Exploring food independently**  Resources - Tuff tray of healthy food, cutting utensils, bowls, salad spinner  Do children attempt to peel/ cut the food independently?  Do children attempt to use the salad spinner?  Do children taste familiar liked foods?  Plenary – Share photos of the activity – can children identify themselves in the photos? |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **EYFS –**  Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **Key Stage One –**  Children design purposeful, functional, appealing products for themselves and other users based on design criteria.  Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].  They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  Children explore and evaluate a range of existing products.  Children use the basic principles of a healthy and varied diet to prepare dishes. | EYFS:   * **Explore different materials, using all their senses to investigate them;** * **Return to build on their previous learning, refining ideas and developing their ability to represent them;** * **Use all their senses in hands-on exploration of natural materials;** * **Explore how things work.**   Key Stage One -   * **use their knowledge of existing products and their own experience to help generate their ideas;** * **with support, follow a simple plan or recipe;** * **begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer;** * **learn to use hand tools and kitchen equipment safely and** **appropriately and learn to follow hygiene procedures;** * **use a range of materials and components, including textiles and food ingredients; assemble, join and combine materials, components or ingredients;** * **cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;** * **evaluate their products and ideas against their simple design criteria;** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Exploring familiar food using the senses  Identifying food | Activities provided during lesson  Learn to peel and cut food, and combine ingredients to make a healthy dish | Independent activities linked to lesson  Developing peeling and cutting techniques  Evaluating by exploring likes and dislikes | How will the pupils share knowledge during or end of lesson  Identifying and naming food  Recognising familiar healthy food | Retrieve or generalization of learning after lesson  Exploring liked foods by peeling and cutting with more confidence and increasing independence |