1. Year Groups

Years 2

2. Aspect of D&T

Food

Focus

Preparing fruit and vegetables

3. Key learning in design and technology

Prior learning

- Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.
- 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.

Technical knowledge and understanding

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*.
- Know and use technical and sensory vocabulary relevant to the project.

4. What could children design, make and evaluate?

fruit and vegetable kebabs

5. Intended users

themselves parents siblings
grandparents friends peers at school
younger/older children visitors
other – specify

6. Purpose of products

picnic celebration party school event
sports day pleasure café corner
other – specify

7. Links to topics and themes

Healthy Eating Festivals and Celebrations
Teddy Bear Picnic Food and Farming
Ourselves Senses Growing
other – specify

8. Possible contexts

home school gardens playgrounds
local community culture industry
other – specify

9. Project title

Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose)

To be completed by the teacher. Use the project title to set the scene for children's learning prior to activities in 10, 12 and 14.

10. Investigative and Evaluative Activities (IEAs)

- Children examine a range of fruit/vegetables. Use questions to develop children's understanding e.g. *What is this called? Who has eaten this fruit/vegetable 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 fruit and vegetables 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 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/vegetables might be the best for our product to match the occasion/purpose?*

11. Related learning in other subjects

- **Science** – understand that plants have leaves, stems, roots, flowers and fruits; understand the importance of growing plants and how seasons affect growth.
- **Spoken language** – children develop and use a sensory vocabulary.
- **Writing** – develop descriptive writing based on first-hand experience of tasting fruit and vegetables.
- **Mathematics** – carry out a simple survey to find out which are the favourite fruits/vegetables; construct and interpret the information in e.g. pictograms and bar graphs.

12. Focused Tasks (FTs)

- 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, grating, 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.
- Discuss healthy eating advice, including eating more fruit and vegetables; using *The eatwell plate* model talk about 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?*

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.

14. Design, Make and Evaluate Assignment (DMEA)

- 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.

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.

16. Possible resources

range of fresh fruit and vegetables

chopping boards, knives, peelers, graters, skewers, juicers, spoons, jugs, plates, bowls, aprons, plastic table covers, hand washing and washing-up facilities

yogurt making machine or blender, if appropriate

17. Key vocabulary

fruit and vegetable names, names of equipment and utensils

sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard

flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria

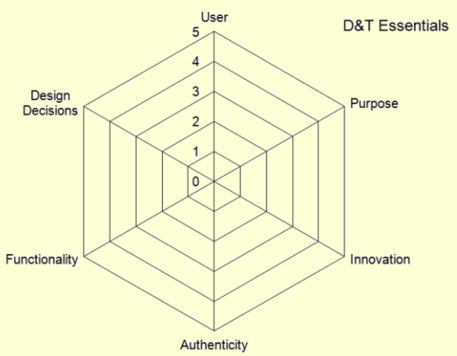
18. Key competencies

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.

20. Overall potential of project



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