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| **Reception – Fruit kebabs**  |
| **Please ensure you check your class medical folder for allergies and dietary requirements** |
| **Links made with other subjects** | Maths: Compare amounts, Compare size, mass and capacity, Exploring pattern, shapePHSE – washing hands |
| **The BIG Question** | How do you make a fruit kebab? |
| **The BIG Outcome** | To make a fruit kebab with a range of colourful fruits |
| **DT objectives**(link to NC)  | Design * Design purposeful, functional, appealing products for themselves and other users based on design criteria
* Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
* Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate * Explore and evaluate a range of existing products
* Evaluate their ideas and products against design criteria

Technical knowledge * Build structures, exploring how they can be made stronger, stiffer and more stable
* Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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| **DT strands** | Design * Design purposeful, functional, appealing products for themselves and other users based on design criteria
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| **Vocabulary/ Glossary** | Cut, chop, mix, wash, chunk, half, slice,  |
| **Knowledge** (see italics for knowledge to remember)Numbers used are the LO for the lesson. | The knowledge that children will learn and remember:*1. Investigate and analyse a range of existing products.* * What is a fruit kebab? What are they used for? Where does fruit grow? Discuss and explain that different countries grow different fruits based on their climate. Children to think, pair, share their ideas then go through the
* How many different types of fruit can you think of? Again, children to think, pair, share their ideas
* Go through pictures of different fruits. Where is this grown? What does it taste like? Do you like to eat this fruit? What colour is it? What is the texture like? Discuss questions as a class.
* Tell children that today they will be tasting different fruits. Which fruits will be tasty to eat together? Why? Children to explain why some fruit will not be suitable to be place on a fruit kebab (fruits with stones) How can you include them? List children’s ideas.
* Who was it designed for? Who will enjoy these?

2. *Generate, develop, model and communicate their ideas through discussion and annotated sketches*. * Show children some different fruits. Which fruits will be suitable to eat from a stick? Children to think, pair, share their ideas.
* Go through the step-by-step photos for how to make a fruit kebab.
* How will you make your fruit kebab? Which fruits will you include? Children to discuss their ideas
* How can you make your fruit kebab different from your peer? Discuss pattern making.
* Explain to the children that today they will be designing their fruit kebab.

What do we need to think about when we are designing a product? Write a list of questions on the board based on the children’s feedback, e.g. What materials and tools will I need? Who am I designing my product for? How will I join the different parts together? etc.* Provide children with a template of a plate – children to draw their idea of what their fruit kebab will look like. Colour the different fruits in.

3. *Use a range of tools and equipment to perform practical tasks accurately.* In this lesson prior to the steps below, you may want to create a fruit kebab to show the end result* Discuss how we are able to safely and securely add fruit on to the stick/straw
* Discuss and use equipment safely
* Wash hands before beginning

 4. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card. * Gather all of the equipment and materials that they will need.

Use simple finishing techniques suitable for the product they are creating. *6. Know and explain how to create a fruit kebab*(children to think and talk through how their product is used and what holds it together.)* Ask children to take out the designs for their fruit kebab. Give children a few minutes to look through their plan to remind themselves of what they need to do.
* Explain that today they will be following their designs to make their fruit kebab. What is the first thing you are going to do when you get to your tables? Children to think, pair, share their ideas.
* Show the children step by step how they will prepare, cut and place their fruit on to the stick/straw.
* Write notes for children’s responses: What will you do if you have a problem while you are making your fruit kebab? How can you make sure you stay safe while you are making your product? How can you make sure your product ends up looking like your design?

7. *Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.* * Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas.
* Tell children that today they will be evaluating their finished product. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas.
* Ask children to get into partners and discuss: What did you most enjoy about making your fruit kebab? What did you find most difficult about making your fruit kebab? What would you do differently if you were going to make it again?

8. Record children verbally explaining how to make a fruit kebab.Higher ability children should write a set of simple instructions to answer the BIG question. |
| **SEND expectations**Adult support where possible.Success to be determined by outcome. | SEND pupils will complete the lesson plan as above. Where required, adult support should be provided. |
| **Resources** | * See recipe sheet
* Child friendly knives
* Chopping board
* A range of fruit suitable to slide through a stick or straw
* Straws/skewers (sharp edges to be cut off)
* A bowl
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