

KPI D&T Curriculum Plan – Cycle B

FOOD AND NUTRITION (7 lessons)

Prior Knowledge	National Curriculum Objectives Covered	End of Unit Assessment
<p><u>EYFS:</u></p> <ul style="list-style-type: none"> • To follow a simple recipe to bake • Start to chop food using an age appropriate knife • To talk about which foods can maintain good health • 	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	<ul style="list-style-type: none"> • Begin to understand that all food comes from plants or animals • Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught • Know how to prepare simple dishes safely and hygienically, without using a heat source • Know how to use techniques such as cutting, peeling and grating
Key Concepts	Links Made	Vocabulary
<p>KC5 - Food and Nutrition</p>	<p>PSHE – healthy eating</p>	<p>Germs, hygiene, invisible, important, clean, poorly, wash, palms, knuckles, fingers, food, origins, comes from, plants, animals, equipment, utensils, chop, peel, grate, prepare, knife, chopping board, instructions, fruit, chop, peel, grate, prepare, serve, kebab, skewer, Recipe, follow, ingredients, equipment, hygiene, food preparation, techniques</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources
Food and Nutrition (7 lessons)				
KC5 - Food and Nutrition	To understand the importance of good hygiene	<p>Know that germs can make us poorly</p> <p>Explain why good hand hygiene is needed</p> <p>Use the handwashing techniques demonstrated</p>	<p>Explain that we have germs on our hands, but they are too small to see. Some germs can make us poorly so it's important to wash our hands before we cook and before we eat.</p> <p>Put children in small groups and choose 1 from each group to have 'germs' put on their hands (glitter and hand lotion mixed together). That child then shakes hands with their friends, touches toys etc.</p> <p>Can children see how quickly germs can spread?</p> <p>Model good handwashing and all children practise. Use handwashing video as needed to remind children</p>	<p>Glitter</p> <p>Hand cream</p> <p>Soap and water</p> <p>Vocab</p> <p>Germs, hygiene, invisible, important, clean, poorly, wash, palms, knuckles, fingers</p>
KC5 - Food and Nutrition	To know where food comes from	<p>Know that all food comes from plants or animals</p> <p>Name common food that is grown and common food that comes from animals</p>	<p>Discuss where food comes from. Watch video and explain that all food comes from either plants or animals. Children say what they have eaten so far today and where it came from. Sort some food pictures (e.g. fruit, bread, sausages, milk etc).</p> <p>Add sorting activity to provision and encourage children to access during independent time.</p>	<p>Pictures of food (or real food items if possible)</p> <p>Food origins video</p> <p>Vocab</p> <p>Food, origins, comes from, plants, animals</p>
KC5 - Food and Nutrition	To explore different techniques for preparing food	<p>Handle utensils safely to chop, peel and grate a range of food</p>	<p>Look at different equipment/utensils for preparing food. What are they for? How do we use them?</p>	<p>Vegetable peelers</p> <p>Graters</p> <p>Child safe knives</p> <p>Chopping boards</p>

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		Choose appropriate utensil for each task (e.g. a knife for cutting, a grater for grating)	Children practise cutting, peeling and grating different food (fruits and vegetables) in small groups with an adult. Put any prepared food that can be eaten onto the snack table/basket for the class to eat	Fruit and veg that can be prepared (e.g. cucumber, carrot, apple, mango) Vocab Equipment, utensils, chop, peel, grate, prepare, knife, chopping board
KC5 - Food and Nutrition	To apply food preparation skills	Choose appropriate utensil for each task and say why Handle utensils safely and effectively to chop, peel and grate fruit	Use the techniques from previous session to follow instructions and create a fruit kebab Link to English - encourage children in the provision to write about the kebab they made and label the ingredients Add photos to class floor book	Vegetable peelers Graters Child safe knives Chopping boards Kebab ingredients (range of fruit) Skewers/sticks Vocab Instructions, fruit, chop, peel, grate, prepare, serve, kebab, skewer
KC5 - Food and nutrition	To understand how to follow a recipe	That cooking follows a recipe That the ingredients and equipment have to be planned	Look at book 'Lunch at 10 Pomegranate Street' and discuss the recipes Each group of children chooses 1 recipe they would like to follow and make. They need to write a list of ingredients and equipment they will need and carefully read a photocopy of the recipe so they know what to do. Children present their idea to the rest of the class. Children vote on which 2 they would like to make as a class.	Book – Lunch at 10 Pomegranate Street Vocab Recipe, follow, ingredients, equipment

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		Develop an appreciation for food from different parts of the world		
KC5 - Food and nutrition	To apply knowledge of hygiene and use food preparation techniques	Use knowledge of chopping/peeling/grating to prepare ingredients Follow a recipe step by step to prepare and cook a chosen dish	Children will make one of the chosen recipes (teacher decide whether to work in groups over a morning or as a whole class), demonstrating good hygiene and food preparation techniques	Ingredients and equipment for the chosen recipes Vocab Recipe, follow, ingredients, equipment, hygiene, food preparation, techniques
KC5 - Food and nutrition	To apply knowledge of hygiene and use food preparation techniques	Use knowledge of chopping/peeling/grating to prepare ingredients Follow a recipe step by step to prepare and cook a chosen dish	Children will make the second of the chosen recipes (teacher decide whether to work in groups over a morning or as a whole class), demonstrating good hygiene and food preparation techniques	Ingredients and equipment for the chosen recipes Vocab Recipe, follow, ingredients, equipment, hygiene, food preparation, techniques

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D&T TECHNIQUES (3 lessons)		
Prior Knowledge	National Curriculum Objectives Covered	End of Unit Assessment
<p><u>EYFS:</u></p> <ul style="list-style-type: none"> To select tools and techniques needed to shape, assemble and join materials they are using To handle tools, objects, construction and malleable materials safely and with increasing control 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> Begin to select tools and materials; use correct vocabulary to name and describe them Learn to use hand tools safely and appropriately Explain the need for safety when tackling new challenges
Key Concepts	Links Made	Vocabulary
<p>KC2 – Take risks KC3 - Evaluate, critique and test KC4 - Use technical knowledge</p>		<p>Join, secure, techniques, materials, explore, evaluate, strengthen, wheels, axles, dowel, secure, join, attach, rotate</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
D&T Techniques (3 Lessons)				
KC2 – Take risks KC4 - Use technical knowledge	To explore techniques for joining wood	Try different methods of joining wood, saying which work well and which don't	Introduce children to their project this term – create a vehicle with wheels that can be pushed along/will roll. Children discuss possible techniques and materials they could use for this. In pairs/small groups children experiment joining cut off pieces of wood using a different glues and tape. Teach the children how to use the glue gun.	Knex, card, wood, boxes, card triangles, masking tape, glue, scissors, saw, woodwork bench, hammer, nails, glue gun. Vocab
KC4 - Use technical knowledge	To understand how to strengthen joins	Understand that triangles are the strongest shape Use triangles to strengthen joins	Explore the idea of strengthening corners. Present the children with K'nex and let them explore which shapes are the strongest. Draw the learning together and reinforce the idea that triangles are the strongest because they have lots of angles. Teach the children how to cut card triangles and attach them to the corners. Children to use triangles to reinforce their joins and make them stronger.	Join, secure, techniques, materials, explore, evaluate, strengthen
KC4 - Use technical knowledge	To understand how to attach wheels	Explore ways to attach wheels and axles Explain methods and techniques used Say what worked well and what needed improving	Provide the children with wheels, axles, tape, tube, glue. Allow the children time to experiment attaching wheels to the axles. After the children have placed the wheels on to the axles and tested them, introduce ways of preventing the wheels from falling off. Children to experiment how tight they will need to secure the tubing on to the axles to ensure the wheels can rotate but do not wobble or fall off.	Axles, dowel, tubing, scissors, boxes Vocab Wheels, axles, dowel, secure, join, attach, rotate

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MECHANISMS – Y2 (6 Lessons)

Prior Knowledge	National Curriculum Objectives Covered	End of Unit Assessment
<p><u>EYFS:</u></p> <ul style="list-style-type: none"> • To select tools and techniques needed to shape, assemble and join materials they are using • To use what they have learnt about media and materials in original ways, thinking about uses and purposes • To safely use and explore a variety of materials, tools and techniques 	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate their ideas and products against design criteria • Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 	<ul style="list-style-type: none"> • Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas • Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products • Start to assemble, join and combine materials in order to make a product • Learn to use hand tools safely and appropriately • Explain the need for safety when tackling new challenges
Key Concepts	Links Made	Vocabulary
<p>KC1 - Design and develop KC2 - Take risks KC3 - Evaluate, critique and test KC4 - Use technical knowledge</p>		<p>Design, plan, blueprint, wooden frame, vehicle, resources, techniques, materials, wheels, axles, frame, make, assemble, create, apply, construct, cut, join, critique, evaluate, explain, improve</p>

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Key Concept(s)	Learning Intention	Crucial Knowledge	Activities	Resources and Vocab
Mechanisms (6 Lessons)				
KC1 - Design and develop	To design a vehicle that moves	<p>Talk about techniques and materials that could be used to create a wooden framed vehicle</p> <p>Design own wooden framed vehicle saying which materials/ resources will be needed</p>	<p>Look at examples of wooden framed vehicles and discuss techniques and materials used</p> <p>Children to design a vehicle using the techniques they have explored in the previous weeks. Children to draw their designs on to squared paper and write about which resources and techniques they will use.</p>	<p>Wooden Framed Vehicles PowerPoint</p> <p>Squared paper</p> <p>Vocab Design, plan, blueprint, wooden frame, vehicle, resources, techniques, materials, wheels, axles, frame</p>
KC1 - Design and develop KC2 - Take risks KC4 - Use technical knowledge	To apply knowledge and techniques to make a vehicle that moves	<p>Follow plans to make wooden framed vehicles</p> <p>Apply techniques – cutting and joining</p>	Children to make their designs using the techniques they have previously learnt.	<p>Axles, dowel, tubing, scissors, card, wood, boxes, card triangles, masking tape, glue, glue gun, saw, woodwork bench, hammer, nails</p> <p>Vocab Make, assemble, create, apply, techniques, construct, cut, join</p>
			Children continue to make their designs using the techniques they have previously learnt.	
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KC3 - Evaluate, critique and test	To test their vehicle	<p>Say what they liked about their vehicle and what they think they did well</p> <p>Say how they can improve in future</p> <p>Give positive feedback to others in the class</p>	Children to test out their vehicles and compare them to their peers. Children to critique their work and that of one of their peers. Children to use the critique templates for their own work and the smaller critique slips for their peers.	<p>Critique template</p> <p>Photos of the children with their models</p> <p>Vocab</p> <p>Critique, evaluate, explain, improve</p>