
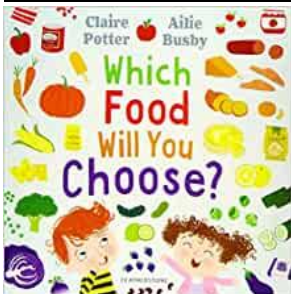


Curriculum Coherence		Year 1 Art and DT	
Spring	Food Technology		
Values: friendship, understanding, respect			
<b>Prior Learning/First steps:</b> Chn would have tried a range of foods linked to a range of different cultures from all around the world. They would have completed simple baking tasks with a lot of adult support and guidance.			
<b>INTENT</b>	<b>IMPLEMENTATION</b>		<b>IMPACT</b>
<u><b>KNOWLEDGE</b></u> - Understand where food comes from. -Group familiar food products e.g. fruit and vegetables.	<u><b>ACTIVITIES</b></u> - Discuss where different foods come from. -Discuss how familiar foods can be grouped. -Discuss what healthy/unhealthy foods. - Demonstrate basic food hygiene. - Chn to taste different fruits and vegetables, stating what their opinions and what they might use them for. -Chn to design a sandwich or meal for a fictional character linked to topic. -Chn to make a simple dish. -Chn to taste and evaluate WWW and EBI.		<u><b>OUTCOMES</b></u>  <u><b>PUPILS will know</b></u> -Where food comes from.  <u><b>will be able to</b></u> -Group familiar food products together. -Prepare a simple dish by cutting ingredients safely. -Discuss which foods they enjoy or dislike. -Design, make and evaluate their food.  <u><b>will understand</b></u> -Understand the importance of basic food hygiene.
<u><b>VOCABULARY</b></u> Cut, knife, food hygiene, fruit, vegetables, meat, healthy, unhealthy, body, mouth, teeth, menu, taste, smell, touch, sight, texture,	<u><b>READING OPPORTUNITIES</b></u> 		<u><b>NEXT STEPS IN LEARNING</b></u> - Group foods into the five groups in the Eatwell Plate.  - Cut, grate or peel ingredients safely.  -Measure or weigh using cups or electronic scales.
<u><b>SKILLS</b></u> <ul style="list-style-type: none"> <li>• Cut ingredients safely.</li> <li>• Prepare simple dishes – safely and hygienically – without using a heat source.</li> </ul>	<u><b>CHALLENGE:</b></u> Discuss different textures and tastes and how they change the food. Chn could experiment and discuss which foods go well together and which don't. They could design a meal of multiple courses to suit their character.  <u><b>SUPPORT:</b></u> Remind pupils of food hygiene. Practise using knives (e.g. for buttering, cutting etc) before starting. Work with an adult in a small group, if needed.		<u><b>NC LINKS</b></u> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.  Pupils should be taught how to: <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul>

	<p><b>ASSESSMENT OPPORTUNITIES</b></p> <p>Are pupils able to explain what foods they like/don't like?</p> <p>Are pupils able to plan a healthy meal/food?</p> <p>Can they explain where each item of food comes from?</p> <p>Can they use equipment safely and easily?</p>	<p><b>PREPARATION FOR ADULTHOOD:</b></p> <p>As adults, chn should make healthy food choices.</p> <p>They will know how to safely prepare a healthy meal for themselves and others.</p> <p>They will enjoy food and have a healthy relationship with it, and understand the health benefits for their bodies.</p>
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**LINKS**

History – famous people from the past.  
 Maths - Measuring

**SMSC**

**Spiritual** – Explore creativity through product design · Explore emotions through design development · Reflection time to access own ideas · Use imagination in individual work and group work · Appreciation of beauty through discovery of materials and design

**Moral** – Encourage respect for others and their work · Work cooperatively · Encourage respect in classroom environment · Encourage respect for equipment · Promote trust · Encourage sustainability through recycling and Upcycling

**Social** – Promote a sense of community · Encourage independence and self-respect · Celebrate success with displays and exhibitions · Encourage group/class discussion · Promote group work and accept roles within a group

**Cultural** - Appreciate how culture influences design · Explore a range of materials and equipment used by different cultures · Gain inspiration though visiting exhibitions · Respect diversity of cultural values and beliefs