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| Subject: DT – Fruit Kebabs Year: A - Spring PHASE ONE  NC/PoS:   * Use the basic principles of a healthy and varied diet to prepare dishes. * To understand where food comes from. * Design purposeful, functional, appealing products for themselves and other users based on design criteria. * Select from and use a range of tools and equipment to perform practical tasks [for example cutting.] * Select from and use a wide range of materials and components, including ingredients, according to their characteristics. * Explore and evaluate a range of existing products. * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. * Generate, develop, model and communicate their ideas through discussion and annotated sketches. * Investigate and analyse a range of existing products. * Evaluate their ideas and products against their own design criteria.   EYFS |
| 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 to make a fruit kebab. * 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 – when making toast or chocolate/banana snack. * Now how to transport and store equipment safely. * Know how to practice some appropriate safety measures without direct supervision – using knifes to cut fruit. |
| End points (what pupils MUST know and remember)   * Children know how to design a healthy snack and can explain the user and purpose. For example: a cold sandwich * Children know how to draw an annotated sketch of their sandwich and can label it with ingredients. * Children know how to select from a variety of ingredients to create their kebab, considering the taste, colour and general appeal of the ingredients. * Children know how to select from knifes, graters, peelers and juices to prepare common fruits, discussing why some preparation methods may not be suitable for some of the fruits - e.g. you wouldn’t grate a grape as it just turns mushy and due to the size, would this be suitable for a kebab?. * Children discuss different, existing fruit snacks and evaluate their appeal, potential purpose and user. Consider which fruits are often paired together and which fruit the children like. (e.g. strawberries and raspberries, apples and pears) * Children evaluate their own fruit kebab considering the intended user, purpose and its overall appeal as well as considering its effectiveness of being a healthy snack. * Children know that food comes from different countries and can be grown. |
| Key Vocabulary  texture, taste, appearance, smell, preference, healthy/varied diet, slicing, peeling, grating, chopping, appeal, evaluation |
| Session 1:  Evaluate existing products   * Evaluate existing fruit snacks that are available to buy from shops (Fruit salads) * Ensure there are a range of contents to evaluate. * Discuss the type of fruit that is used – which is the healthier option? Which fruits are paired together? * Discuss the fruit salads available – which ones are more popular in the class? Vote on the favourites and present on a bar chart. Which ones last longer? Which ones taste, smell and look the nicest/best appearance? Which are the healthiest? * Briefly discuss any potential allergies/intolerances/dietary requirements in relation to fruits e.g vegetarian, vegan, allergies etc consider their audience and if any of these apply and how they can overcome them.   Vocab: taste, texture, appearance |
| Session 2:  Practising skills   * Practise the various preparation skills that are required to make the kebab. * Practise slicing, grating, peeling and chopping the various fillings they may use (apple, banana, grapes, strawberries, pineapple)   Vocab: slicing, peeling, grating, chopping |
| Session 3:  Designing   * Children to design a healthy fruit kebab by creating an annotated sketch to show what their kebab will entail. * They should choose their type of fruit – Discuss the difference between fruits and how they pair together, discuss how they would be prepared (peeled, sliced, cubed) * They should choose their filling out of a set list. This would be a good time to talk about season fruits and how some fruit is more readily available during the summer months. * They should also consider any sauces they require. * The children need to ensure they are considering the Eatwell plate to ensure their kebab is healthy. * Children to mention any dietary requirements they have considered on their plan. * Children to consider preparation styles required – chopping, slicing, grating, peeling * Innovation: Have you considered how to make the kebab different and better than others of the same kind? * Individual liberty – children are encouraged to make their kebabs different and unique.   Vocab: healthy diet, Eatwell plate |
| Session 4:  Making   * Children to make their kebab by following their plan and evaluating as it they go along to make necessary changes. * Children need to follow basic hygiene standards – hands washed, hair up, jewelry off, aprons on (if available), work spaces cleared and using plates or chopping boards if available/ necessary. * Children to consider the appeal of their kebab, how will they present it? Cut in the fruit in to chunks, slices, cut in triangles, patterned on the skewer etc. * Resilience – during the entire making process, we discuss keeping on trying and never giving up even if the task gets tricky especially with the harder fruit preparation.   Vocab: evaluate, appeal |
| Session 5:  Evaluating   * Children to evaluate their kebab based on the design criteria. * Children should consider if it is appealing, suitable for their target audience and a healthy snack. * Children should consider if they have changed anything and if so why? * Honesty – during the evaluation stages discuss being honest with ourselves (self-reflection) and others to ensure we can improve ourselves and our work.   Vocab: evaluation |
| Future learning this content supports:  Year 2/3/4 food and nutrition unit – Fruit pie  Year 5/6 food and nutrition – South American Stew |