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| **Lesson 4** | | Key question: | | | | |
| **Building on from Year 1:** | | Children learn to identify fruits and vegetables and then design and make a smoothie | | | | |
| **Key DT focus*–***  *Skills developed with guidance* | | * I can remember how to prepare food safely * I can make a healthy wrap   I know how to review my design | | | | |
| **Teaching Objectives** | | * **L.O. To make and evaluate my healthy wrap** | | | | |
| **Key Vocabulary**: Balanced diet, Balance, Carbohydrate, Dairy, Fruit ,Ingredients, Oil, Sugar, Protein, Vegetable ,Design Criteria | | | | | | |
| **Resources**   * *Teacher video:* *Designing and making a wrap* * *Pupil video: Making and evaluating* * *Presentation: School lunches letter* * [Design brief](https://www.kapowprimary.com/glossary/design-brief/) from Lesson 2 * Instructions  on food hygiene * A knife and [ingredients](https://www.kapowprimary.com/glossary/ingredients-3/) to demonstrate safe cutting techniques * Knives suitable for the children & chopping boards * Tin foil – a piece sufficient for each child   *Wrap review* sheet– one per pupil | | **Locality context barriers to learning**  Low income families prone to eating cheaper less healthy options for foods. Some parents not aware of food traffic light labels and therefore not discussing that with their children. | | | | **Weblinks**  [*https://www.youtube.com/watch?v=5dR22hbln6w*](https://www.youtube.com/watch?v=5dR22hbln6w) |
| **Protective Characteristics**  Could explain that every person (girl, boy, old, young) needs a healthy and balanced diet to maintain their health. It is important to eat fruits and vegetables for their whole lives. | | | | | | |
| **Before the session:** Print resources  **Retrieval task:** What can we remember about theinstructions that were made at the end of the last lesson, relating to:   * Food hygiene (washing counters, tools and hands) * How to [slice](https://www.kapowprimary.com/glossary/slice/) safely ([bridge](https://www.kapowprimary.com/glossary/bridge/) grip) and how to roll your wrap.   **Key questions**   * What do we need to do before we start preparing food? * How do we chop safely? * How do we ensure that we are hygienic in the kitchen? * What do we do if we drop food?   **Oracy Starter:** <https://www.youtube.com/watch?v=5dR22hbln6w>  **Main teaching:**  *Play pupil video for Making and evaluating, as an example of today’s lesson.*  *Note:* which you might like to keep running in the background during the Main event so the children can refer to it while you are circulating. | | | | | | |
| SEN | **PKF** | WTS | EXS | | GDS | |
| Working with an adult to chop and make their wraps | Give each child their final [design](https://www.kapowprimary.com/glossary/design/) that they made in Lesson 3  Children should work in table groups to prepare their [ingredients](https://www.kapowprimary.com/glossary/ingredients-3/) for use. You may want to group children that are using similar/the same ingredients on the same tables.  When the ingredients have been cut, Pupils [assemble](https://www.kapowprimary.com/glossary/assemble/) their wraps and roll them.  When the children have finished making their wraps, they need to secure them using tin foil to make a skirt. This is modelled in the *Pupil video: Making and evaluating*.  Children should clean and tidy their work areas then sit and try their wraps. Lets them take half home to show their parents.  Give each child a copy of *Wrap review* and model to the children how to complete review for their wrap. | | | | | |
| **Plenary**  Explain that as a class we now need to come up with one master [design](https://www.kapowprimary.com/glossary/design/) that includes everything that we have learnt from this project to submit to the government, thinking about:   * All the [ingredients](https://www.kapowprimary.com/glossary/ingredients-3/) and wraps they have tasted.   Create a tally show class vote on which is best. | | | | | | |
| **Outcomes**   * **Majority will ability to construct a wrap from their plan.** * **Most Will construct a wrap that meets the** [**design brief**](https://www.kapowprimary.com/glossary/design-brief/) **and their plan.** * **Some will construct a wrap that meets the** [**design**](https://www.kapowprimary.com/glossary/design/) **brief and their plan, that has been adapted where needed, for example, the size of the** [**ingredients**](https://www.kapowprimary.com/glossary/ingredients-3/) **in the wrap.** | | | | | | |
| **Lesson evaluation notes** | | | | **Next Steps**  **Pupils needing extra support:** Will need support preparing [ingredients](https://www.kapowprimary.com/glossary/ingredients-3/) and assembling the wraps.    **Pupils working at greater depth:** Will need to consider the amount of their ingredients in the wrap and how that may impact the taste. | | |