

# Lyppard Grange DT Knowledge organiser

Year 1

Food – selecting and preparing raw ingredients

Design, make and evaluate a \_\_\_\_\_ (product) for \_\_\_\_\_ (user) for \_\_\_\_\_ (purpose) – (to be completed by year group)

Examples of possible design and make tasks- fruit salad, fruit and vegetable kebabs, vegetable salads, sandwiches/ wraps, ice lollies



Peeling



Cutting



Slicing

## Vocabulary

Fruit, Vegetables, healthy, soft, juicy, crunchy, smooth, sharp, crisp, sour, seed, pip, slicing, cutting, squeezing, tasting



Grating



Squeezing

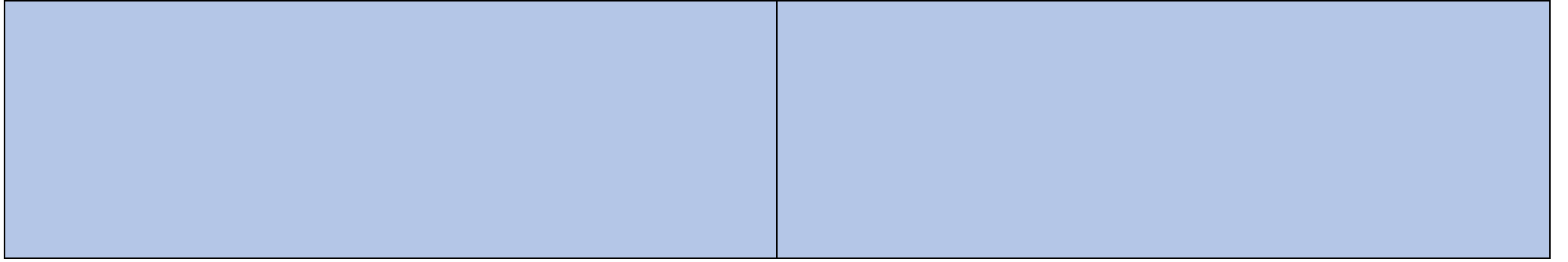
## **Year 1 objective- selecting and preparing raw ingredients**

### Key knowledge

- To know that I have to wash my hands and keep work surfaces clean when preparing foods.
- To know that everyone should eat at least 5 portions of fruit and vegetables a day
- To know that fruit or vegetables can be farmed or grown at home
- A vegetable is a plant used for food

### Key skills

- To use knives to cut/slice food (with help)
- Use equipment to peel, grate, juice foods safely
- Design a product e.g. a sandwich, based on a simple design criteria
- Taste and evaluate a range of fruit and vegetables
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, taste, texture
- Evaluate my product against the design criteria



### **IEAs-**

- Children examine a range of fruit/ vegetables/ sandwich ingredients. Use questions to develop children's understanding e.g. What is this called? Who has eaten this 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 sandwich/wrap? Which fruit/vegetables might be the best for our product to match the occasion/purpose? Can we make healthy choices?

### **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? Know that chn need to wash hands before preparing food and that food surfaces should be clean to stop the spread of germs.
- Demonstrate how to use simple utensils and provide opportunities for the children to practise food processing skills such as grating, spreading peeling, slicing (with help) e.g. Do we eat the whole vegetable? Why or why not? Which parts do we eat? What might we have to do before eating this?
- 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?

### **Design, Make and Evaluate Assignment (DMEA)**

- Set a context for designing and making which is authentic and meaningful e.g. a teddy bears picnic/ seagull's party
- 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? How will we make it healthy? 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.

## Safe cutting techniques (with adult support)

### Peeling-

Teach children to peel away from themselves while using a peeler.



### Grating-



Do not grate every bit of food. It is best to leave a small chunk at the end to hang on to. This means the fingers are not pressed against the grater.

### Cutting- (with adult support)



The claw

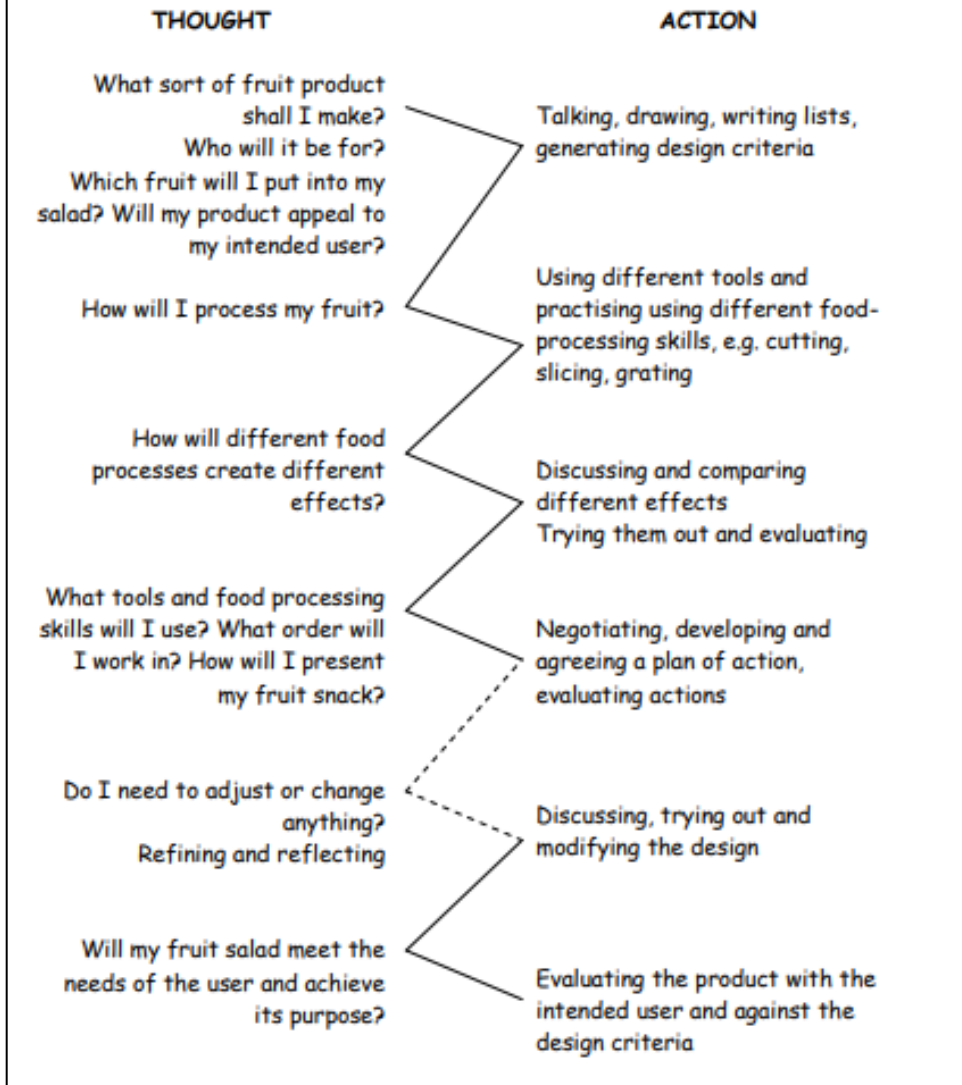


The bridge



fork secure

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is an example of how the iterative design and make process *might* be experienced by an individual pupil during this project:



### Top Tips-

- Serrated knives with round edges are best
- Foods for chopping/slicing could be cut in half lengthways to provide a flat base and held still with, for example, a fork so that children cut safely
- Carrots can provide a relatively cheap food for examining the effects of using different equipment such as grating, slicing into thin rings, slicing into sticks.

### 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. Seek parental consent.

**Year 1 objective- *Selecting and preparing raw ingredients***

**Key knowledge**

- To know that I have to wash my hands and keep work surfaces clean when preparing foods.
- To know that everyone should eat at least 5 portions of fruit and vegetables a day
- To know that fruit or vegetables can be farmed or grown at home
- A vegetable is a plant used for food

**Key skills**

- To use knives to cut/slice food (with help)
- Use equipment to peel, grate, juice foods safely
- Design a product e.g. a sandwich, based on a simple design criteria
- Taste and evaluate a range of fruit and vegetables
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, taste, texture
- Evaluate my product against the design criteria

***Leading on to-***  
**Year 2 objective- *Preparing fruit and vegetables***

**Key knowledge**

- To know how to prepare food safely and hygienically
- To know which equipment to use to prepare food (e.g. colander, sieve, peeler)
- To know how to wash, peel, slice and grate fruit and vegetables
- To know the food groups that healthy foods belong to

**Key skills**

- To use equipment to peel, slice and grate safely
- To plan and prepare a nutritional meal/ snack
- Design a product e.g. a smoothie, based on a simple design criteria
- Taste and evaluate a range of fruit and vegetables
- To evaluate their dishes and that of others and discuss how they could be improved

