



## Design Technology Medium Term Plan

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| Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Apple Blossom – SEN KS1/EYFS<br><br>(See separate MTP for Semi-Formal and EYFS Foundational planning)                                                                                                                                            | Term:            | Spring 2                                                                                                                            | Unit:                                                                                                              | Growth and Green Fingers |
| Big Question:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What would I put in an amazing fruit salad?                                                                                                                                                                                                      |                  |                                                                                                                                     |                                                                                                                    |                          |
| Prior Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What a fruit is<br>Different fruits taste differently<br>Different fruits have different textures<br>It is ok to like/ dislike different things<br>Fruit can be eaten in different ways<br>Some parts of fruit are edible and some parts are not | Cross-curricular | EYFS – Understanding the World, Physical Development<br>KS1 – Science, Art                                                          |                                                                                                                    |                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                  | Key Vocab        | Design>Make>Evaluate, fruit, sweet, sour, crunchy, soft, fruit salad, like, don’t like, juice, peel, pith, seed, cut, knife, safely |                                                                                                                    |                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                  | Essential vocab  | Design>Make>Evaluate, fruit, sweet, sour, crunchy, soft, like, don’t like                                                           |                                                                                                                    |                          |
| Substantive Knowledge (Know what)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                  |                  |                                                                                                                                     | Disciplinary Knowledge (Think like)                                                                                |                          |
| <b>EYFS (Substantive Declarative) - Food</b><br>Explore senses to begin to build a food vocabulary<br><b>EYFS (Substantive Procedural)</b><br><b>Investigate:</b> I can explore different materials freely, in order to develop my ideas about how to use them and what to make.<br><b>Design:</b> Develop my own ideas and then decide which materials to use to express them.<br><b>Make:</b> Can create collaboratively, sharing ideas, resources and skills.<br><b>Evaluate:</b> <ul style="list-style-type: none"><li>Can return to and build on my previous learning, refine my ideas and developing my ability to represent them.</li><li>Can share creations, talk about process and evaluate my work.</li></ul> <b>Year 1 (Substantive Declarative) - Food</b> <ul style="list-style-type: none"><li>Make attempts to explain where food comes from</li><li>With prompts, group familiar food products</li></ul> <b>Year 1 (Substantive Procedural)</b><br><b>Investigate:</b> <ul style="list-style-type: none"><li>Begin to explore existing products and investigate how they have been made</li><li>With support, decide how existing products do/do not achieve their purpose</li><li>With prompts, talk about their design</li></ul> <b>Design:</b> <ul style="list-style-type: none"><li>Explore ideas by rearranging materials.</li><li>Select pictures to help develop ideas.</li></ul> <b>Make:</b> <ul style="list-style-type: none"><li>Make comments on parts of work</li><li>Discuss materials that can be used</li></ul> |                                                                                                                                                                                                                                                  |                  |                                                                                                                                     | <b>EYFS</b><br>Understand healthy and unhealthy food<br><br><b>Year 1</b><br>Understand the need for healthy food. |                          |



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| <ul style="list-style-type: none"> <li>• Discuss tools needed</li> <li>• Talk about things they are going to do</li> <li>• Cut, peel, grate, chop a range of ingredients with support</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• Discuss changes that can be made</li> <li>• Talk about things they like and don't like about items</li> <li>• Compare products from design to end product</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Teacher Knowledge</b></p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Fruits are yummy, colorful foods that come from plants. They grow on trees, bushes, or vines and are full of vitamins that help keep us strong and healthy. Here's a fun way to explain fruit to a 4-year-old:</p> <p><b>What is fruit?</b><br/>Fruit is a sweet or sour food that comes from a plant. It grows in different shapes, sizes, and colors. Some fruits, like apples or bananas, grow on trees, while others, like strawberries or grapes, grow on plants near the ground!</p> <p><b>How do fruits grow?</b><br/>Fruits start as little flowers on plants. After the flowers are pollinated (like by bees or the wind), they turn into fruit. The fruit grows bigger and bigger until it's ready to be picked and eaten!</p> <p><b>Different types of fruit:</b></p> <ol style="list-style-type: none"> <li><b>Citrus fruits</b> like oranges, lemons, and limes are juicy and tangy.</li> <li><b>Berries</b> like strawberries, blueberries, and raspberries are small and sweet.</li> <li><b>Tropical fruits</b> like bananas, pineapples, and mangoes are super sweet and fun to eat.</li> <li><b>Stone fruits</b> like peaches, cherries, and plums have a big seed (or pit) inside.</li> </ol> <p><b>Why are fruits healthy?</b> Fruits are like superfoods! They have vitamins and nutrients that help you grow strong, stay healthy, and have lots of energy to play. They also help you stay hydrated because many fruits are full of water! Fruits are not only tasty, but they also help our bodies stay happy and healthy.</p> <p>Cutting fruit safely is really important! Here's how to explain it to a 4-year-old in a fun and easy way:</p> <ol style="list-style-type: none"> <li><b>Ask an adult for help</b> First, always ask a grown-up to help you when it's time to cut fruit. Grown-ups know how to use sharp knives safely, and it's best if they do the cutting while you watch and learn</li> <li><b>Be careful with sharp knives</b> Knives can be sharp, so it's important to never use them by yourself when you're little.</li> <li><b>Wash the fruit</b> Before you eat or cut fruit, it's important to wash it clean. This helps get rid of dirt and germs. You can help wash the fruit by holding it under water and rubbing it with your hands</li> </ol> |
| <p><b>FRUITS</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Faith – Making links between things that grow and the story of The Creation</b></p> <p><b>Relationships –</b> For children who do not like fruit, due to sensory differences, we can make fruit salads for our friends</p> <p><b>Uniqueness –</b> All fruit is unique in taste, texture and appearance and all children are unique in what they like and don't like</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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|                              | <div>4. <b>Cutting the fruit:</b> When a grown-up cuts fruit, they'll use a knife to cut the fruit into smaller, safe pieces. They'll cut carefully so that the fruit doesn't roll around or make a mess.</div> <div>5. <b>Use a safe place to cut</b> The grown-up will use a cutting board or a safe place to cut the fruit, so the knife doesn't slip. You can help by holding the fruit steady with your hands while they cut it into pieces. For softer fruit you can cut it yourself using a butter knife</div> <div>6. <b>Big fruits, like watermelon or pineapple, need special care</b> Some fruits, like watermelon, need a grown-up to cut them first because they are big and hard to cut. After they cut them into small pieces, you can enjoy cutting the soft fruit</div> |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |                                                                                                                                                                             |
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| Key concept                  | Learning objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Key components                                                                                                                                                            | Main input                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Activity                                                                                                                                                                                        | Adaptive strategies                                                                                                                                                         |
| Food – Healthy and Unhealthy | <div>What is fruit and why do we need it?</div> <div>EYFS Understand healthy and unhealthy food</div> <div>Year 1 Understand the need for healthy food.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <div>Fruit is a type of food</div> <div>Some food is healthy and some is unhealthy</div> <div>Fruit is healthy</div> <div>Food that is healthy is good for our body</div> | <div>Hook: We have received a basket of food with a challenge to decide what is healthy and what is unhealthy</div> <div>Input: Children will be told that this half term in Design Technology, Science and Art we will be learning about plants, fruit, and growing things. This is our Design Technology Food week. We will look at the Design Technology widget Key vocabulary.</div> <div>We will look at a PowerPoint about healthy and unhealthy foods and learn what the word “healthy” means.</div> <div>We will then do the Busy Things game (Early Years &gt; PSED &gt; Being Healthy &gt; Our Favourite Fruit) to do a class survey of favourite fruit (chart to be printed for our class display board)</div> | <div>Children will work in groups of 2 or 1:1 (depending on the child) to sort the items into healthy or unhealthy.</div> <div>(photo for DT book and pic collage for class notice board)</div> | <div>Supported carpet time</div> <div>Sign Supported English and widgets</div> <div>Simplified language</div> <div>Group sizes and language dictated by child’s needs</div> |



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| Investigate          | <p><b>What fruit dishes can we make? (food vocabulary)</b></p> <p><b>EYFS (Substantive Procedural) - Investigate</b><br/>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p><b>Year 1 (Substantive Procedural) - Investigate</b><br/>Begin to explore existing products and investigate how they have been made</p> <p>With prompts, talk about their design</p> <p><b>Design:</b><br/>Explore ideas by rearranging materials.</p> <p>Select pictures to help develop ideas.</p> | <p>Some foods are categorised as fruit</p> <p>There are many different types of fruit</p> <p>Fruit has different names</p> <p>Fruit can be combined to make a fruit salad</p> | <p><b>Hook:</b> Children will be invited to come and choose a piece of fruit from our fruit bowl.</p> <p><b>Input:</b> We will look at a selection of fruit dishes on PowerPoint. At the end we will have a fruit quiz. Can children name the fruit? We will learn the names of different common and unusual fruits</p> | <p>Children will make their own fruit salad collage. Can they name any of the fruits?</p> <p>Some children to be pushed to talk in more detail about their design</p> <p>Notes to be made in DT books</p> <p>Notes to be made in Topic daybook</p> | <p>Supported carpet time</p> <p>Sign Supported English and widgets</p> <p>Simplified language</p> <p>Group sizes and language dictated by child's needs</p> |
| Investigate and Make | <p><b>How can we use tools safely?</b></p> <p><b>EYFS</b><br/>Using one handed tools</p> <p><b>KS1</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>We can prepare fruit in different ways</p> <p>We can use a knife to cut food</p>                                                                                           | <p><b>Hook:</b> We will watch a video of someone cutting fruit to prepare a fruit salad</p> <p><b>Input:</b> We will look at a PowerPoint about how to use knives safely to cut fruit</p>                                                                                                                               | <p>Children will work 1:1 with an adult to cut up fruit using a butter knife as we make a class fruit salad. Adult will model use of knife and support children using knives</p>                                                                   | <p>Supported carpet time</p> <p>Sign Supported English and widgets</p> <p>Simplified language</p>                                                           |



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|                               | <ul style="list-style-type: none"> <li>Discuss tools needed</li> <li>Talk about things they are going to do</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Some knives are very sharp</p> <p>All knives need to be used safely</p>    |                                                                                                                                                                                                                                                              | Photo for DT books and pic collage of class for display board                                                                              | Adapted language and support for activity                                                                                                                                                                                                                   |
| Investigate, Design, and Make | <p><b>What would you like to put in your fruit salad?</b></p> <p><b>EYFS</b><br/> <b>Investigate:</b> I can explore different materials freely, in order to develop my ideas about how to use them and what to make.<br/> <b>Design:</b> Develop my own ideas and then decide which materials to use to express them.</p> <p><b>Year 1 (Substantive Procedural)</b><br/> <b>Investigate:</b> Begin to explore existing products and investigate how they have been made</p> <p>With prompts, talk about their design</p> <p><b>Design:</b> Explore ideas by rearranging materials.</p> | <p>We now know what fruit is</p> <p>We now know how to use a knife safely</p> | <p><b>Hook:</b> We have a basket with a selection of fruit in it. Teacher to talk about what they like and don't like.</p> <p><b>Input:</b> We will look at different fruits and learn some descriptive words about each one (taste, colour and texture)</p> | <p>Children will do a taste test and decide which fruits to put in their fruit salad tomorrow</p> <p>Notes to be made in Topic daybook</p> | <p>As all children in class are autistic and many of our children in class have restricted food preferences and sensory issues then children will be encouraged to try fruit but if they do not want to will be encouraged to feel and smell it instead</p> |
| Make and Evaluate             | <p><b>What did you think of your fruit salad?</b></p> <p><b>EYFS</b><br/> <b>Make:</b> Can create</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>We know which fruit we like and don't like</p>                             | <p><b>Hook:</b> We will dance to the Wiggles song Fruit Salad</p>                                                                                                                                                                                            | <p>We will make fruit salads on a 1:1 basis</p>                                                                                            | <p>As above</p> <p>Supported language for evaluations</p>                                                                                                                                                                                                   |



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|  | <p>collaboratively, sharing ideas, resources and skills.</p> <p><b>Evaluate:</b></p> <p>Can share creations, talk about process and evaluate my work.</p> <p><b>KS1</b></p> <p><b>Make:</b></p> <p>Make comments on parts of work</p> <p>Cut, peel, grate, chop a range of ingredients with support</p> <p><b>Evaluate:</b></p> <p>Discuss changes that can be made</p> <p>Talk about things they like and don't like about items</p> <p>Compare products from design to end product</p> | <p>We know how to use a knife safely</p> <p>We now know that fruit can be combined to make a fruit salad</p> | <p><b>Input:</b> Today we are going to make our fruit salad. Our big challenge is to make a fruit salad for snack time. If you do not like fruit you can make it for a friend</p> | <p>We will then evaluate our fruit salads as we eat or gift them. Do we like the way they turned out? Would we do anything differently next time?</p> <p>Photos and evaluation notes for DT books and Topic daybook</p> <p>Pic collage for Class Dojo and class display board</p> | <p>Allowed to gift the fruit salad if the child who made it does not like fruit</p> |
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