

1. Year Group  
**Year 1**  
Autumn



2. Aspect of D&T  
**Cooking and Nutrition.**  
Focus  
**Preparing fruit and vegetables – Fruit Smoothie.**

3. Skills Progression:

**Prior learning**

- Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell (Discipline of Expressive Art and Design in EYFS).
- Experience of cutting soft fruit and vegetables using appropriate utensils.

**Designing**

- Design appealing products for a particular user based on simple design criteria.
- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Communicate these ideas through talk and drawings.

**Making**

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

**Evaluating**

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

**Cooking and Nutrition:**

- \*To wash hands independently and clean surfaces with support to prepare for cooking.
- \*To become familiar with some basic cooking techniques such as washing, peeling and chopping (using soft fruit) with adult support.
- \*To prepare a simple dish safely and hygienically, without using a heat source

4. What could children design, make and evaluate?  
Fruit smoothies

7. Our Journey Drivers:

J	Reading throughout the lesson including within the research and make it stages of the design process.
O	Curriculum sequence with strands of learning.
U	Creativity and individual liberty at the heart of the design process.
R	Open-ended design brief tasks encouraging pupils to promote creativity and follow their own ideas.
N	Exploration of materials, tools and other resources.
E	Use of progressive vocabulary and oracy opportunities throughout the design process.
Y	Links to healthy eating with food prioritised at the start of the year.

10. Research It – PART 1

- Children examine a range of fruit. This is the focus of the unit (with all children using orange juice or apple juice and some ice when blending). Use questions to develop children's understanding e.g. *What is this called? What can you retrieve from your learning last year? Who has eaten this fruit before? Where is it grown? When can it be harvested? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called?*
- Provide opportunities for children to handle, smell and taste fruits in order to describe them through talking and drawing. e.g. *What words can we use to describe the shape, colour, feel, taste?*
- Evaluate existing products (including flavours of smoothies) to determine what the children like best; provide opportunities for the children to investigate preferences of their intended users/suitability for intended purposes e.g. *What do you prefer and why? What might we want to include in our product to meet our user's preferences? Which fruit might be the best for our product to match the occasion/purpose? Explore the consistency of the smoothie.*

12. Apply It – PART 2

- Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. *What should we do before we work with food? Why is following instructions important?*
- Demonstrate how to use simple utensils and provide opportunities for the children to practise food-processing skills such as washing, peeling, slicing, squeezing e.g. *Do we eat the whole fruit? Why or why not? Which parts do we eat? What might we have to do before eating this? Why do we cut, grate, peel and slice in this way?* Discuss different effects achieved by different processes.
- Once children are confident in processing skills, model safe use of a blender (carried out by teacher).
- Discuss healthy eating advice, including eating more fruit and vegetables; and the importance of fruit and vegetables in our balanced diet e.g. *Why is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them?*

14. Design, Make and Evaluate It (DMEA) – PART 3, PART 4, PART 5.

- Set a context for designing and making which is authentic and meaningful.
- Discuss with the children the possible products that they might want to design, make and evaluate and who the products will be for. Agree on design criteria that can be used to guide the development and evaluation of children's products e.g. *Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product?*
- Use talk and drawings when planning for a product; ask the children to develop, model and communicate their ideas e.g. *What will you need? What fruit/vegetable will you need? How much will you need? How will you present the product?*
- Talk to the children about the main stages in making, considering appropriate utensils and food processes they learnt about through IEAs and FTs.
- Evaluate as the children work through the project and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

5. Intended users  
themselves parents siblings  
grandparents friends peers at school  
younger/older children other – specify

8. Possible contexts  
home school gardens playgrounds  
local community culture industry  
other – specify

6. Purpose of products  
picnic celebration party school event  
sports day pleasure café corner  
other – specify

9. Project title  
Design, make and evaluate a fruit smoothie for \_\_\_\_\_ (user) for \_\_\_\_\_ (purpose)

11. Related learning in other subjects

- **Science** – Apply knowledge of plants from EYFS. Link to senses in Science Unit 2.
- **Writing** – develop descriptive writing based on first-hand experience of tasting fruit and vegetables.
- **R.E** – links to Harvest and countries around the world.
- **Mathematics** – carry out a simple survey to find out which are the favourite fruits/vegetables; construct and interpret the information in e.g. pictograms.

13. Related learning in other subjects

- **Spoken language** – ask questions to check understanding; use the correct terminology for equipment and food processes.
- **Writing** – instructions on how to use one of the utensils; how to prepare e.g. a fruit for eating.
- **Science** – talk about a balanced diet, different types of food and hygiene.

15. Related learning in other subjects

- **Spoken language** – ask questions to develop and check understanding, develop technical and sensory vocabulary and build knowledge.
- **Art and design** – use and develop drawing skills.
- **Writing** – children write a simple account about how they made their food product.
- **Computing** – use digital photographs to help order the main stages of making and support children's writing. Links to technology around us.

16. Milestone Knowledge

- \*To know that food can come from a plant or animal.
- \* To know that fruit and vegetables are grown both in the UK and around the world.
- \*To know that fruit and vegetables are healthy and that everyone should eat at least five portions of fruit and vegetables every day.
- \*To know that food ingredients should be combined according to their sensory characteristics.

17. Key vocabulary

**New Vocabulary:**  
Hygiene, ingredients, grow, safety, chop, cut, peel, combine, grip. A range of sensory vocabulary (linked to Science).

**Revisited Vocabulary:**  
Fruit, vegetable, healthy, senses.

18. Key competencies

problem-solving teamwork negotiation  
consumer awareness organisation motivation  
persuasion leadership perseverance  
other – specify

19. Health and safety

Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products. Focus on safe use of blender.

20. Overall potential of project

