Year : 1	Term : 2	Topic : Salads	
Learning Objectives (What will the children learn?)	**Class Activities** (What will the children do?)	**Resources** (What will I need?)	**Assessment** (opportunities)
Investigate, Disassembly and Evaluate Activities (IDEAs)			
Children will learn: • To look at a wide variety of fruit and vegetables which are available which can be grouped and individually named **(Progression in Design Skills R1)** • With teacher assistance formulate questions for expert/visiting speakers **(Progression in Design Skills R4)** • that fruit and vegetables may require treatment before being eaten and know what the treatment is *eg washing, peeling* • to do an observation drawing and label the fruit or vegetable **(Progression in Design Skills DR1)** • to develop a sensory vocabulary • that fruit and vegetables can be classified according to their sensory and other properties	• Provide opportunities for children to examine a range of fruit/vegetables. *Do you know what this is called? Where is it grown?* If possible, visit a local supermarket, fruit and vegetable shop with a pre-pared list of questions written with teacher assistance. Children can sort fruit and vegetables according to size, colour, country of origin etc., • Provide opportunities for children to handle and smell fruit/vegetables and to describe them through talking, drawing and labelling. • Choose two contrasting fruit/vegetables *eg apple and banana or carrot and tomato* and investigate the inside by cutting them in half. Explain terms *eg peel, skin, flesh.* • Evaluate existing products to determine what the children like best (preference tests) *eg fresh potato salad, canned potato salad, home-made potato salad. Introduction of sensory analysis.* • Create a picture and word database by drawing/photographing foods. • Brainstorm all the different dishes that can be made with fruit and vegetables.	• range of fruit and vegetables (including some unusual fruit/vegetables) • plates, dishes, bowls, peeler, vegetable knives, forks, spoons • plastic table covers, antibacterial cleaner, access to hand-washing and washing-up facilities, aprons	Can the children: • recognise and name a number of different fruit and vegetables • say which may be peeled before being eaten • use sensory vocabulary to describe texture, taste and appearance • classify some fruit/vegetables according to colour, texture and taste, how and where they are grown, what they are used for, how they are eaten.
Focused Practical Tasks (FPTs)			
Children will learn: • basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions • to use a variety of simple tools and equipment • that fruit and vegetables have nutritional value and are an important part of our diet • that food processing can affect appearance, texture, odour and taste	• Discuss basic food hygiene practices with the children. • Ask the children to practise using hand tools and simple food-processing skills *eg washing, grating, peeling, slicing, squeezing.* Discuss the different effects achieved by different processes.	• range of fruit and vegetables (including some unusual fruit/vegetables) • plates, dishes, bowls, peeler, grater, chopping board, plastic mixing bowls, vegetable knives, forks, spoons plastic table covers, antibacterial cleaner, access to hand-washing and	Can the children: • explain and practise the hygiene rules for fruit and vegetable preparation • name and demonstrate appropriate use of simple tools in preparing fruit and vegetables • carry out simple *preference tests* of fruit and vegetable and record results

• how to use a questionnaire and record the results **(Progression in Design Skills R2)**	• Discuss healthy eating advice *eg eating more fruit and vegetables.* Survey the quantities/ preferences of fruit/vegetables that are eaten in the class. Display as a pictogram. • Demonstrate how fruit and vegetables change when they are cooked *eg baked apple and a raw apple, boiled potato and a raw potato.* • Set up a salad bar and ask the children to select and combine their own mixtures. • Make a simple salad and ask the children to experiment with different dressings/liquids *eg lemon juice, water. What is the impact on the end product of each*	washing-up facilities, aprons	• explain the importance of fruit and vegetables as part of a healthy diet
Design and Make Assignment (DMA)			
Children will learn: • to identify a simple snack or dish they intend to design and make • to listen to and offer any ideas about what they intend to make **(Progression in Design Skills G1)** • to develop their design ideas applying findings from their earlier research • to select and use appropriate fruit and vegetables, processes and tools • to talk about what they are making as they are working **(Progression in Design Skills P1)** • to use a trial and error approach to making their design and say what they think about what they have made **(Progression in Design Skills E1)** • to record what they have done using large freehand drawings **(Progression in Design Skills DR1)**	• Give the children the following design brief: **design and make a salad:** ➢ **using either fruit or vegetables;** ➢ **that is colourful** • Allow the children to decide, in pairs or small groups, what type of product they want to make *eg juicy fruit salad, colourful vegetable salad* and why it has been chosen. • Discuss how much of each fruit and vegetable might be needed. • Discuss how to plan the work. *What will you need? Where will you work? Who will do what? How much time do you have? What will you need to do first?* • Encourage the children to select appropriate fruit/vegetables and to prepare the foods using safe handling techniques. Explain the importance of serving their food attractively. • Encourage them to record what they have done through drawing and writing and to comment on their finished product.	• range of fruit and vegetables (including some unusual fruit/vegetables • extra ingredients e.g. fruit juice, pop for liquid, salad cream etc. • plates, dishes, bowls, peeler, grater, chopping board, plastic mixing bowls, vegetable knives, forks, spoons • plastic table covers, antibacterial cleaner, access to hand-washing and washing-up facilities, aprons	Can the children: • apply what they have learnt through IDEAs/FPTs in their design and make assignment • suggest ideas about appropriate fruit and vegetables for a product based on their tasting experiences • talk about what they are making, select and use appropriate equipment and ingredients to achieve the shapes and sensory properties required for their product • talk about their finished product, recording through pictures and words how it looks and tastes. Discuss how well it matches their original idea.