



Theme Overview		Project Outcomes	
<p>In this Design and technology unit, the children will explore a range of common fruit and vegetables, learning about where they grow and what distinguishes fruit from vegetables. They will design and make a smoothie and use knives and peelers to prepare fruit.</p>		<p>To design, create and evaluate a fruit smoothie that would appeal to a Reception child.</p>	
<p><b>Skills Focus</b></p> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>to plan by suggesting what to do next; to select from a range of tools and equipment; select from a range of components and materials according to their characteristics.</li> <li><b>Practical skills and techniques</b></li> <li>follow procedures for safety;</li> <li></li> </ul>	<p><b>Key Vocabulary</b></p> <p>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</p>		
	<p><b>Sequence of Learning</b></p>		
	<p><b>Lesson 1: To identify if a food is a fruit or a vegetable</b></p> <p>Introduce with a range of images of fruit and vegetables. Play 'what am I?' describing the fruit and vegetables. Look at the items again - are they fruit or veg? How do you know? Ask children to sort them into 2 groups - one fruit, one vegetable.</p> <p>Taste testing - allow children to taste the different fruits and vegetables once they have sorted them and misconceptions have been addressed. Encourage children to use descriptive language to describe the taste, smell, texture of the foods. Can they say whether they like them or not?</p>	<p><b>Lesson 2: to identify where plants grow</b></p> <p>Re-cap on the difference between fruit and vegetables. Ask children what they already know about where fruit/veg grow.</p> <p>Using powerpoint slides go through the differences between where fruit and vegetables grow.</p> <p>Children complete the table to decide if a food is a fruit or a vegetable and where it might grow.</p>	
<p><b>Health and Safety:</b></p> <p>Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project</p>	<p><b>Lesson 3: to design a fruit smoothie</b></p> <p>Re-cap on learning about the differences between fruit and vegetables so far.</p>	<p><b>Lesson 4: to make and evaluate their fruit smoothie</b></p> <p><i>Risk assessment to be completed for this activity</i></p> <p>Introduce with health and safety talk about using knives, food hygiene (e.g. importance of hand washing etc). Children split into groups to make the smoothies - peeling, chopping, grating etc as required by their chosen recipe.</p>	

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.

Look at commercial examples of smoothies - typical blends you might see in a shop? Collect children's experiences of fruit smoothies.

Within the limits of the fruit available, children choose which options they would like to try to combine into a smoothie, explaining their choice.

Children complete the design sheet.

Once smoothies are made, they can try their own and evaluate it on their design sheet.

Whole class to meet with Reception children to explain to them the importance of eating your fruit and vegetables and to allow them to also try the smoothies.