

**Design and
Technology
Food/Fruit
Salad**

Evaluation of Existing Products

Children will:

Explore existing fruit salads and investigate how they have been made.

Focused Tasks

Children will:

Develop a food vocabulary using taste, smell, texture and feel.

Group familiar food products e.g. fruit.

Explain where fruit comes from.

Cut, peel, grate, chop a range of ingredients.

Work safely and hygienically.

Design

Children will:

Use pictures and words to convey what they want to design/make.

Propose more than one idea for their product.

Select appropriate technique explaining First... Next... Last....

Select pictures to help develop ideas.

Explore ideas by rearranging pictures of ingredients.

Use drawings to record ideas as they are developed.

Add notes to drawings to help explanations.

Talk about their design as they develop and identify good and bad points.

Describe their drawings of ideas and intentions.

Make

Children will:

Discuss their work as it progresses.

Note changes made during the making process as annotation to plans/drawings.

Select ingredients from a limited range that will meet the design criteria.

Select and name the tools needed to prepare the ingredients.

Explain what they are making.

Explain which ingredients they are using and why. Name the tools they are using.

Describe what they need to do next.

Evaluation (of their Finished Product)

Children will:

Say what they like and do not like about items they have made and attempt to say why.

Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

<p>Art and Design</p>	<p>Exploring and Developing Ideas</p> <p>Children will: Record and explore ideas from first hand observations of flowers and plants Explore the work of the artist Monet Describe what they think and feel about the work of Monet Begin to talk about the style of Monet</p> <p>Drawing</p> <ul style="list-style-type: none"> ▪ Make observational drawings of plants and flowers in detail. Experiment with mark-making, using a range of pencil grades. large scales, individually and as group pieces. ▪ Make drawings and experiment making shades and tones. Encourage smudging contrasted with detail. ▪ Make drawings of plants and flowers and experiment with pastels. <p>Painting</p> <ul style="list-style-type: none"> ▪ Develop drawings into paintings, experimenting with readymix and comparing with watercolour. ▪ Experiment mixing colours and shades. ▪ Experiment with small and large brush sizes, depending on the scale and detail of observational work. <p>Printing</p> <ul style="list-style-type: none"> ▪ From detailed drawings, develop a simplified printing motif of plants or flowers. ▪ Plan and discuss colour choices for print or background. ▪ When dry, work into print with pastel or watercolours if desired. <p>Evaluating Children will Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work</p>
<p>Computing Simulations</p>	<p>Children will: Explore simulations of real and virtual environments e.g. BBC science clips, virtual plants Develop an understanding of how simulations work through exploring simple examples. Make informed choices when exploring what happens in a simulation</p>