



Scheme of Learning for Design Technology



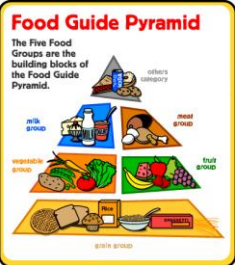
Sheep Dip Lane
Academy



Phase	KS1 Year 1 and 2 Cycle B
Strand	Sustainability, impact on our world
Leader	F Parish Principal G Matthews – Design Technology

• DESIGN TECHNOLOGY – Year 2

<p>Main Strand/Concepts</p>	<p>Sustainability, Impact on our World – Design Technology will link to other subjects within this context, however where this is not appropriate it will be taught discreetly.</p>	
<p>Prior Learning Links</p>	<p><i>To know some foods are healthy and some are unhealthy. To know some foods are good for use and some foods aren't.</i></p>	
<p>Main enquiry question/s</p>	<p>What does healthy mean?</p>	
<p>Programme of Study NC Requirements</p>	<p><u>National Curriculum</u></p>	
<p>Learning Objective</p>		
<p>1st Concept Research/ tasting session (Salad vegeables)</p>	<ul style="list-style-type: none"> <i>To research different types of food.</i> <i>To know what a healthy diet is.</i> <i>To know where healthy fruit and vegetables come from (Farm to fork link)</i> 	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge – what do we want the children to know?</p>	<p>Suggested learning activities – What key experiences?</p>
<p>Processed: To process food means to treat raw food in order to change it or preserve it</p> <p>Vitamins: a group of natural substances in food that are necessary for the growth and good health of the body</p>	<ul style="list-style-type: none"> <i>To understand what a healthy balanced diet is.</i> <i>To know what processed food is and why this is un healthy.</i> <i>To know why fruit and vegetables are good for us.</i> 	<ul style="list-style-type: none"> <i>Have real foods / photos for children sort what is healthy / unhealthy</i> <i>Understand why vegetables are so important to our health.</i> <i>To understand what processed foods are and how much salt and sugar they contain. - show children examples of what processed food is and distinguish the different between processed and fresh.</i> <i>Talk to that children about what a balanced diet is</i> <i>Create a food diary for a day – what is healthy/ unhealthy and why</i> <i>Taste a rage of salad vegetables(research) – name them and discuss how they grow (Food to fork)</i> <i>Create a chart of the salad vegetables liked the most/ least from research completed)</i>


Assessment questions	<p><i>What are vitamins?</i> <i>Why are vegetables good for us?</i> <i>What makes processed food less healthy than fresh?</i> <i>How many vegetables can you name?</i> <i>Are salt and sugar bad for us?</i></p>	<p>Resources:</p> <p>A range of salad vegetables for tasting Link to Video: https://vimeo.com/691950189/55a5e0829a examples of processed and fresh food</p> <p>https://www.bbc.co.uk/iplayer/episode/b01p3000/get-well-eat-well-sleep-well Balanced diet video</p> <p>https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/zppvv4j What is a balanced diet?</p> <p>https://www.bbc.co.uk/bitesize/topics/zg69g7h/articles/zsfj4xs Healthy eating website</p>	
----------------------	--	---	---

Learning Objective	Pre-Learning Expectations
--------------------	---------------------------

2 nd Concept Design and Make	<ul style="list-style-type: none"> <u>To design and make a healthy salad.</u>
--	---

Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
-----------------------------	--	---

<p>Claw Ribboning Bridge</p>	<ul style="list-style-type: none"> To know which foods are processed and fresh. To learn the cutting skills of claw/ ribboning and bridge 	<ul style="list-style-type: none"> Design a healthy salad using the vegetables looked at in the first concept and from the research completed as to which veg they like. Children to label their vegetables on their design. Children to record how they will chop and cut their vegetable – using key language taught for technical skills on their design. Children to prepare the salad vegetables using the claw/ ribboning and bridge techniques to cut vegetables (Supported by an adult small groups) Children to create their healthy salad using the salad vegetables identified in the first concept.
--	---	--

Assessment questions	<p><i>What are vitamins?</i> <i>Why are vegetables good for us?</i> <i>What makes processed food less healthy than fresh?</i> <i>How many vegetables can you name?</i> <i>Are salt and sugar bad for us?</i> What is the clawing, ribboning and bridging cutting skill?</p>	<p>Resources</p> <p>Cutting materials ‘ Salad vegetables from concept 1. Plates/ forks</p> <p>https://www.youtube.com/watch?v=DoSq9T6OejA preparing your work space</p>	<p>Techniques:</p> 	<table border="1" style="font-size: small;"> <tr> <td style="background-color: #e0e0e0;">Lesson 1</td> <td></td> </tr> <tr> <td>Dish</td> <td>Jam jar salad</td> </tr> <tr> <td>Equipment</td> <td>Grater Peelers Chopping boards Small vegetable knives Jam jars</td> </tr> <tr> <td>Ingredients</td> <td>• A selection of salad vegetables • Olive oil</td> </tr> </table>	Lesson 1		Dish	Jam jar salad	Equipment	Grater Peelers Chopping boards Small vegetable knives Jam jars	Ingredients	• A selection of salad vegetables • Olive oil
Lesson 1												
Dish	Jam jar salad											
Equipment	Grater Peelers Chopping boards Small vegetable knives Jam jars											
Ingredients	• A selection of salad vegetables • Olive oil											

<u>Learning Objective:</u>	<u>Pre Learning Expectations</u>	
	<ol style="list-style-type: none"> 1. Vegetables provide vitamins and minerals that the body cannot make C 2. Cooking vegetables reduces their nutritional value 3. Ribboning is a technique of slicing vegetables into very thin strips 	
3rd Concept step by step method and Evaluate	<u>To create my step by step method to making my healthy salad.</u> <u>To evaluate my healthy salad.</u>	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
Processed Healthy Diet Balanced Bridge Ribboning Claw Prepare Hygiene Vitamins	<ul style="list-style-type: none"> • To know how to make a healthy salad. • To understand which foods you could choose to make your healthy salad. • To know how to evaluate your work thinking about what went well and what you may change next time you make it. 	<ul style="list-style-type: none"> • Children to create their step by step method for the healthy salad. • Children to include key vocabulary and technical cutting skills taught. • Children to demonstrate what a balanced healthy diet is. • Children to evaluate their healthy salad – what did they like/ dislike? • What would they changed next time and why?
Assessment questions	<ul style="list-style-type: none"> • What is a balanced diet? • Where do grow? • How can we cut safely? • When preparing food what do we need to consider? • 	Resources Recording sheets