



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Design and Technology	Seaside Snack	1	Summer	6 hours
End of Key Stage 1 outcomes	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their Products</p>			
End of Units outcomes	<p>Food technology</p> <p>I can name a variety of fruits and vegetables.</p> <p>I can use adjectives to describe the appearance and taste of foods.</p> <p>I understand basic food hygiene.</p> <p>I can use a knife to create shapes in foods.</p> <p>I can follow designs to create food art.</p>			

Vocabulary	Design	Design, product, plan
	Make	Ideas, make, moves, choose, resources, tools, structure, construct.
	Evaluate	Describe, explain, working well, not working well
	Cooking and Nutrition	Cut, safely, describe, wash, clean, surfaces

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
<p>Technical knowledge</p> <p>Lesson 11</p>	1 hours	To follow instructions to make a savoury snack.	<ul style="list-style-type: none"> • Ask the children 'What food would you take on a seaside picnic?' • Show children the images on the slides. Can they name all food they can see? • Explain to the children they are going to be making savoury sandwiches today. Does anyone know what savoury means? • Show the children the images on the slide. What is their favourite sandwich filling? <p>NB: Make sure you are aware of any food allergies before making any food with the children.</p> <p>Before the lesson, prepare the ingredients and equipment.</p> <p>Activity:</p> <p>Provide the children with slices of bread, a variety of fillings, skewers, Instruction Sheet B and worksheet 1A. The children will make their sandwich pinwheel and answer the questions.</p> <p>Assessment Questions:</p> <p>Can children select appropriate ingredients?</p>	<p>Plan Bee Lesson 1</p> <p>Slides</p> <p>Resources</p> <p>Challenge Card A/B/C</p> <p>Design Sheet (FSD...? activity only)</p> <p>Design Card (FSD...? activity only)</p> <p>Teacher Notes</p> <p>Bread or tortilla wraps</p> <p>A variety of fillings</p>

			<ul style="list-style-type: none"> • Can children effectively and safely use tools? • Can children talk about what they made? 	Knives, skewers, rolling pin
<p>Technical knowledge</p> <p>Lesson 2</p>	1 hour	To make edible boats.	<p>Show the children the image on the slide. What is it? What shapes can they see? Challenge the children to describe the boat.</p> <ul style="list-style-type: none"> • Show them the photos of food items on the slide. Can they name them? Can they describe them? <p>What do they know about them?</p> <ul style="list-style-type: none"> • Go through the nutritional information on the slides about each food item. • Select the picture of the boat you are going to make. Then go through the steps on the slide explaining how to make the food boat. <p>NB. The sweet potatoes used for the LA activity and the courgettes for the MA activity will need to be pre-cooked.</p> <p>Activity:</p> <p>Provide the children with the Courgette Instructions, courgettes and the fillings. The children will make courgette boats.</p> <p>Assessment Questions:</p> <p>Can children name different foods?</p> <ul style="list-style-type: none"> • Can children select a variety of ingredients? • Can children manipulate materials? 	<p>Plan Bee lesson 2</p> <p>Slides</p> <p>Sweet Potato Instructions</p> <p>Courgette Instructions</p> <p>Pepper Instructions</p> <p>Sweet potatoes, courgette, pepper</p> <p>Fillings: cooked meat, vegetables, cheese</p> <p>Jelly Instructions (FSD...? activity only)</p> <p>Picture Cards (FSD...? activity only)</p> <p>Jelly, oranges, water, bowls (FSD...? activity only)</p> <p>Cocktail sticks, paper</p>

				Teacher Notes
<p>Technical knowledge</p> <p>Lesson 3</p>	1 hour	To make fruit sculptures.	<p>Show children the images on the slide. Can they name all the fruits? What do they taste like?</p> <ul style="list-style-type: none"> • Give the children the opportunity to taste each of the fruits when they are on the slide. Challenge the children to describe what they taste, smell, look and feel like. • Discuss the questions on the slide with the children, What is your favourite fruit? Is fruit a healthy choice? Why should we eat fruit? • Share the information about sugar in fruit. <p>Activity:</p> <p>Provide the children with Challenge Card B, apples and knives. The children will follow the instructions to make a crab out of fruit.</p> <p>Alternative activity:</p> <p>Provide the children with the Picture Cards and a variety of fruit. The children will arrange the fruit to make a seaside picture out of fruit.</p> <ul style="list-style-type: none"> • Alternatively provide the children with worksheet 3A. The children can design their own fruit seaside picture. <p>Assessment Questions:</p> <p>Can children name and describe a variety of fruits?</p> <ul style="list-style-type: none"> • Can children manipulate and shape fruits into animals and pictures? • Do children know why they should eat fruit? 	<p>Plan Bee lesson 3</p> <p>Slides</p> <p>Resources</p> <p>Challenge Card A/B/C/D</p> <p>Kiwi fruit, grapes, apples, satsumas, bananas, knives</p> <p>Picture Cards (FSD...? activity only)</p> <p>Worksheet 3A (FSD...? activity only)</p> <p>Variety of fruit, knives (FSD...? activity only)</p> <p>Teacher Notes</p>
<p>Technical</p> <p>Lesson 4</p>	1 hours	To make edible decorations.	<p>Show the children the images on the slide. What can they see? Can they name the animals? Can they describe them? What shapes can they see?</p>	<p>Plan Bee</p> <p>Lesson 4</p>

			<ul style="list-style-type: none"> • Show the children some of the items you have bought. Go through the steps on the slide explaining how the different items could be joined together. <p>Activity:</p> <p>Provide the children with Instruction Card B, a cupcake each and the ingredients listed. The children will make a turtle to decorate their cupcake.</p> <p>Alternative activity:</p> <p>Provide the children with worksheet 4A, Picture Cards, rice crispy squares, icing and items to decorate. The children will design then create a seaside-themed scene on their rice crispy square. • Suggested items to decorate the squares include: Jelly babies or similar as the figures in the scene, jelly sweets and cocktail umbrellas as props. • Design Cards have been included as prompts if you feel your class need them.</p> <p>Assessment Questions:</p> <p>Can children join items together?</p> <ul style="list-style-type: none"> • Can children arrange items to make an animal or picture? • Can children talk about their work? 	<p>Slides</p> <p>Instruction Card A/B/C</p> <p>Teacher Notes</p> <p>Cupcakes, ingredients and items on Instruction</p> <p>Cards</p> <p>Worksheet 4A (FSD...? activity only)</p> <p>Inspiration Cards (FSD...? activity only)</p> <p>Design Cards (FSD...? activity only)</p> <p>Rice crispy squares, icing (FSD...? activity only)</p> <p>Items to decorate, e.g. sweets (FSD...? activity only)</p> <p>Worksheet 4B (Plenary only)</p>
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<p>Design</p> <p>Lesson 5</p>	1 hour	To create frozen seaside snacks.	<p>What do you drink or eat to help you cool down on a hot day?</p> <ul style="list-style-type: none"> • Why is it important to drink lots on a hot day? Think, pair, share. • Share the information on the slide about dehydration. • Why is water healthier than sugary drinks? Think, pair, share. Share the information on the slide about sugary drinks. • Select the appropriate slides depending on the activity your class will be doing. Then share the photos of the ice-lollies or drinks. • What ingredients do you think are in this ice-lolly/drink? What flavour do you think it is? Think, pair, share. • Go through the steps on the slide explaining how to make their frozen seaside snack. <p>Activity:</p> <p>Provide the children with Instruction Cards B, yogurt, honey, fruit and lolly moulds. The children will make their own lollies.</p> <p>Alternative activity:</p> <p>Provide the children with worksheet 6A, Instruction Card D and the ingredients listed on the card. The children will design their own fruity frozen drink, while they wait for their turn to make it with an adult using the blender.</p> <p>Assessment Question</p> <ul style="list-style-type: none"> • Do children know what ice is made from? • Can children combine ingredients? • Can children reflect on their learning? 	<p>Plan Bee lesson 5</p> <p>Slides</p> <p>Resources</p> <p>nstruction Cards A/B/C</p> <p>Strawberry, yogurt, honey, banana, whole milk,</p> <p>peach, kiwi fruit, blueberries, grape juice, lolly</p> <p>moulds</p> <p>Worksheet 6A (FSD...? activity only)</p> <p>Instruction Cards D (FSD...? activity only)</p> <p>Fruit, ice, honey, blender (FSD...? activity only)</p> <p>Teacher Notes</p>

<p>Evaluate Lesson 6</p>	<p>1 hour</p>	<p>To design a seaside picnic.</p>	<p>What would you like to have in a seaside picnic? Think, pair, share.</p> <ul style="list-style-type: none"> • Share the checklist on the slide with the children. Have they included all the items they need? • What is a balanced meal? Why is it important to have a balanced meal? • Show the character's picnic on the slide. Is their picnic balanced? What should they add/replace in it? • Repeat this activity with the character's picnic on the following slide. • Is our picnic a balanced meal? Discuss the children's planned picnics. How could they improve them? <p>How could the picnics be made healthier?</p> <p>Activity:</p> <p>Provide the children with worksheet 6B and the Balanced Plate Sheet. The children will design a balanced picnic and answer the questions.</p> <p>Assessment Questions:</p> <p>Do children know what a balanced meal is?</p> <ul style="list-style-type: none"> • Can children select ingredients to make a balanced picnic? • Can children reflect on their learning? 	<p>Plan Bee lesson 6</p> <p>Slides</p> <p>Resources</p> <p>Worksheet 6A/6B/6C</p> <p>Food Picture Cards</p> <p>Balanced Plate Sheet</p> <p>Character Cards A/B/C (FSD...? activity only)</p> <p>Worksheet 6D (FSD...? activity only)</p>
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