

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: DT - Food (Soup) Year: 2 – Spring (KS1)

NC/PoS:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through discussion and annotated sketches.
- Select from and use a wide range of ingredients, according to their characteristics.
- Select from tools and equipment to perform practical tasks [for example: knives, graters, peelers and juicers] accurately.
- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against their own design criteria.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- To understand where food comes from.

Prior Learning (what pupils already know and can do)

- Know what common fruit and vegetables taste like, undertaking sensory activities i.e. appearance, taste and smell.
- Know how to cut soft fruit and vegetables.
- Know to eat a healthy range of foodstuffs and understand the need for variety in food.
- Know that safety is needed when tackling new challenges, and consider and manage some risks.
- Now how to transport and store equipment safely.
- Know how to practice some appropriate safety measures without direct supervision.

End points (what pupils MUST know and remember)

- Know how to design a healthy snack and can explain the user and purpose. For example: a vegetable soup. (leek and potato or sweet potato and carrot)
- Know how to draw an annotated sketch of their soup and can label it with ingredients.
- Know how to select from a variety of ingredients to create the soup, considering the taste, colour and general appeal of the soup.
- Know how to select from knives, graters and peelers to prepare common vegetables (leeks, potatoes, carrots, sweet potatoes, onions, celery, cucumber) discussing why some preparation methods may not be suitable for some of the fruits/vegetables - e.g. you wouldn't grate an onion, you wouldn't peel a leek.
- Discuss different, existing vegetable soups and evaluate their appeal, potential purpose and user.
- Know how to evaluate their own soup considering the intended user, purpose and its overall appeal as well as considering its effectiveness of being a healthy dish.
- Have an understanding that food comes from different countries and can be grown.

Key Vocabulary

- Fruit, vegetable, roots, stems, leaves, utensil, knife, grater, grating, peeler, slicing, peeling, cutting, evaluate, appeal

Session 1: (May be done over more than one session)

Evaluating existing products

- Sort a range of fruit and veg and know the difference - A fruit develops from the flower of a plant, while the other parts of the plant are categorized as vegetables. Fruits contain seeds, while vegetables can consist of roots, stems and leaves.
- Learn about the different utensils, knife, peeler, grater etc. Which vegetables would we use each utensil for? Are there any vegetables you wouldn't use a particular utensil for? Why?

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| <ul style="list-style-type: none">- Practise using the utensils to manipulate the veg.- Nutrition: Why should we eat healthy food? <p>Vocab: fruit, vegetable, utensil, knife, cutting, slicing, peeler, peeling, grater, grating</p> |
| <p>Session 2:</p> <p>Evaluating existing products</p> <ul style="list-style-type: none">- Evaluate existing soups – what fruit/veg is used? Why?- Evaluate packaging, cost, appeal, value, taste etc.- Taste and evaluate a range of vegetables to determine the intended users' preference. Link to the use of senses. Create a tally chart to show the children's favourite flavour of soup.- Healthy eating – links to science, PSHE.- Senses – links to science and the human body- Teach honesty and responsibility when talking about where food is grown and the journey it takes to get from the farm to our homes. Discuss how healthy we are with the foods we consume. <p>Vocab: evaluate, appeal</p> |
| <p>Session 3:</p> <p>Designing</p> <ul style="list-style-type: none">- Design a healthy soup, consider ingredients, user and purpose.- Communicate these ideas through talk and annotated sketches. Why are you choosing those vegetables? Which utensil would you use? Why? Who is it designed for? When might they eat it?- Design: Can you design a healthy soup? <p>Vocab: vegetables, utensils</p> |
| <p>Session 4: (May be done in more than one session, in groups.)</p> <p>Making</p> <ul style="list-style-type: none">- Make a soup, using a variety of vegetables and preparation techniques (peeling, grating, slicing, cutting).- Use simple utensils and equipment to peel, cut and slice safely.- Select from a range of vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.- Resilience – during the entire making process, discuss keeping on trying and never giving up even if the task gets tricky. <p>Vocab: vegetable, peeling, grating, slicing, cutting</p> |
| <p>Session 5:</p> <p>Evaluate</p> <ul style="list-style-type: none">- Evaluate: How is the healthy snack appealing for the target user, purpose and appeal?- Evaluate ideas and finished products against design criteria, including intended user and purpose. Did the vegetables selected work well together? Are there any you would change? Would you prepare any of the vegetables differently next time?- Honesty – during the evaluation stages discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work <p>Vocab: evaluate, appeal</p> |
| <p>Future learning this content supports: LKS2 – Cooking and nutrition</p> |

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UKS2 – Culture and seasonality