



# SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



## Medium Term Planning Creative Learning Journey

Subject: DT	Topic: <b>Technical Knowledge</b> – Food technology	Differentiation
<p><b>NC Links:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"><li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul> <p><b>Make</b></p> <ul style="list-style-type: none"><li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li><li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li></ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>explore and evaluate a range of existing products</li><li>evaluate their ideas and products against design criteria</li></ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"><li>build structures, exploring how they can be made stronger, stiffer and more stable</li><li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li></ul>		
<p><b>Week 1:</b> <b>EXPLORE</b> I can explore different types of fruit salads and what is in them.</p>	<p>Read Oliver's Fruit Salad. Can they name any of the fruit? What are the children's favourite fruits? Why do we eat fruit? TTYP feedback ideas</p> <p>Fruits and vegetables are rich in vitamins and minerals that help you feel healthy and energised. Explain that eating plenty of fruits and vegetables may help reduce the risk of many diseases; including heart disease, high blood pressure, and some cancers. Eating plenty of fruit and vegetables also helps us to go to the toilet which is also good for us!</p> <p>Feely Bag Activity. Chn touch the fruit but don't look at them. Can they name them? When children have had a guess. Take the fruit from the bag and tell</p>	<p><b>LA – Explore</b> and talk about the images of fruit salads with a TA who records their answers in a mind map format. Talk with TA about which is their favourite and why.</p> <p><b>MA/HA</b> Use Ipad to identify different designs of fruit salads. Use sheet to write a sentence about the different fruits in their favourite one.</p>



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	<p>them the name and write it on the board. Popcorn adjectives to describe each fruit. How does it look? How does it smell? What does it feel like?</p> <p>Explain to the children that in the next few weeks they will make a fruit salad like Oliver. Show images of various fruit salads. What fruits can you spot? Which design do they like and why?</p>	
<p><b>Lesson 2:</b> <b>EXPLORE</b> I can understand where fruit and vegetables come from</p>	<p>Recap – Show images of fruits. Can you name some of fruits that we looked at last week? Why do we eat fruit? Draw a tally of class' favourite fruits.</p> <p>Show images of a range of vegetables. Can you name any vegetables? What is the difference between a fruit and vegetable? TTYP (fruit contains the seeds of the plant).</p> <p>Show children the inside of a fruit and show them the seeds then show that the vegetables does not have seeds. Explain that the reason a plant produces fruit is to spread its seeds so that it can make more of itself (reproduce).</p> <p>Today we are going to learn where fruit and vegetables come from. Where do you think they come from? (trees and plants) Have you ever seen fruit and vegetables growing before? What did you see? How and where did you see the fruit and veg growing? (in a tree, on the ground, on a bush etc)</p>	<p>LA/MA – Children to sort images into grows under the ground and grows above the ground.</p> <p>HA – Children to draw their own fruit and vegetables and sort them.</p>



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	<p>Some vegetables grow under the ground, like potatoes. No fruit grow under the ground(except peanuts which are classed as a fruit) Ask children to pretend to dig up a potato. What other vegetables grow under the ground? Show images to help (carrots, onions, turnips, radishes)</p> <p>Some vegetables and fruit grow above ground like apples and pears. Ask children to pretend to pick them from a tree. Can you think of some other fruit and vegetables that grow above the ground? Show images to help. (apples, grapes, broccoli, lettuce) Discuss with children where above the ground that they grow e.g. strawberries grow on a bush but cabbage grows on top of the ground.</p> <p>As a class have two large sorting hoops with labels 'Grows above the ground' and 'Grows below the ground'. Discuss their reasoning for the groupings. Sort the fruit and vegetables into groups.</p>	
<p><b>Lesson 3:</b> <b>DESIGN</b> <b>LO: I can design a healthy fruit salad</b></p>	<p>Recap – popcorn which fruits/vegetables grow above and then which grow below the ground.</p> <p>Explain that next week we will be making our own fruit salad just like Oliver.</p> <p>Get children to think about how they could make a fruit salad. Show children Oliver's fruit salad success criteria (uses at least 3 fruits, looks good visually and colourful, use different textures, tastes nice) Y2's to add an additional logo.</p> <p>Discuss with the children the steps required to make a fruit salad. Remind them of the importance of washing their hands and food hygiene.</p>	<p>All children to complete design sheet.</p>



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	<p>How will we cut the fruit into the small pieces? What will you use? How can we use the knife safely? Show methods of how to use knife safely and effectively (the bridge and the claw). Explain to children that some fruit will need peeling before cutting. What fruits will need peeling? What fruit will you include? Think about how it will look and the different textures of the fruit. Why would we not just use grapes and apples? (because it wouldn't be very colourful or attractive) Remind the children of some of the designs of fruit salads they saw last week. How can you make your fruit salad look great. Will you use a pattern or design?</p> <p>Model how to draw a design on the design sheet.</p>	
<p><b>Lesson 4:</b> MAKE: I can make a healthy fruit salad</p>	<p><b>Half the children in provision and small groups making their bag with the teacher/TA</b></p> <p>Explain to the children that today they will be making their fruit salad. Explain to the children they will each have some fruits, a bowl, a safe knife and a chopping board. Model to chn how to use knife safely (the bridge and the claw). Discuss safety rules will class. Explain cutting will be supervised by an adult at all times.</p> <p>Model how to use their design sheet to collect the fruit needed. Model peeling fruit, pulling off stems off and arranging them so it is an attractive design.</p> <p>Take pictures of final produce for evidence and to evaluate next week.</p>	<p>Children to build and make their fruit salads in small groups</p>



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<p><b>Lesson 5:</b> <b>EVALUATE:</b></p> <p>I can evaluate my fruit salad against a success criteria</p>	<p>Give children image of their fruit salad. Go through each part of Oliver's success criteria. Chn to check they have each criteria with their partner. Peers to give feedback – A star – what they like about it, a wish – what their friend could do to make it even better.</p> <p>What did the children find easy? What did they find challenging? Share ideas with the group.</p> <p>Model how to complete an evaluation form, using the criteria and their product.</p>	<p>LA – Chn use tick sheet for success criteria and write a simple sentence about what they could improve on.</p> <p>MA/HA- Chn use tick sheet and answer a range of questions</p>
<p><b>Key Vocabulary:</b></p> <p>Tier 2 – fruit, vegetable, cut, knife, salad, bowl, peel, pull, design, underground, above ground, colourful, seeds, smooth, shiny, hard soft, prickly, healthy</p> <p>Tier 3 – root vegetable, texture, logo, vitamins, minerals, evaluate, hygiene, attractive, the bridge, the claw</p>		