



# Scheme of Learning for Design Technology



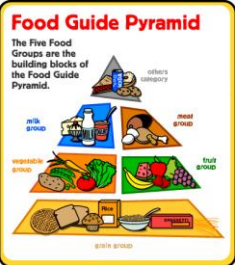
Sheep Dip Lane  
Academy



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

• DESIGN TECHNOLOGY – Year 1

Main Strand/Concepts	<b>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.</b>	
Prior Learning Links	<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>	
Main enquiry question/s	<b>Why are vegetables the best?</b>	
Programme of Study NC Requirements	<u>National Curriculum</u>	
Learning Objective		
1 <sup>st</sup> Concept <b>Research/ tasting session (Salad vegeables)</b>	<ul style="list-style-type: none"> <li>• <i>To research different types of food.</i></li> <li>• <i>To know why vegetables are healthy for us.</i></li> <li>• <i>To know where some vegetables come from (Farm to fork link)</i></li> </ul>	
Subject Specific Vocabulary	Core Knowledge – what do we want the children to know?	<b>Suggested learning activities – What key experiences?</b>
Tier 2: Diet food groups vegetables  Tier 3: Vitamins variety nutritious  chopping slicing/grating/ ribboning	<ul style="list-style-type: none"> <li>• To understand what a healthy balanced diet is.</li> <li>• To know what processed food is and why this is un healthy.</li> <li>• To know why vegetables are good for us.</li> <li>• To know what a root vegetable is</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have real foods / photos for children sort what is healthy / unhealthy</i></li> <li>• <i>Understand why vegetables are so important to our health.</i></li> <li>• <i>Discuss with children what a root vegetable is and what raw vegetables are good for us.</i></li> <li>• <i>Discuss with the children hat foods fall into what food groups.</i></li> <li>• <i>Talk to the children about what a balanced diet is.</i></li> <li>• <i>Create a food diary for a day – what is healthy/ unhealthy and why.</i></li> <li>• <i>Taste a range of salad vegetables(research) – name them and discuss how they grow (Food to fork)</i></li> <li>• <i>Create a chart of the salad vegetables liked the most/ least from research completed</i></li> <li>• <i>Taste test normal bread and pitta bread – what is different about it which do they prefer – this could also be done with natural yoghurt and normal yoghurt – why can we use natural yoghurt with our salad but not normal yoghurt – discuss the differences between them all.</i></li> </ul>

<p>Assessment questions</p>	<p>What is a food group?          What is a root vegetable?          Why are raw vegetables so good for us?          Why should we eat a variety of vegetables/</p>	<p>Resources:</p> <p>A range of salad vegetables for tasting          examples of processed and fresh food  <a href="https://vimeo.com/677695795/2e4c1fcd45">https://vimeo.com/677695795/2e4c1fcd45</a></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/b01p3000/get-well-eat-well-sleep-well">https://www.bbc.co.uk/iplayer/episode/b01p3000/get-well-eat-well-sleep-well</a> Balanced diet video</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/zppvv4j">https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/zppvv4j</a> What is a balanced diet?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zg69g7h/articles/zsfj4xs">https://www.bbc.co.uk/bitesize/topics/zg69g7h/articles/zsfj4xs</a> Healthy eating website</p> 
<p>Learning Objective</p>	<p><b>Pre-Learning Expectations</b>          To know the different food groups and name some foods that are healthy for us.          vegetables have nutrients that improve health.</p>	
<p>2<sup>nd</sup> Concept  <b>Design and Make</b></p>	<ul style="list-style-type: none"> <li>• <b><u>To design and make a pitta pocket.</u></b></li> </ul>	
<p>Subject Specific Vocabulary</p>	<p><b>Core Knowledge - What do we want the children to know?</b></p>	<p><b>Suggested learning activities – What key experiences?</b></p>
<p>Tier 2:          Diet          food groups          vegetables</p> <p>Tier 3:          Vitamins          variety          nutritious</p> <p>chopping          slicing/grating/          ribboning</p>	<ul style="list-style-type: none"> <li>• To know which foods are processed and fresh.</li> <li>• To learn the cutting skills of chopping/slicing/grating/ ribboning</li> <li>• To prepare and combine vegetables</li> <li>• To know vegetables can be prepared in different ways using different techniques</li> <li>• To name a range of salad vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Design a healthy pitta pocket using the vegetables looked at in the first concept and from the research completed as to which veg they like.</li> <li>• Children to label their vegetables on their design.</li> <li>• Children to record how they will chop and cut their vegetable – using key language taught for technical skills on their design.</li> <li>• Children to prepare the salad vegetables using the chopping/slicing/ grating/ ribboning and bridge techniques to cut vegetables (Supported by an adult small groups)</li> <li>• Children to create their pitta pocket the salad vegetables identified in the first concept. Discuss with the children the difference between yoghurt they are familiar with and yoghurt to combine for a salad – possible taste test this and score on a grid ( Data analysis and research)</li> </ul>

<p>Assessment questions</p>	<p>What are vitamins?  Why are vegetables good for us?  How many vegetables can you name?  What is the chopping/ slicing/ grating/ ribboning cutting skill?</p>	<p>Resources  Cutting materials ‘  Salad vegetables from concept 1.  Plates/ forks   <a href="https://www.youtube.com/watch?v=DoSq9T6OejA">https://www.youtube.com/watch?v=DoSq9T6OejA</a> preparing your work space</p>
<p><u>Learning Objective:</u></p>	<p><b>Pre Learning Expectations</b></p> <ol style="list-style-type: none"> <li>1. Vegetables provide vitamins and minerals that the body cannot make</li> <li>2. Cooking vegetables reduces their nutritional value</li> </ol>	
<p>3rd Concept  step by step method  and Evaluate</p>	<p><b><u>To create my step by step method to making my pitta pocket</u></b>  <b><u>To evaluate my pitta pocket.</u></b></p>	
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Core Knowledge - What do we want the children to know?</b></p>	<p><b>Suggested learning activities – What key experiences?</b></p>
<p>Tier 2:  Diet  food groups  vegetables   Tier 3:  Vitamins  variety  nutritious   chopping  slicing/grating/  ribboning</p>	<ul style="list-style-type: none"> <li>• To know how to make a pitta pocket.</li> <li>• To understand which foods you could choose to make your pitta pocket</li> <li>• To know how to evaluate your work thinking about what went well and what you may change next time you make it.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to create their step by step method for the pitta pocket.</li> <li>• Children to include key vocabulary and technical cutting skills taught.</li> <li>• Children to demonstrate why vegetables are the best using their own knowledge and through discussion.</li> <li>• Children to evaluate their pitta pocket – what did they like/ dislike?</li> <li>• What would they change next time and why?</li> </ul>
<p>Assessment questions</p>	<ul style="list-style-type: none"> <li>• Where do ..... grow?</li> <li>• How can we cut ..... safely?</li> <li>• When preparing food what do we need to consider?</li> <li>• What is the difference between slicing and dicing?</li> </ul>	<p>Resources   Recording sheets</p>

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