

**Pioneer Federation**  
**Medium term plan**  
**LKS1 Cycle 1, Term 5**  
**D.T**



Subject: D.T			
Key Concept/ Theme: Famous Faces- How do people create change?			
Prior Learning links: EYFS- Understanding the world -exploring foods from other cultures.			
Vocabulary: axel, wheel, chassis, vehicle,			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
<p>Create simple designs for a product Use pictures and words to describe what he/she wants to do.</p> <p>Ask simple questions about existing products and those that he/she has made. Select from and use a range of tools and equipment to perform practical tasks – e.g. cutting and shaping. Use a wider range of cookery techniques to prepare food safely.</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range.</p> <p>Design purposeful, functional and appealing products for him/herself and other users based on a design criterion.</p>			
1. (explore)	<p>Prior learning reconnection (year group, cycle &amp; term): <b>EYFS</b> - Understanding the world -exploring foods from other cultures.</p> <p>LO: <b>Let's learn about cooks and why they follow recipes.</b></p> <p>As the topic is about famous people see if the children know any famous cooks. Do any of them have adults that collect cookery books? Have any of their adults bought a book based on something they saw made on television? Explain that the children will be making an apple crumble by Jamie Oliver who is a famous cook. Talk about his link with schools and his campaign to promote healthier meals. He created change as stricter nutritional rules were brought in limiting the amount of fat, sugar and salts being used in school dinners. Why is it important to have a balance of different foods in a diet? Next, ask the children if they know what a recipe is? Why must they be followed carefully when making something to eat?</p> <p>Activity: Children to explore the process of planning from and then following a recipe. Can they identify the ingredients they will need and write a shopping list highlighting them? The children could write a group letter to the HOS asking for the funds they require to be able to purchase the resources.</p>		

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2.  (explore and design)	<p>Reconnection: Why must we follow recipes when making food?</p> <p>LO: <b>Let's learn to design packaging for our product.</b></p> <p>Look at some examples of existing fruit crumble packaging. What do the children notice? What is the same about the examples? What is different? Highlight descriptive language, how does this entice people to buy it over other options? They should also be examining other design features like lettering and colours.</p> <p>Activity: The children need to create a packaging design for their apple crumble. Can they think of creative name using advertising hooks like alliteration? How will their design be eye-catching and encourage someone to buy it? They might want to consider creating a cartoon character to promote their product like some well-known cereals.</p>
3 and 4  (food safety and making)	<p>Reconnection: How does packaging help a product to sell? Share children's designs, can they pick out what they like about each other's designs?</p> <p>LO: <b>Let's learn how to be safe when preparing food and then make our recipe.</b></p> <p>As it is unlikely you will be able to facilitate all of the children cooking and preparing food at the same time, you may wish to follow a carousel format for the lesson.</p> <p><b>Activity 1:</b> Children to complete the packaging for their crumble by referencing their planned design.</p> <p><b>Activity 2:</b> Children to complete an activity promoting good health and safety practice in the kitchen.</p> <p><b>Activity 3:</b> Children to prepare their ingredients and make their crumbles. Children to evaluate throughout the making process. What preparation skills have they learnt? e.g. measuring, weighing, peeling, cutting. Would they feel confident to put these into practise and help adults at home? Take pictures so the children can add comments at a later stage.</p>
5 (evaluate)	<p>Reconnection: How do we keep a kitchen space safe and clean?</p> <p>LO: <b>Let's evaluate our apple crumble.</b></p> <p>It might be that you block a day out for the later stages of the project, this will allow you to complete the evaluation quickly whilst everything is still fresh in the children's minds. Additionally, this will offer an opportunity for instant feedback on the taste and how they felt the cooking project went overall. Each working group could try a small portion of crumble and complete a taste test before placing it in the packaging. Use design stars to support with the evaluation of the crumble and their promotional packaging.</p>
<p><b>End points</b></p> <p>To know how to safely use knives.</p> <p>To know the importance of food hygiene.</p> <p>To know how to store different types of food. To know what constitutes a balanced diet.</p>	