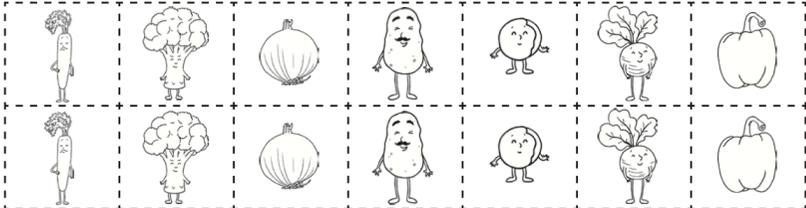
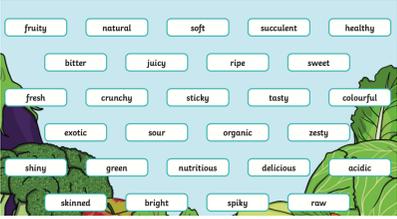


Y1 - What is growing in the garden?

DT

Learning Objective	Teaching and Learning	Outcome/s																				
<p>Engage!</p> <p>To explore a range of existing product</p>	<p>*(Planting Party with Y2)* - changed due to current restrictions</p> <p>Vegetable Tasting!</p> <p>What is a healthy diet? What do we need to ensure that we are eating plenty of? What vegetables have you tried? Which are your favourites?</p> <p>Explain to the children that the school kitchen wants to add a new healthy recipe to their menu, and they would like you to have a go at designing it! Explain at the end of this Design and Technology unit, they are going to design their own vegetable pasta sauce.</p> <p>Show them the design criteria and explain that this is the list that the kitchen has given you. Your product must be all of these things.</p> <ul style="list-style-type: none"> Your product must contain at least 4 different vegetables Your product must be healthy Your product must taste nice Your product must look appealing Your product must smell appealing <p>To do this, we must first taste a range of vegetables and choose the tastiest ones to go into our sauce.</p>	<p>Children give each vegetable a rating out of 5, to show how much they liked each one.</p>  <p>Provide children with a word mat so that they can record the names of the vegetables they are trying.</p> <div data-bbox="1671 528 2152 858" style="border: 1px solid green; padding: 5px;"> <p style="text-align: center; color: green;">Vegetable Word Mat</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td> carrot</td> <td> onion</td> <td> cauliflower</td> <td> lettuce</td> <td> potato</td> </tr> <tr> <td> celery</td> <td> turnip</td> <td> leek</td> <td> marrow</td> <td> sprout</td> </tr> <tr> <td> peas</td> <td> runner beans</td> <td> sweetcorn</td> <td> cabbage</td> <td> spinach</td> </tr> <tr> <td> sweet potato</td> <td> broccoli</td> <td> pepper</td> <td> aubergine</td> <td> cucumber</td> </tr> </table> </div> <p>Challenge!</p> <p>Provide them with word mats so they can choose one appropriate adjective to describe the vegetable</p>	 carrot	 onion	 cauliflower	 lettuce	 potato	 celery	 turnip	 leek	 marrow	 sprout	 peas	 runner beans	 sweetcorn	 cabbage	 spinach	 sweet potato	 broccoli	 pepper	 aubergine	 cucumber
 carrot	 onion	 cauliflower	 lettuce	 potato																		
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<p>To explore who products are for</p> <p>(Target audience)</p>	<p>Market Research - Children review the tasting session. What was your favourite? Why is it important to get the views of other people rather than just thinking about what we like?</p> <p>Ask children to ask other children (or raise hands) to find everyone's favourite vegetable. Model using a tally chart to do this. How can we find the total?</p> <p>Model completing the table. Explain that a graph can show this data more clearly and explain that today we are going to use a pictogram.</p> <p>Model using the tally numbers to add the appropriate amount of pictures to the graph.</p>	<p>Children create a pictogram to show favourite vegetables in the class - colour in the vegetables and add to their chart (see resources)</p> 																				

Learning Objective	Teaching and Learning	Outcome/s
To explore a range of existing products	<p>Hand out a range of vegetables to the children. Explain that after tasting the vegetables, we are now going to explore our other senses around them.</p> <p>Which vegetables are hard? Which are sweet? Which are soft? Which are smooth? Which are bland? Which are rough? Allow children time to explore and discuss the vegetables.</p> 	<p>Children choose a vegetable to create a Senses 'poem'</p> <p>Carrots look _____</p> <p>Carrots smell _____</p> <p>Carrots taste _____</p> <p>Carrots feel _____</p>
To use knowledge of existing products to develop ideas	<p>Why is it important to eat lots of vegetables? What could be a good way to eat lots of vegetables? Explain that a new local restaurant wants to put a new, healthy pasta sauce on the menu. Explain that they must create a design, using their favourite vegetables (and the class favourites) for a new pasta sauce. How will you use the market research in your design? What about what you learnt during exploring the products?</p>	<p>Children draw the 4/5 vegetables they will add to chopped tomatoes to create their pasta sauce ingredient list.</p> <p>They could also add key words from their previous learning to explain their choices.</p>
To select from a range of tools and equipment, explaining their choices	<p>Express Day! What do we need to do to vegetables before we eat them? Model peeling and chopping safely using different methods (claw/bridge methods)</p>	<p>Adult-led activity: Children peel and chop vegetables (softened if necessary) ready to add to their pasta sauce Child activity: Design a label for their pasta sauce. Provide children with examples</p>
To follow safety procedures for safety and hygiene	<p>Discuss safely preparing food. What do we need to remember before we cook or handle food? Why? Share ideas and add to the board for the children to use on their posters.</p>	<ul style="list-style-type: none"> Children/adult cooking the pasta sauce (Party pans are great for this) Children make posters for hygienic cooking Children taste the food with pasta
To make simple judgments against a design criteria	<p>Explain to the children that the final stage of product development is to evaluate our products. Remind children of the design criteria and model evaluating against this.</p> <ul style="list-style-type: none"> My sauce contained 4 different vegetables My sauce was healthy My sauce was tasty My sauce looks appealing to the audience 	<p>Children could tick, colour, RAG rate, smiley face etc. against these design criteria to show what was successful about their product.</p> <p>Key questions: What did you like best about your sauce? What would you change next time? Why?</p>



Art

Learning Objective	Teaching and Learning	Outcome/s
<p>To understand how colours can link to feeling and mood</p>	<p>Recap the learning from the last unit in art. What did we learn about colours? How can they show feelings or a mood? Which colours are hot? Which colours are cold? Why? Are some colours hotter than others? Are some colder? Model creating a spectrum of colours and ask the children to think whether the colours are getting hotter or colder and explain their answers.</p>	<p>Warm/Cool colour spectrums Children create a spectrum of colours to show the colours getting hotter or colder. Encourage the children to blend the colours together to create a continuous piece.</p> 
<p>To talk about the work of artists, expressing their likes and dislikes</p>	<p>Show the children a range of famous paintings on the board (outlined in the Knowledge curriculum) What colours can we see? What do these colours make you feel? Why do you think the artist wants you to feel this way? Model labelling the colours and then using your choice of media to try and recreate those colours. Children could add key words (hot cold happy sad bright exciting) Which paintings do you like? Why? How does the use of colour influence your choice?</p>	<p>Children look for use of colour in paintings and replicate</p>  <p>Children complete sentences: My favourite painting is _____ because _____</p>
<p>To explore techniques to lighten or darken colours without using black or white</p>	<p>Katie and the Sunflowers https://www.youtube.com/watch?v=dLx3O02aqyI Show children this book (or the link) which reflects on the warm, sunny colours the children have been looking at as well as introducing Van Gogh's sunflower painting.</p> <p>Show VVGs painting of the sunflowers and explain why he is such a famous painter. (Evaluation sheet in resources) What colours can you see? Why do they make you think? Why has he chosen that colour for the background? Are all of the yellows the same? How can we change yellow in this way? Model adding other colours to the yellow and ask children to predict what will happen? Will the yellow get lighter or darker? Will it get warmer?</p>	<p>Give children a selection of paints and allow them to experiment making the yellow lighter and darker by adding different colours. Once happy with a shade that they have created, they can add it to a petal. Ask them to make 6/7 different yellows to create their own sunflower. (See picture)</p> <p>Children could then create their own flowers to add to a class mural</p> 

<p>To make links between artists work and their own</p>	<p>Remind the children of our learning over the last few lessons. Recap the key learning about Van Gogh, his choice of colour and the meaning.</p> <p>Explain to the children that today they are going to recreate the Van Gogh sunflower painting, including all of the features we have learnt about.</p> <p>Model recapping how to create the different tones and shades of yellow and ensure children think about their background colour.</p>	<p>Children paint their own Van Gogh sunflower picture</p> 
<p>To print simple pictures with a range of hard and soft materials</p>	<p>Explain that today, children are going to create their own flower picture, reflecting the colours, thoughts and feelings of spring.</p> <p>What is spring all about? What colours do you think of? Why? What colours will we perhaps not use? Why? Could we include these colours in some way to show they are no longer there (petals on the ground, background etc.)</p> <p>Explain that today we are going to print our petals to ensure even and consistent shapes.</p> <p>Model shaping the kitchen roll to create different petal shapes and then model printing the shapes to create the flower. Explain that they can modify the shape to create different petals if desired.</p>	<p>Children create their own flower picture - collage? to show the colours of spring. Blue background to show that we are leaving the cold of winter behind.</p> <p>Children can then fill in the petals with their chosen colours.</p> 

